

## TRENDS AND ISSUES IN TEACHING OF URDU

**Course code: EDBES378**

**Credit Hours: 3**

### **Course Description**

The purpose of course is to prepare prospective teachers in learning and using different method and techniques of teaching in order to make teaching learning process effective. Various aspects of instructions are highlighted to help teacher practice different teaching strategies successfully. It will also cover the comparative and analytical study of the Urdu language. The course will provide opportunities to the prospective teachers with valuable, comprehensive knowledge and preparing them to analyze potential solution in both the public and private sector. It will also help prospective teachers to understand the language influence on education; to identify the trends, issues and challenge in teaching of Urdu; to develop the ability to apply an interdisciplinary approach to the study of language related problems and suggest viable solutions. The teaching of Urdu course is designed keeping in mind aims/Learning Outcomes of the National Curriculum for Urdu and the topics Contentsd in the curriculum. This course endeavours to prepare students to be responsible citizens who suggesting solutions of the Teaching of Urdu problems faced by the world in general and Pakistan. Being part of the education system, teachers need to be aware of the trends and issues in teaching of Urdu. Therefore, a course on trends and issues in teaching of Urdu is considered significant to develop an insight among teachers.

### **Learning Outcomes**

After completion of this course students will be able to:

1. Explain the basic concepts of teaching.
2. Demonstrate the essential attributes of the effective teacher.
3. Describe the importance and types of teacher planning...
4. Practice different teaching methods in classroom.
5. Organize classroom discussion and demonstrate its appropriate use.

6. Apply various techniques to motivate students.
7. Select appropriate audio visual aids in classroom teaching.
8. Prepare lesson plans.

## **Contents**

### **1. Introduction to trends and issues in Teaching Urdu**

- 1.1. Meaning, Definition and concept of trend and issues teaching of Urdu
- 1.2. Difference between trends and issues
- 1.3. An introduction to Urdu language as medium of instruction
- 1.4. Language, ideology and power

### **2. Change in the Goal of Teaching Urdu**

- 2.1. Critical Thinking Enhance through Urdu language
- 2.2. Importance of National Language as medium of Instruction
- 2.3. Language build a Power of Nations
- 2.4. Advocacy for an Urdu-medium education in Pakistan

### **3. Change in the Approach to Teaching Culture**

- 3.1. Use of Participatory Approaches and Inquiry-based Learning
- 3.2. Urdu Language as a tool of quality in education
- 3.3. The impact of learning with the national language on academic achievement
- 3.4. Language planning and social change

### **4. Changing View of an English Teacher**

- 4.1 In Power and inequality in language education
- 4.2 Use of Urdu Language as a gatekeeper for movement between countries

### **4. Change in Teaching Content and Test Design**

- 5.1 Urdu in different periods and societies
- 5.2 Need of Urdu language

### 5.3 Challenges of quality education in teaching of Urdu

## 6. Strategic Teaching and Learning

6.1. New concept of information explosion through National language

6.2. Expanding learning resources through teaching of Urdu

## TEACHING STRATEGIES

The assignments and projects will be based on the content of Contents. Both preparation and presentation of assignments and presentations will be given due weightage in terms of classroom discussion and assessment. The course grading policy of the university and its affiliated college will be shared with students at the beginning of the course. It is recommended that 50% of the final grade is based on course work (on the basis of two assignments) and 50% of the grade from the final and mid-term exam. Universities and colleges will be adhering to their agreed grading policy. Two graded assignments will have to be completed within a semester. They will be assessed according to the university's grading policy. First assignment task, conducting inquiry on a topic and making presentation after inquiry process, weighs 20 % of mark out of 50 % total. As a second assignment, students will be involved in a project work. Upon completion of the project, the students will be expected to submit a report on planning and implementation of the project. The report will be assessed and carries weight of 30 %. In addition, there are several non-graded assignments and tasks during the course. All graded and non-graded assignments should be carried out by the students in order to pass the course of Instructional Technology in Teaching of Urdu. Description, tasks, criteria and indicators of the graded assignments will be shared with the students in a separate handout.

## ASSESSMENT AND EXAMINATIONS

The Students will be assessed according to the following criteria.

Assignment/Project/Presentation/Review	25%
Mid Term Test	35%
Final Test	40%

### Suggested Readings

- Aly, J.H. (2007, February). *Education in Pakistan: A white paper (revised)*. Retrieved from <http://www.moe.gov.pk>
- Andrabi, T., Das, J., & Khwaja, A.I. (2006). *A dime a day: The possibilities and limits of private schooling in Pakistan (World Bank policy research working paper 4066)*. Retrieved from <http://www.wds.worldbank.org>
- Blundell, P. (1989). Language barriers. *Education*, 173, 354–355.
- Constitution of the Islamic Republic of Pakistan. (1973). Retrieved from <http://www.unesco.org> (<http://www.unesco.org>)
- Cooper, R.L. (1989). *Language planning and social change*. Cambridge, UK: Cambridge Das.
- Government of Pakistan. (1959). *Report of the Sharif commission on national education*. Karachi, Pakistan: Ministry of Education.
- Government of Pakistan. (1998). *Population by mother tongue* [Data from 1998 census]. Retrieved from [http://www.statpak.gov.pk/depts/pco/statistics/other\\_tables/pop\\_by\\_mother\\_tongue.pdf](http://www.statpak.gov.pk/depts/pco/statistics/other_tables/pop_by_mother_tongue.pdf)
- Government of Pakistan. (1998a). *National education policy 1998*. Islamabad, Pakistan: Ministry of Education.
- Hoodbhoy, P. (1998). *Education and the state: Fifty years of Pakistan*. Karachi, Pakistan: Oxford University Press.
- Mansoor, S. (2005). *Language planning in higher education: A case study*. Karachi, Oxford University Press
- Pandey, J., P., & Zajonc, T. (2006). *Learning levels and gaps in Pakistan (World Bank policy research working paper 4067)*. Retrieved from <http://www.wds.worldbank.org>