KANNUR UNIVERSITY

(Abstract)

Two year Master of Education (M.Ed.) Programme – Inclusion of Four optional Subjects in the 3rd Semester of the M.Ed. Syllabus-with effect from 2017 admission - implemented – Orders issued.

ACADEMIC 'C' SECTION

U.O. No. Acad/C4/9685/2015	Civil Station (P.O),Dated,15/ 01/2018

Read: 1. U.O. No.Acad/C4/9685/2015 dated 30-09-2015
2. U.O.of even no. dated 10/06/2016,30/08/2016 & 16/11/2016
3.Letter No.Nil dated 07/10/2017 from the Dean ,Faculty of Education.
4.Minutes of the meeting of the Board of Studies in Education (Cd) held on 07/11/2017

ORDER

1. The Regulation , Scheme, Syllabus and Model Question Papers of Two year Master of Education (M.Ed) Programme - in tune with NCTE regulation 2014 was implemented in Kannur University with effect from 2015 admission vide paper read (1) above and certain modifications were effected to the same vide paper read (2) above.

2. The Dean, Faculty of Education vide paper read (3) above, requested to include Four Optional subjects in 3rd semester (Specialisation Course M.ED C 12) of the present M.Ed syllabus,w.e.f.2017 admission .

3. The meeting of the BOS in Education (Cd) held on 07/11/2017 vide paper read (4) above after detailed discussion recommended to include Advanced Methodology and Pedagogy of Sanskrit Education /Tamil Education /Arabic Education and Urudu Education in the present M.Ed syllabus w.e.f. 2017 admission and also finalised &submitted the syllabus of the four optional subjects .

4. The Vice Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, conferred under Section 11(1) of Kannur University Act, 1996 and all other enabling provisions read together with , has accorded sanction to include the syllabus of the following four Optional Subjects in 3rd semester (Specialisation Course M .ED C 12) in the M.Ed Programme w.e.f 2017 admission,as recommended by the BOS in Education(Cd) subject to report to the Academic Council.

   I. Sanskrit Education - Course Code (M.ED C 12.8)
      ADVANCED METHODOLOGY AND PEDAGOGY OF SANSKRIT EDUCATION
   II. Tamil Education – Course Code (M.ED C 12.9)
      ADVANCED METHODOLOGY AND PEDAGOGY OF TAMIL EDUCATION
   III. Arabic Education – Course Code (M.ED C 12.10)
      ADVANCED METHODOLOGY AND PEDAGOGY OF ARABIC EDUCATION
   IV. Urudu Education – Course Code (M.ED C 12.11)
      ADVANCED METHODOLOGY AND PEDAGOGY OF URUDU EDUCATION

P.T.O

5.Orders are, therefore, issued accordingly.

6.The U.O's read as per paper (1) and (2) above stand modified to this extent.

7.The Syllabus of the four Optional subjects are appended on the University website.

To

The Course Director
School of Pedagogical Sciences, Dharmasala

Sd/-
JOINT REGISTRAR (ACADEMIC)
For REGISTAR

Copy to:

1. The Examination Branch (through PA to CE)
2. The Chairman, BOS in Education (Cd)
3. PS to VC/ PA to PVC/ PA to Registrar.
4. JR/AR-I (Academic).
5. Web Manager (for uploading in the Web site)
5. SF/DF/FC

Forwarded /By Order

SECTION OFFICER

- *For more details log on to www. kannur university.ac.in*

SPECIALISATION COURSE –VIII

Course Code : M.ED C 12.8

ADVANCED METHODOLOGY AND PEDAGOGY OF SANSKRIT EDUCATION
(Instructional hours – 90)

Course Objectives

On completion of the course the learner will be able to:
1. Gain an understanding of the nature of language
2. Be familiar with linguistic, psychological and social process underline learning of language
3. Get awareness about the various aspects and dimensions of teaching Sanskrit as an ancient language in the schools and colleges in Kerala
4. Identify the theories of languages acquisition
5. Get an idea about the steps involved in the construction of language curriculum
6. Gains understanding of the different approaches, methods and strategies in Sanskrit curriculum transaction
7. Internalize various skills involved in teaching Sanskrit
8. Apply the acquired skills in actual classroom situations
9. To familiar the Sanskrit commission and Krishna varrier committee reports

