

## **B.Ed. Two Year Programme**

### **P.2.4 : Urdu**

Maximum Marks: 100

#### **Unit-1: Position of Urdu in India**

Evolution of Urdu as an Indian Language; Different forms of Urdu language; Status of Urdu in pre-and post-partition India; Role of Urdu language in national integration; Urdu at international level; challenges of teaching and learning Urdu

#### **Unit-2: Urdu Language, Literature & Aesthetics**

*Different Creative Forms of Urdu Language:* Understanding different forms of Urdu literature; Literature in the school curriculum—Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation—Importance and Need; Translation as a Creative Activity—through examples of translated texts into Urdu from different languages.

*Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama:* Introduction of various literary forms of Urdu language; Classical Urdu literature and modern Urdu literature; Planning lessons in Urdu prose, poetry and drama at various school levels.

#### **Unit-3: Acquisition of Language Skills in Urdu**

*Urdu grammar and vocabulary in context*

*Tasks, materials, and resources for developing the listening and speaking skills in Urdu:*

Storytelling; dialogues; situational conversation; role plays; simulations; speech; games and contexts; language laboratories; pictures; authentic materials and multi-media resources

*Developing the skills of Reading and Writing in Urdu:* Importance of developing of reading skills; Reading aloud and reading silent; Extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia, etc.;

Stages of Writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogues, speech, advertisement, etc.; reference skills; Higher order skills

#### **Unit-4:Teaching-Learning of Urdu**

*Approaches/Methods of Teaching Urdu:* Grammar translation method; Direct method; Structural-situational method; Audio-lingual method; Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary)

*Use of Teaching-Learning Materials & Aids in Urdu Teaching:* Print media; Other reading materials, such as learner chosen texts, magazines, news-papers, class-libraries, etc.; ICT, audio-visual aids including CAL programmes; Radio, TV, Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

#### **Unit-5: Assessment in Urdu Teaching**

The role and importance of assessment in Urdu language teaching; Progress and assessment of development of language; Continuous & Comprehensive Evaluation—Oral, Written, Portfolio; Close test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking; Enhancing imagination and environmental awareness; feedback to students, parents and teachers

#### ***Suggested Readings***

Rai, Alok. 2001 India Nationalism: Tracks for Times: Orient Longman

Shahabuddin,Syed *Economic and Political Weekly*Vol. 34, No. 10/11 (Mar. 6-19, 1999), p. 566

Russell, Raplh.Urdu in India since Independence *Economic and Political Weekly* Vol. 34, No. 1/2 (Jan. 2-15, 1999), pp. 44-48

Ather Farouqui, Urdu Education in India: Four Representative States*Economic and Political Weekly* Vol. 29, No. 14 (Apr. 2, 1994), pp. 782-785

Reflections on Teaching Urdu in GermanyChristina Oesterheld*Economic and Political Weekly*Vol. 37, No. 2 (Jan. 12-18, 2002), pp. 112-115

Minorities, Education and Language: The Case of UrduHasan Abdullah*Economic and Political Weekly*Vol. 37, No. 24 (Jun. 15-21, 2002), pp. 2288-2292

*A History of Urdu Literature. Second Edition, Revised and Enlarged.* by Muhammad Sadiq

Trouble over Urdu and ArabicMukundan C. Menon*Economic and Political Weekly*Vol. 15, No. 35 (Aug. 30, 1980), pp. 1467-1468

Perspectivs on Urdu Language and Education in India, Mazhar Hussain., *Social Scientist*Vol. 31, No. 5/6 (May - Jun., 2003), pp. 1-4

Linguistic Diversity in Global Multicultural Civic Politics: The Case of Urdu in India, Jagdish S. Gundara *Social Scientist* Vol. 31, No. 5/6 (May - Jun., 2003), pp. 38-56

Urdu Language and Education in India, David J. Matthews, *Social Scientist* Vol. 31, No. 5/6 (May - Jun., 2003), pp. 57-72

The Appeal of Urdu: Its Significance and Potential. Daniel Gold. *Social Scientist* Vol. 31, No. 5/6 (May - Jun., 2003), pp. 73-79