

Hindi 104: Intermediate Hindi I

Department of Near Eastern Languages and Cultures

Schedule: MW 12:30 – 2:18 p.m.

Location:

Call number:

Instructor: Sai Bhatawadekar(.1)

Office/phone: 300 Hagerty Hall/292-9255

Office hours: MW 2:30 – 3:30 p.m.

Course Description

Course Objectives:

- Language skills level based upon the first three quarters basics of Hindi language and Indian culture.
- A balance of all four language skills: speaking, listening comprehension, reading, and writing. Discussions about aspects of Indian culture.
- At the end of the quarter students should be able to listen to complex conversations or stories, watch movies and understand them, read and understand short texts, engage in conversations on everyday topics, and write essays on familiar topics using the structures and vocabulary introduced in class. The course should add to students' familiarity and understanding of Indian culture.

Teaching and learning strategies:

- A variety of practice activities and language tasks, ranging from mechanical to communicative, will be used in class, such as grammar exercises, pronunciation practice, language games, reading and listening comprehensions, movie watching, songs, role- playing, and small skits and plays. Presentations and discussions about Indian culture will be required and encouraged.
- The instructor will lead students through the grammar points or tasks in hand and accordingly will assign homework.
- Class activities will be designed and molded in accordance with students' levels of familiarity with Hindi language and their particular needs.

Tests, Exams and Grades:

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| ▪ Homework | 10% | will be assigned on a regular basis. |
| ▪ Projects | 15% | group/individual projects on Indian culture requiring research and audio-visual presentations. |
| ▪ Quizzes | 10% | will be announced beforehand. |
| ▪ Skits/Play | 15% | will be suggested, developed and practiced in class
Performance at the end of the quarter. |
| ▪ Mid-term | 20% | study guide will be provided beforehand. |
| ▪ Final | 30% | study guide will be provided beforehand. |

All tests and assessments will be graded on a percentage basis. Missed tests or quizzes will count as ZERO. Only in the case of verifiable (documented) illness or emergency will a make-up be given.

Recommended (but not required) Textbooks:

▪ Hindi for Non-Hindi Speaking People (Kavita Kumar)
Publisher: Rupa, Pub Year: 1997 ISBN: 81-7167-350-3

▪ Hindi for Non-Hindi speaking People -- A WORKBOOK (Kavita Kumar)
Publisher: Rupa, Pub Year: 1999 ISBN: 81-7167-333-3

Both books are available at www.indiaclub.com

Dictionaries:

There are several good dictionaries available, but if you don't want to buy one, you can check out a pdf one on the net: <http://larrc.sas.upenn.edu/enghindi.pdf>

Useful Links:

Along with information about Hindi language and culture, you will find links to Devanagari fonts, other Hindi language courses taught in several universities.

<http://www.germanic.ohio-state.edu/grads/bhatawadekar>

<http://www.cs.colostate.edu/~malaiya/hindilinks.html>

<http://babel.uoregon.edu/yamada/guides/hindiurdu.html>

http://www3.aa.tufs.ac.jp/~kmach/hnd_la-e.htm

<http://www.southasia.upenn.edu>

Academic Misconduct and Plagiarism:

Students are reminded that they are responsible for obeying the University's rules regarding academic misconduct as set forth in the Code of Student Conduct. It will be considered as plagiarism if students take help of their relatives or friends on writing or other assignments. Penalties for cheating or plagiarism may result in a failing grade in the course and will be dealt with according to OSU academic misconduct policy.

Students with Disabilities:

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his or her specific needs. Please contact the Office for Disability Services at (614) 292-3307, or visit 150 Pomerene Hall, which coordinates reasonable accommodations for students with documented disabilities.