UNIT – I : *Nature and Scope*
Sanskrit as a language, origin and development of Sanskrit, Sanskrit as mother of Indian languages, Sanskrit as a language of Epics, Nature and importance of Sanskrit Education. Its prospects in modern language education. Aims, objectives and values of studying Sanskrit at different levels from primary to Higher Education, Relevance of Sanskrit Education in present education scenario, influence of Sanskrit to various sciences and languages

(10 Hours)

UNIT – II : *Theoretical Bases of Sanskrit language development*
• Theories of language acquisition
• Behaviorism
• Cognitvism – Piaget, Bruner, Chomsky , Universal Grammar, Transformative Grammar, Generative Grammer
• Social constructivism – Vygotsky, Natural approach

(15 Hours)

UNIT - III : Curriculum Development-
Language curriculum construction-language syllabus-types-structural, skill based, situational, notional, Functional, communicative, discourse based, Review of Sanskrit commission report1957, Krishna varrier committee report

(12 hours)

UNIT – IV : *Instructional dynamics of language education-*
Approaches and methods: patasala method,text book method,Direct method, Bilingual method,
Communicative approach. language games, role play, dramatization, collaborative learning, ability
grouping, group work and peer group, learning through narratives and discourses, Brain storming, C.A.L.
mind mapping – portfolio writing

(**13 hours)**

UNIT - V : Models of Teaching

- Introduction
- Families
- Elements
- Concept attainment model
- Synectics model
- Advance organizer model

(**10 hours)**

UNIT – VI *Ancient and modern methods of Sanskrit Evaluation*
Oral, salka, anyonya, modern evaluvation with the help of ICT

(15 hours)

UNIT – VII: *Dynamics of skill development*
Developing language skills, (basic, intermediate, advanced – activities, evaluation).

(10 hours)

UNIT -VIII-*Recent researches in the field of Sanskrit education-*

(5 hours)

Assignment
1. Prepare a brief report on Sanskrit commission or Krishna varrier committee
2. Analysis of the curriculum for Sanskrit language in any standard under secondary level.
3- A study on the difficulties experienced by untrained Sanskrit teachers

References
1. The Teaching Of Sanskrit D.G.Apte
2. The Problems Of Sanskrit Teaching – Hupanikar
3. Samskrithashikshanavidhi Regunathsaphay
4. Samskritadhyapana. G.Viswanathasarma
5. Samskruthashiksha. Ramsakalpandey
6. Principles Of Language Learning- Palmer
7. Language In Education Michel West
8. History Of Sanskrit Literuature- Keith.
9. Samskruthashikshane Nuthana Pravidhaya- Chln Sarma&Fathesingh
10. Samskruthasikshanam- Dr.Udaysankar Jha
11. Samskruthashikshanam- Venpadi Sambasivamoorthy
12. Samskruthaadhyapanam. M.Sahadevan
13. Report Of Sanskrit Commission 1957
14. Krishnavarrier Committee Report On Sanskrit Education.

SPECIALISATION COURSE - IX

Course Code   M.ED C 12.9

ADVANCED METHODOLOGY AND PEDAGOGY OF TAMIL EDUCATION
(Instructional hours – 90)

Course Objectives

To enable the learners to:
1. gain an understanding of the nature of language.
2. identify the theories of language acquisition.
3. get an idea about the steps involved in construction of language curriculum.
4. gain an understanding of the different approaches,methods and strategies in language learning.
5. familiaze with various approaches/methods/models of teaching.
6. internalize various skills involved in teaching tamil.
7. apply the acquired skills in actual classroom situations

Course Content
UNIT -I: *Tamil language- its Nature and Scope.*
Nature,origine,growth and characteristics of Tamil language - The aims of teaching the mother tongue -
Scope of Tamil language education at school and college levels; at undergraduate and post graduate
teacer education programmes.

(10 hours)

UNIT - II : *Dynamics of skill Development.*
Developing language skills (basic,advanced) - Activities.

