

## **Role of Hindi Language in Teachers Training (B.Ed) As Per New NCTE Norms**

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### **Need and Importance of the Study**

The norms of Hindi language mentioned in the NCTE Regulations 2014 states that: Hindi should be considered as mother tongue and as our national language not as foreign language; importance of expression, pronunciation and writing skills of Hindi as language; Hindi should be taught at universities as lessons under the category of prose, composition, poetry and grammar; importance and availability of media and technology in teaching Hindi to students and importance of proper books and supplementary (NCTE, 2014).

The current syllabus for the B.Ed. programme is derived from the pursuing considerations: requirements of the National Council of Teacher Education in order to develop a benchmark pattern of syllabus for the whole country, for Teacher Education, appearing setting of school education in terms of quality and quantity deserves parallel reforms in teacher education. Excluding these two main considerations, there is a forceful reason for developing a standardized syllabus for all the colleges and universities of the country since a general curriculum is being pursued in all the secondary schools of the country hence involving comparable training efforts for improving required competencies among all the potential teachers. For the two-year B.Ed. Programme, the Syllabus is intended to achieve the subsequent broad goals and objectives (Department of Education, 2015). On the end of the course, the student-teacher could: know the essential and fundamental ideas, disciplines structures and tools of investigation, and could make the experiences of learning, which make such aspects of meaningful subject matter, chart the learning experiences, which are of the learner's interests, existing proficiency, experiences incorporating errors and misconceptions, and recognize how students come to view, improve and make common sense in the learning experiences of subject matter contained, utilize the skills and knowledge of efficient and effective nonverbal, verbal, and media communication methods and techniques to promote collaboration, active inquiry and encouraging interaction in the classroom and improve self identity as a teacher in the course of

school-based experiences and introspective processes and practices, which evaluate continually the outcomes of their actions and choices.

### **Importance of Hindi Language in B.Ed. Syllabus:**

University of Calcutta (2013) provides the goals of revised curriculum for B.Ed. they are as follows: to begin the student-teachers into profession of teaching; to convert student-teachers into competent and committed professionals; to practice professionally competent with teachers of higher secondary and secondary schools to carry out their tasks efficiently; to aid the nurture efficient citizens of student-teachers for future; to practice the student-teachers to manage with demands and needs that arising in context of school; to improve the self-directed ability and learning capacities to think, to work in teams; and finally, to endorse the capabilities for teaching national goals, rights and values as protected in formation of India. The significance of teaching Hindi and make certain its position in secondary school curriculum in subject nature Hindi and Hindi education integrated for B.Ed in education of India.

According to Two year Programme (2015-2017), the B.Ed curriculums are designed in order to combine the human development, pedagogical knowledge, communication skills and subject knowledge studies. The common aim is to improve the experts of pedagogy, curriculum and assessment for elementary, senior secondary and secondary education. This programme is designed mainly to give chances for students to expand and intensify their own understanding and knowledge of education, develop skills and competencies, which contribute to generate an efficient teacher to train, make eminence human resource and positive thoughts towards learners, which leading to the specialization in either senior secondary and secondary education or elementary education.

National council of educational research and training (2005) identified that language teaching is required to multilingual not only in count of languages provided to the children but also in evolving the strategies which might utilize the multilingual classroom as resource. The children may attain multilingual education from beginning or outset. The formula for three languages requires to be executed in its strength, promoting multilingual expansive abilities for multilingual nation. In the states of non-Hindi speaking, the children learn Hindi and in this situation, the states of speaking Hindi children study a language that not speak in their own region. Sanskrit can be studied as the MIL (Modern Indian Language) as well as these languages. It is obvious that with their power of

native language and other citizen around them, communication with family, children arrive to school with complete talkative capability in their languages in many situations.

Rahul (n, d) analyzed that language plays a vital role for transaction of human components between the teacher and the educated. In any country, national language has its own language and that might be understood by the highest number of people. According to Radhakrishna, Ramdaat and Ambalal (2006), the language 'Hindi' is spoken by around 60 percent of people in India. Other than this, it's a huge importance with several other languages which spoken in India such as, Gujarati, Urdu, Sanskrit, Marathi etc. Hindi isn't a scholar's language of Sanskrit or the ruler's language of English; fairly it is one of the languages of ordinary people. It can be revealed here in which the language Hindi was identified as the national language in foundation of India (1949), other than it is English that is functioning as the nationalized medium to a great scope till today. The main objectives of this study were to analyze the teacher's qualification, counts of periods dedicated to teaching of language Hindi.

Education Commission (1966) introduces the vigorous expansion of Indian literatures and languages, which are 'sine qua non' for the growth of culture and education. The three language formula is implemented at secondary stage; the state government must adopt and energetically implement the formula to include the analysis of current Indian language, preferable of southern languages except for English and Hindi in the states of Hindi speaking and English in states of non-Hindi speaking and Hindi together with regional language. The appropriate courses in English or Hindi must be obtainable in colleges and universities with the analysis to enhancing the student's efficiency in these languages to prescribed standards in the university. Each and every attempt must be built to promote the growth of language Hindi. In improving the language Hindi as link language payable care must be obtained to make certain that it may provide as expression medium for all components of mixed Indian culture.

NCERT (2013-2014) introduces the class-wise learning pointers and stage-wise curricular prospects in different subject parts such as, Hindi, English, Urdu, EVS, Mathematics, Science, Arts Education and Social Sciences. The package of ITPD (In-service Teacher Professional Development) in both the languages of English and Hindi at the secondary stage is built to notify the secondary stage teachers' with current trends and expansions in the language pedagogy. The assignment was assumed as the orientation programme segments for improving the education quality at the elementary schools

by the main intention of improving training materials for the SSA (Selective Service Administration) master teachers working in the domination of Scheduled Castes districts of both non-Hindi and Hindi speaking.

**References:**

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