104 Intermediate Hindi I
(Draft of Weekly Schedule)

Theme: Travel and Tourism

- Week 1:** **Review: Past tense**
Simple past tense of intransitive verbs: I came, I went
Simple past tense of transitive verbs, use of the post-position *ne*: I ate curry, I saw the Taj-Mahal
Activities: Handouts and exercises, small surveys (e.g. what did you do in Summer? Were you in Columbus or did you go somewhere? Etc.) songs and/or movie clips to practice past tense.
Play: Brainstorming for play ideas
- Week 2:** **Vocabulary:** Theme of vacation: concentrating on vocabulary about preparation of vacation (planning, reservations, things you need for the trip etc.)
Grammar: Use of helping verbs *lena, dena, jana, chukna, dalna*: completion of action
Past tense continued: e.g. I booked the tickets
Present perfect tense: e.g. I have already booked the tickets.
Activities: Vocabulary building exercises: charades, picture descriptions, grammar exercises: handouts, small reading and listening comprehensions and small one-on-one conversations and role-plays: conversation with travel agent, between travel-buddies about planning the trip and just before leaving for the trip to check if everything is done and in order etc. (e.g. yesterday I confirmed our reservations, I have already packed my bags, did you pack your camera? Etc.)
Play: Brainstorming for play ideas, selection of a theme or story
- Week 3:** **Vocabulary:** Vacation continued: concentrating on vocabulary during the vacation (historical sites, nature sites, regional foods, clothes etc, adjectives to describe places and things, verbs for vacation activities etc.)
Grammar: helping verbs *lena, dena, jana, chukna, dalna* for completion of action, simple past tense and present perfect tense continued.
Project 1: Student presentations on the on-going festival of Navraatri: on the history, mythology, ritualistic practices, regional peculiarities, music and visuals. (even though not directly related to vacation theme, this festival is celebrated in India and by the Indian communities in America around middle of November)
Demonstration (preferably by students themselves) of dances danced during the festival and class outing for Indian Student Association or Indian American Association Navaratri festival celebrations.
Play: Collective writing of introductory scenes.
- Week 4:** **Vocabulary:** Vacation places, things and verbs continued
Grammar: Past tense and present perfect tense continued.
Activities: Reading, listening and visual (videos) comprehensions on travel accounts in India. Handouts based on those to practice grammar. Writing assignments and interviews and conversations to describe one's own travel to India or other places.
Project 2: Student presentations on vacation destinations in India: places in North, South, East and West India. (at least one city/place each). About the history of the place, sightseeing, tourist attractions, places of interest, regional food /clothing /music etc, audio-visuals (pictures/photos/music etc)
Play: Collective writing of more scenes
- Week 5:** **Vocabulary:** Vacation places, things and verbs continued
Grammar: Past continuous tense: e.g. I was traveling everywhere by train.
Past Perfect tense: e.g. I had visited India three years ago.
Relative adverbs: *jab, jabtak, tab, tabtak* (when, by the time, then, until then)

Activities: Song (“bhabhi aai”) describing in past tenses the travel mishaps of the singer’s sister-in-law. Listening comprehension handouts based on the song and its past tenses. Reading texts and conversations on vacation disasters/ mishaps (with combinations of different past tenses): “By the time I arrived at the station, the train had already left.”

Project 3: Student presentations on the on-going Indian festival Diwali: history, mythology, ritualistic practices, regional ways of celebrating, food, visuals. (again, even though not related directly to topic, the festival goes on in India and is celebrated by Indian communities in America around this time of the year.) Possible class outing to diwali celebrations by Indian communities.

Play: Finish writing the play.

Week 6: **Movie** (with travel theme and/or visuals of Indian travel destinations)
Review and study guide
Midterm

Theme: My Future: Personal and Professional Goals.

Week 7: **Vocabulary:** Professions, jobs, their educational requirements, personal future etc.
Grammar: Review of the construction ‘infinitive + *chahna*’ (to want to do something)
Activities: Small surveys and interviews on what profession the students want to choose and why and on what they want to achieve in their personal life.
Play: Practice

Week 8: **Vocabulary:** Professions, jobs, educational requirements, personal future continued
Grammar: Future tense: e.g. In international business I will travel all over the world.
Use of *agar* (if), that would include past tense and future tense: *agar tumne yeh nahin kiya to baadme pachhtaoge.* (if you didn’t do this, you will repent later)
Review of *chahiye* (should): e.g you should check out the study-abroad program
Activities: Songs and/or movie clips for future tense practice. Handouts based on audio-visual comprehension for future tense. Handouts, reading and writing assignments on personal and professional advice seeking and giving.
Conversations and role-plays e.g. between friends or with professional counselor or consultants or with academic advisors.
Play: Practice

Week 9: **Grammar:** Future continuous tense e.g. I will be working mostly in Indian villages.
Review of relative adverbs: *jab, jabtak, tab, tabtak* (when, by the time, then, until then), Review of if-then constructions.
Activities: If-then game of future predictions, role-plays, skits, charades and guessing games about how students envision their best and worst personal and professional future. Reading, listening and writing assignments and conversations about personal and professional dream-future.
Project 4: Student presentations on educational system in India
Presentations on preferred and popular professions in India or by Indians: reasons for their popularity, the future of those and other professions in India and the future of Indian professionals outside of India.
Play: Practice, costumes, props preparations

Week 10: **Grammar:** Use of *wala*: *main yeh karnewala hun* (I am going to...)
use of *shayad, chahe kuchh bhi ho* (perhaps, no matter what)
Activities: Reading, listening and writing assignments and conversations about the theme ‘my life in 20 years.’
Play Performance!!!!

Week 11: **Review, Study guide for final exam.**