(10 hours)
UNIT – III: *Theoretical bases of Language Development with reference to Tamil language.*
Behaviourism - Cognitivism-Piaget,Bruner,Chomsky - Constructivism- Social constructivism-
Bandura,Vygotsky

(10 hours)

UNIT - IV : *Curriculum Development in Tamil language education.*
Language curriculum construction-Principles - Changing concept of curriculum - Review of National
school curriculum (2000),NCF (2005),KCF (2007)

(10 hours)

UNIT - V : *Modern Techniques in teaching Tamil.*
Strategies: Discussion,Team teaching ,Brain storming, CAI, Mind mapping, Role play, Co-operative and
collaborative learning.

(10 hours)

UNIT - VI : *Models of Teaching*
Introduction- Classification of Models - Families –Elements-Synectics Model,Concept Attainment Model,
Advance Organizer Model, Juriprudential Inquiry Model.

(25 hours)

UNIT - VII : *Modern evaluation techniques in Tamil language education*.

Modern concept of evaluation - Types of evaluation-internal and external,formative and summative, continuous and comprehensive, criterion referenced evaluation - Types of test items-objective,short answer and essay - Achievement tests,diagnostic test, teachermade tests and standardized test - System of grading.

(15 hours)

Assignment

1. Prepare a script for role playing in Tamil.
2. Analysis of folk art forms and their cultural background

References:

1. Pinthamizh karpikum muraikal C.Venugopal
2. natramizh karpikum muraikal V. Ganapathi
3. natramizh payitralin nokamum murayum Mu.Govindarajan
4. karpithal mathirikal oar anugumaurai V.Ganapathi
5. kalaithitta valarchi matrum karpithal nutpaviyal A.Meenakshisundaram
6. kalviputhumaikal Kumuthagopalan
7. kalvi nutpaviyal A.Meenakshisundaram
8. position of languages in school curriculum in India chathurvedi.M.G and Mohale.B.V

SPECIALISATION COURSE –X

Course Code   M.ED C 12.10

ADVANCED METHODOLOGY AND PEDAGOGY OF ARABIC EDUCATION
(Instructional hours – 90)

Course Objectives

On completion of the course the educant will be able to:

1.   understand the nature and functions of language and linguistics and its implication for teaching and learning

2.   develop a deeper understanding of the theories related to language learning and language Acquisition

3.   survey various problems and issues related to language curriculum development and language teacher preparation

4.   examine the nature and scope of research in the area of language education

5.   analyze different approaches, methods, and techniques for teaching language and literature in the context of L 1 and L 2

6.   examine the theories of assessing competence and learn to practice it.

7.   Integrate technological, pedagogical and content knowledge and practice it in classroom situations.

Course Content

UNIT - I : *Arabic Language Education*

•   Language: Meaning, definitions, characteristics and functions

•   First Language, Second Language and Foreign Language

•   Arabic as a second language

•   Status of Arabic language in India and abroad

•   Arabic Language: Phonology, Morphology, Syntax and Semantics

•   Arabic Language and its Socio cultural contexts

(10 hours)

UNIT - II : *Theories and approaches related to Arabic Language Learning and acquisition*

- Behaviorist Theories
- Cognitive Theories
- Constructivist Theories
- Social Constructivist Theories
- Psycho Linguistic Theories
- Chomskian Concept of Language Development
- Krashen's Theory
- Socio Linguistic Theories
- Socio Cultural Theories

(15 hours)

UNIT - III : *Methods and Strategies of (Arabic) Language Teaching*

- a critical analysis of traditional and modern methods and strategies for language teaching
- an evaluation of methods and strategies currently used for teaching Arabic in the state schools of Kerala
- pedagogical practices adopted for teaching Arabic in the higher education sector in Kerala

(10 hours)

UNIT - IV :*Techno-pedagogy and Arabic Language Teaching*

- Content knowledge, pedagogical knowledge and technological knowledge
- The concept of techno-pedagogic content knowledge analysis (TPCKA)
- Scope and challenges of TPCKA in Arabic language teaching
- E-Learning and E-Teaching
- Forming forums of online learning
- E-Books, digital text books, E-Library.
- E-twinning for promoting professional growth / institutional growth

