

OBJECTIVE OF THE PRACTICE

1. To understand different approaches to early language learning – both first language and second language; and the role of multilingualism in supporting language learning
2. To identify areas and modules for teacher development to support Hindi learning - that support their own Hindi proficiency as well as develop Hindi learning strategies for their classroom contexts
3. To identify resource needs and plan for their access, creation, revision, duration and publishing
4. To develop structured modules for understanding Hindi language learning as well as provide strategies for the student to explore language in all its dimensions – the listening, speaking, reading and writing.

CONTEXT

The department of Hindi was established in the year 1966. The department of Hindi has been doing certificate course every year for the betterment of language learning skills in students. The course has helped the students to showcase their competency, build expertise in their subject area, and helped with knowledge advancement.

PRACTICE

1. The Hindi learning environment will create an environment that allows the child to acquire language in ways and methods that they have used to acquire their first language, believing that the child will want to use language contexts for meaningful interaction
2. The focus will be on hearing and producing; and seeing and producing. The child's first language / mother tongue/ local language are used to support the meaning making from the Hindi language interactions. This is to be distinguished from the translation method.
3. Since meaningful interactions will be the basis for language acquisition, listening experiences will be created which focus on phrase patterns and sentence patterns
4. Children come with different levels of competence in Hindi, based on the environment they are surrounded. This impacts both their levels of language acquisition as well as their perceived benefit from learning Hindi.

EVIDENCE OF SUCCESS

Students of Hindi language from all groups have participated in this course. The faculty from department of Hindi participated and enlightened the students on uses and construction of Hindi language skills. Group discussions and seminars and slip tests were organised and conducted to promote participatory learning. By the end of the course students were able to understand the importance of developing the skills about Hindi language.

Problems encountered and resources required:

Inadequate learning materials, poor learning environment and lack of proper resources.