

**रानी दुर्गावती विश्वविद्यालय , जबलपुर**  
**Rani Durgawati University , Jabalpur**



**B.Ed. course**

**Two – Year (Four Semester)**

**Course of Studies & Prescribed Books**

**Approved by Board of Studies in Education**

**Faculty of Education**

**2021**

**Syllbus & Course Structure**  
**For**  
**BACHELOR OF EDUCATION (B.Ed.)**  
**Two Years (IV Semester)**  
**COURSE STRUCTURE**  
**Scheme of Examination**

**Second Semster**

Course /Paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
<b>Group B Core Course</b>				
<b>1. CC1 : Learning and Teaching</b>	<b>6</b>	<b>100</b>	<b>25</b>	<b>75</b>
<b>2. PC 1 : Pedagogy of School Subject- Part I; Biology/Maths/Social Scinece/Hindi/English/Sanskrit/Urdu</b>	<b>6</b>	<b>100</b>	<b>25</b>	<b>75</b>
<b>3. PC 2 : Pedagogy of School Subject- Part II; Chemistry/Physics/History/Civics/Geography/Ec onomics/Commerce/Computer Science/Home Science</b>	<b>6</b>	<b>100</b>	<b>25</b>	<b>75</b>
<b>4. CC2 Language across the curriculum - Part II</b>	<b>4</b>	<b>50</b>	<b>15</b>	<b>35</b>
<b>5. EPC 2 Drama &amp; Art in education</b>	<b>2</b>	<b>50</b>	<b>20</b>	<b>30</b>
<b>Total</b>	<b>24</b>	<b>400</b>	<b>110</b>	<b>290</b>

**Notes : Assigment and Task for Courses 1,2,3,4**

## **B.ED II<sup>nd</sup> Semester**

### **Pedagogy of school subject part- I**

#### **Urdu (D)**

##### **Objectives :**

The course will make the student-teachers able to

- Understand the different roles of language:
- Understand the relation between literature and languages:
- Understand and appreciate different registers of languages:
- To be able to develop creativity among learners:
- Understand role and importance of translation:
- To be able to examine authentic literary and non literary texts and develop insight and appreciation:
- Understand the use of language in context, such as grammar and vocabulary:
- To be able to develop activities and tasks for learners:
- Understand the importance of home language and school language and role of mother tongue in education:
- To be able to use multilingualism as a strategy in the classroom situation:
- Develop an understanding of the nature of language system
- Understand about the teaching of poetry. Prose and drama
- Identify methods, approaches and materials for teaching Urdu at different levels:
- Understand constructive approach to language teaching and learning
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks:
- Develop and use teaching aids in the classroom both print and audiovisual material , and ICT (Internet and computer Technology)
- Understand the process of language assessment:
- Familiarize student with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation:
- Understand need and function of language lab : and

- Sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

## **CONTENT**

### **UNIT 1: ROLE OF LANGUAGE**

- 1. LANGUAGE AND SOCIETY :** Language and gender: language and identity : Language and power language and class (Society)
- 2. LANGUAGE AND SOCIETY :** Home language and the school language: medium of understanding (Child's own language) Centrality of language in learning : language across the curriculum : language and construction of knowledge: Difference between language as a school – subject and language as a means of learning and communication: critical view of medium of instruction: Different school subject as registers: Multilingual classroom : multicultural awareness and language teaching.
- 3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of languages in India: Constitutional provisions and policies of language education (Articles 343 , 351 350A): Kothari Commission (1964-66): NPE – 1986: POA-1992 National Curriculum Framework – 2005 (language education): Position of Urdu as first , Second and third languages In India.

### **ACTIVITIES DISCUSSION ON**

- Position paper on the teaching of Indian Languages with special reference to Urdu
- 'Multilingualism as a resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender
- Take a few passages from science , social science and maths textbooks of classes VI to VII and analyse:
  - (i) How the different registers of language have been introduced
  - (ii) Does the language clearly convey the meaning of the topic being discussed
  - (iii) Is the language learner-friendly
  - (iv) Is the language too technical
  - (v) Does it help in language learning ?
 Now write an analysis based on the above issues.