(10 hours)

UNIT - V : *Curriculum Development*

- The curriculum: concepts and types
- Principles and approaches to curriculum development
- Modern trends in curriculum development
- Problems of curriculum development in the multi lingual context of India

- National curriculum framework for teacher education 2009.
- NCF 2005 and KCF 2007 and language curriculum development
- curriculum development and differential learning: learner autonomy, teacher autonomy,the problem of inclusion
- concerns in curriculum development

(10 hours)

UNIT - VI :Models of Teaching

- Introduction
- Families
- Elements
- Concept attainment model
- Synectics model
- Advance organizer model

(5 hours)

UNIT - VII : *Testing and assessment of Arabic Language Learning*

- Theories assessment
- Assessment of learner achievement in Arabic language
- Preparation and administration of various testing instruments

(10 hours)

UNIT - VIII : *Language Teacher Preparation*

- Pre-service teacher education
- Planning lessons based on contemporary methodologies
- Mentoring skills
- Practice teaching and internship Programmes
- observation rubrics
- In-service teacher education

(10 hours)

UNIT IX - *Research and innovations in Arabic Language Education*

• Review of latest research studies on Arabic Language Education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques
• Research gaps in Language Education

(10 hours)

Transaction Mode

Lecture followed by discussions, seminars, assignments and debates

Assignment

1. Comparison of elective course of B.Ed programme of the university related to Arabic Language Education with that of any other university.

2. Prepare a review of a latest literary work in Arabic

References

1. Al Haila, Muhammed Mahmood, (2001)*Tharaaiqu al Thadrees wa isthiratheejathuhu*, (1st edition), Dar al Kuthub al Jami'e

2. Al hasmi, Abid Thoufeeqe, *Al Muwajjahul Ameli li Muderrisi Luga Al Arabiyya* Al Risala Publishing House Bairoot Lebanon

3. Alkhuli, Muhammed Ali, (1986) *Asaaleebu Thadreesi al Lugath al Arabiyya*, M._A. al-Khūlī, the University of California.

4. Alrikabi, Jawdath. *Thuruq thadrees Allugathil arabiyya* published Darul Fikir

5. Azeez, Salih Abdul, Majeed & Abdul Hameed Abdul, *Al tharbiyathu wa Thuruqu al tadrees* Part I and II

6. Bates, E., Tal, D., & Janowsky, J.S. (1992) Early language development and its neural correlates. In I. Rapin & S. Segalowitz (Eds), *Handbook of Neuropsychology*. Vol. 6, Child Neurology, Amsterdam: Elsevier

7. Brown, H.D. (2000) *Principles of Language Learning and Teaching* (4th edition), Englewood Cliffs, New Jersey: Prentice Hall.

8. Chaudron, C. (1988) *Second Language Classrooms: research on teaching and learning*, Cambridge: Cambridge University Press.

9. Chomsky, Noam. *On Language*, Penguin Books, India 2003.

10. Ellis, R. (1994) *The Study of second language acquisition*, Oxford University Press, Oxford.

11. Fletcher, Paul. and Garman, Michael. (1981) *Language Acquisition - Studies in first language development*, Cambridge University Press, UK.

12. Gernbacher, M.A. (Ed) (1994) *Handbook of psycholinguistics*, San Diego: Amsterdam Press

13. Gleason, J. Berko (Ed) (1993) *The development of language*, 3rd edition, New York: Macmillan

14. Ibrahim, Abdul Haleem, *Al Muwajjahul Ameli li Mudarrisi, Luga Al Arabiyya*. Daru Maarif Egypt

15. Numan, D. (1992) *Research Methods in Language Learning*, Cambridge University Press.

16. Prabhu, N.S. (1987) *Second language pedagory*, ELBS, Oxford University Press, Oxford.

17. Shrum, John L and Glisan, Eileen W, *Teachers' Handbook*, *contextualized Language Learning*, ELBS, Oxford University Press, 1987.

18. Stern, H H (1987) *Fundamental concepts of language learning*, Oxford University Press, Oxford.

SPECIALISATION COURSE –XI
Course Code   M.ED C 12.11
ADVANCED METHODOLOGY AND PEDAGOGY OF URUDU EDUCATION
(Instructional hours – 90)
Course Objectives
On completion of the course, students will be able:

1. To acquaint the students with comprehensive ideal of professionalism

2. To acquaint the students with the nature, functions and the implications of planning for

teaching language/languages

3. To acquaint the students with the language learning with Psycho-Socio-Philosophical and

Technological bases.

4. To acquaint the students with the pedagogy of language learning and language teaching.

5. To acquaint the students with different approaches, methods and technology for

differentiating between teaching language and teaching literature in the context of first

language and second language

6. To acquaint the students with various areas of research in language education

7. To survey various problems with respect to language learning: Language acquisition,

contextual, curriculum, evaluation, teacher preparation related etc.

8. To reflect on factors which shape language planning and policy

9. To evaluate the status of Urdu education in the state of Kerala and National level

Course Content
UNIT – I: *Language Learning-Urdu*
Objectives:
To realize the differences between the conscious process of language learning and non conscious
process of language acquisition.
To understand the never static position of the language, mastery on dialectic, indolectic and sociolectic

status of Urdu

Language acquisition: Factors affecting language learning and language acquisitions-Language

development of the Individual - An over view of the field of language acquisition to develop a

critical approach towards first (L.1) and second (L.2) languages and other languages (L.3)

learning. Linguistic, psychological and social processes that underlie learning and acquisition of

languages and its use. Current research findings from the perspective of professionals of the first

and second language and other languages. Differences in objectives, instructional materials,

processes, evaluation, etc. in the first, second and other languages; Factors affecting the

teaching of L.1, L.2 and L.3

Cultural nature of language –The Social context of language acquisition-Contribution of Bloomfield, Edword A Sapier, Robert Lado and Benjamin L Whorf and Social constructivism. Models of Language Acquisition: Introduction to language acquisition research. Critical examination of major hypotheses about the ways in which languages develop Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorizing: intentionality; Application of these theories and findings to the development of methodologies for teaching language. Discussions will include a range of languages. Models include a variety of approaches: co-operative-based, functionalist, generative, process based, socio-cultural, universals of language, nuero psychological research.

Developing the Urdu language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and grading of contents, selecting the contexts and treatments for teaching and learning, transaction techniques and evaluation techniques- Curricular, Co-Curricular activities-Urdu in National and International field, Urdu and National Integration-Urdu in E-learning fields-Urdu Curriculum determinants- Progressive and Constructive nature-Researches

Classification of Urdu structures-Phonological-Morphological-Syntactical-Semantically-Graphically-Developing an idea on speech organs-Urdu Pronunciation-Graphemes and allograph approaches-Organic approaches in Reading and Writing. Evaluation of Listening Speaking, Reading, Writing. Functional way of editing processes.
Developing basic language skills and intermediate as well as advanced language skills, Communication Skills, life skills those are level specific viz. primary, secondary and senior secondary with mastery level.
Innovative techniques in functional way for teaching grammar, reading comprehension, written expression.
Modern Grammar: An examination of the principle features of the Grammar. The course draws upon traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of Urdu language
Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

Applications of these theories to areas of special interests including native speaker – non-native speaking interaction, non-native speaker conversation, classroom discourse and analysis of language in professional settings

Contrastive Discourse: Cross-cultural text organization from the native and non-native reader's and writer's viewpoints. Various aspects of texts to be emphasized, including coherence and cohesions, and formal and cultural schemata in genres such as expository writing, letters, news, articles, and narratives and apt discourses.

Analysis of genres/discourses in the textbooks/Materials based on syllabus.