### **Project**

- Prepare a report on the status of language given in the constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992

- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools . Teaching practice
- Talk to the students and find out the different languages that they speak Prepare a plan to use multilingualism as a strategy in the Urdu classroom .
- On the basis of the Urdu textbooks (VI to XII) Prepare a list of topics and activities given on (i) language and gender (ii) language and peace. Write a report on their reflection in the textbooks .

## **UNIT 2: POSITION OF URDU LANGUAGE IN INDIA**

ROLE OF URDU LANGUAGE IN INDIA : Pre – and post – partition: different forms of Urdu: Urdu as a language of knowledge : Urdu as first , second and third language: Urdu at International level: Challenges of teaching and learning Urdu activities

- Discuss in group on the role of Urdu language and its importance in free India.
- Discussion on the topic “where begins when words fail”
- Keeping in view the children’s language , prepare a report on different forms of Urdu
- Keeping in view the topic given in the unit, prepare a questionnaire . Interview ten people and write a report on ‘Position of Urdu language in India’
- Prepare a list of at least ten verbs used by classroom in different ways.

### **Project**

- Do a survey of five schools in your neighborhood to find out: (i) Level of introduction of Urdu (ii) Materials (Textbooks) used in the classroom
- Prepare a report on the challenges of Urdu as a medium of instruction.
- Prepare a report on the challenges of teaching – learning process.

## **UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING**

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): Philosophical , social psychological bases of approaches to language acquisition and Language learning Inductive and deductive approach: whole language approach: constructive approach Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget . L.Vygotsky. Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad Kishori Das Vajpai etc.).
2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES: grammar translation method: direct method : structural-Situational method: Audio-lingual method , Natural method : Communicative

approach: Total physical response: thematic approach (inter-disciplinary)  
Activities.

- Discussion on the topic 'mother tongue and other tongue' Project.
- Do a comparative study of positive features and weaknesses of different approaches to language learning teaching Practice.
- Prepare four activities keeping in view 'Constructivism in a Language Classroom'

#### **UNIT 4: NATURE OF LANGUAGE**

1. ASPECTS OF LINGUISTIC BEHAVIOUR: language as a rule-governed behavior and linguistic variability: Pronunciation – linguistic diversity, its impact on Urdu pedagogical implication: Speech and writing.
2. LINGUISTIC SYSTEM: The organization of sounds : The structure of sentences: The concept of universal grammar: Nature and structure of meaning: Basic concept in phonology, morphology, syntax and semantics: Discourse.

#### **Activities**

- Have a discussion on the topic 'Difference between spoken and written language'.
- 3. GRAMMAR IN CONTEXT: VOCABULARY IN CONTEXT.
- 4. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.
- Listening and Speaking Sub Skills: of listening and speaking: tasks, materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, picture, authentic materials and multimedia resources.
- Reading: Sub skills of reading : Importance of development of reading skills: Reading aloud and silent reading: extensive and intensive reading; study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: stages of writing: process of writing : formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc: Reference skills: Higher order skills.

#### **Activities**

- Collect ten examples of grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion. Teaching Practice
- Prepare activities for listening, speaking, reading and writing (5 Each)
- Prepare three activities to develop the reading skills of class VI students Project.
- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

## References:

1. Urdu Zaban Ki Tadress : Moinuddin, NCPUL , West block , RK  
Puram,New  
Delhi 2000
2. Hum Urdu kaise Parayen : Moinuddin 2000
3. Tadrees e zaban e Urdu : Inamullah khan Sharwani 1989
4. Urdu Lisaniat : Shaukat Sabzwari , educational book house ,  
Aligarh
5. Usool – e – taleem aura mal e taleem : Garden D.S/ Khalilur Rahman saifi premi ,  
NCPUL  
, New Dehli, 1998
6. Urdu kaise Likhen : Khan , Rasheed Hasan , Maktab Jamia  
Limited,  
Jamla nagar New Delhi, 1997
7. Ibarat kaise likhen : Khan , Rasheed Hasan , Maktab Jamia  
Limited,  
Jamla nagar New Delhi, 1997
8. Insha aor talafuz : Khan , Rasheed Hasan , Maktab Jamia  
Limited,  
Jamla nagar New Delhi, 1997