(25 hours)

UNIT – II: *Individualization of Language Learning-Urdu*

Objectives:
To evaluate some individualized techniques of Urdu learning and acquisition.
To apply alternative methods for CWSN
To understand various support mechanism in Urdu Education

Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction

Pedagogical Analysis of Curriculum, Syllabus, Readers (Text), Units, Modules

Language Learning Technology: Theories of language learning and acquisition underlying language learning technology. Current language learning technology for language learning, teaching, testing, interpreting and research

TECHNOLOGY APPLIED IN URDU TEACHING

Non projected and Projected aids, Aural Aids, Simulations and modeling, direct and indirect experiences, instructional machines, micro- macro teaching, Language laboratories, constructivism based models of teaching, information and communication technologies, artificial and neural network, www, and E-learning and other important instructional activities and materials relevant for language teaching. Role of Clubs and Associations: thrust areas and field activities, learning corner, language resources, natural materials
Recent researches in language teaching and language learning-Curriculum approaches-Technology and instructional materials- verbal learning and language development- social; constructivism of language learning and acquisition- Socio emotional correlates of language learning- Bilingualism, Environmental variables, affecting the profile of the professional language teacher, Classroom atmosphere, Class management.

STRATEGIES/TECHNIQUES

Strategies classification according to discourses, genres and treatments and units.

Group work, games, dramatization, miming, simulations, modeling, questions, brain storming, brain trust, narration, open ended, communication, assignments, discussions, case study, library , cooperative and collaborative techniques, integrated methods with art and work education.

Multi grade, multi level, multiple alternate strategies required for children with special needs – inclusive education for disabled children (IEDC), VI, HI, LD, OH, MR, Scholastic backwardness- Gifted and creative students, teaching language at coastal, tribal and remote area students.

Diagnosis remediation and compensatory programs and resource supports.

Support mechanism-Parents, PTA, Co-Workers, BEO, DEO, DIET, SCERT, NCERT, RIE, Universities, CTE, CIIL, NCPUL, Centrally sponsored programs (RMSA, RUSA)

(20 Hrs)

UNIT - III- *Teaching Language and Teaching Literature in the Context of Language 1 and Language 2-Urdu*

Objectives:

To evaluate various methods of teaching Urdu

To develop skills for organizing child friendly class rooms

To develop advanced techniques of evaluation in Urdu teaching with focus on research considerations.

Differences in their nature, content and emphasis interrelationships - Techniques for fostering and developing creativity in language, fluencies and divergent. - Various methods of teaching Urdu, Traditional, constructivist, Differentiative studies on behaviorist and constructivist methods - Direct, Translation, Communication and Social interaction - Teaching of some specific areas, Prose, Poetry, Library articles, discourses - Various methods of functional way of editing, methods of language development through organic bases - The teaching of contents in the present textbooks- Social Community language acquisition, Role of local recourses and local texts - Child friendly joyful class rooms – the nature of children and their rights, RTE, Democratic approach, the role of a teacher, trainer and master.

Advanced techniques of Evaluation.:

Theory on Language Evaluation, Behaviorist and Constructivist evaluation, Cognitive and non Cognitive areas. Process wise product- CE -term end-Assessment of the students competences to analyze, critic and appreciate the different genres. Tools, Techniques and portfolios applied in language evaluation.

Preparation of Question Papers and work sheets, evaluation in Schools, teacher education institutions, Records and Interpretations. Conducting mini projects ,Action researches, and Actual dissertation. Finding Problematic areas, Plan submissions, Field actions, follow ups. Statistical considerations covering incidentally by E-statistics. Language, summary of dissertations collection from ERIC AIU, UGC,NCERT,NCTE,NUEPA.CIIL and Universities

(11 hours)

UNIT - IV : *Contextual Problems in Language Teaching-Urdu*

To identify and find solutions and disseminate the contextual problems and issues in Urdu Education

Multilingual context of India and global languages- Constitutional provisions regarding language education and their impact- Reservation of minority and heritage languages - Three language formula – original as well as modified and its present status - National Integration - International link of Franca- Careers/ Job opportunities - Medium of instruction – controversy, recommendations in NPE 1968, 1986, 1992, and NCF2000- 2005 - Issues in Curriculum Development in Multilingual Context of India

(10 Hrs)

UNIT – V: *Preparation of Language Teachers /Experts/ Resource Persons/Mentors/ Masters- Urdu*

To develop teacher commitments, functions and professionalism with ideal personality.
To develop skills for literary appreciation

Pre-service education, in-service education onsite support for professional development - Planning, inputs, transaction and evaluation - Refresher and Distance mode - Alternative course designs- Analysis of profiles – Academic-Social Humane-Teacher Educator-Master Educator-Aptitude arouser, Prognosis- diagnosis- researcher-mediator-Qualities and Role functions-Recent researches in profile of professional teacher.

(10 hours)

UNIT – VI: *Language, Literary and Cultural appreciations-Urdu*
To develop attitudes towards literary appreciation

Urdu literary appreciation, poetic principles based on important genres of poems(Radeef, Qafia,tashbeeh Istiaara, Kinaya wagairah) –Review of Urdu literary historical developments with focus on developments of various genres - Review of Urdu language development and its contributions.

(14Hrs)

Transaction Mode
Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, library, interview with experts, E-learning, presentations in seminar through group discussions assignments etc.

Assignment
The Student may undertake any one of the following activities:
1. A study of letters, news articles and narratives in Urdu to study its organization in terms of both coherence and cohesion of content. Comparison with writings in other Language.
52
2. Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
3. Seminar on Urdu Education, research and theories
4. B.Ed/T.T.C/D.Ed/D.L.Ed Curriculum Analysis
5. Practice Education in a teacher training institute/Center
6. Standard wise Textbook analysis – SCERT/NCERT

References
In Urdu:
1. Shafee Ahmed Suddiqui. *Urdu Zaban o Qawaid : Hissa Awwal, Duva* - Maktaba Jamia New Delhi
2. Mueenuddin. *Urdu Zaban ki tadrees.* NCPUL
3. Mugni tabassum. *Zaban o Adab*
4. Iqtidar Hussain. *Urdu Sarf o Nahv*
5. Omkar kaval and Masood Siraj *Urdu Asnaf ki tadrees.* NCPUL, New Delhi
6. Jameel jalbi. *Taareekh e adab e Urdu* EBH Aligarh
7. Khaleel Ahmed Mirza. *Urdu ki Lisani tashkeel* EBH Aligarh
8. Shoukath sabzwari.*Urdu lisaniyat* EBH, Aligarh
9. Muhammed Hasan. *Adabi samajiyat* Maktaba jamia., New Delhi
10. Manager Pandey. *Adab ki samajiyat: Tasavvur aur Tabeer* EBH, Aligarh
11. Shervani. *Tadrees e zaban e Urdu*
12. Rasheed Hasan Khan. *Sahi Imla*
13. CIIL Mysore. *Urdu Phonetic Reader*
14. Gyan Chand Jain. *Tahqeeq ka fan*
15. Moulavi Abdul Haqq. *The stanadard English Urdu Dictionary*. Anjuman Tarqi Urdu Hind. New Delhi
16. *Naseemul Balagah*
In Enlish
17. Bennett,W.A.(1969).*Aspects of Language and Language Teaching*. Cambridge University Press: London.
18. Braden, K (2006).*Task Based Language Education: From Theory to Practice*.Cambridge University Press.
19. Britton, James (1973). *Language and Learning*. Penguin Books, England.
20. Byrnes, Heidi (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
21. Chomsky, N.A. Review of Verbal Behavior by H.F. Skinner Language, 1959, 35:26-58
22. Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Houghton Mifflin Co, Boston.
23. John Lyous: Language and Linguistics-inn introduction. Cambridge University Press, 1981.
24. Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. Addison– Wesky, Pub Co., London.
25. Krashen, Stephen (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
26. Lado, Rober. Language Teaching: A Scientific Approach, Bombay: Tate McGraw Hill, 1964.
27. Martinovic,Tic (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
28. Nolliday, K.A.K the Linguistics Science and Language Teaching, London: Longmans, 1968.
29. Ornstein, Jacob (1971). *Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
30. Osherson, N Daniel & Howard Lasnik (1990). *Language an Introduction to Cognitive Science*:- Vol.1, Massachusets Institute of Technology, USA.

31. Pavelenko. Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Walter de' Gruyter Gmbh & Co. KG, Berlin.
32. Schiffrin, Deborah. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
33. Tidymar, W.F. et.al., Teaching the Language Arts, Newyork: Mc Graw Hill, 1969.
34. Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
35. Wilkinson, Andrew. (1971). *The Foundations of Language*. Oxford University Press: London.
36. CF-2005 • NCFTE -2009