



# MINISTRY OF EDUCATION

## DIVISION OF EDUCATIONAL RESEARCH AND EVALUATION

### REPORT ON THE TEACHING OF HINDI IN PRIMARY AND SECONDARY SCHOOLS

D.E.R.E  
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## Acknowledgment

This report was made possible through the assistance and hard work of the following people who were involved in planning the study, conducting the survey, analyzing the data and preparing the final report.

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## EXECUTIVE SUMMARY

The purpose of this study is to evaluate how well the programme of teaching Hindi in Primary and Secondary schools has been functioning and how well the original objectives have been met as outlined by the Hindi Nidhi Foundation. .

The pilot project for the teaching of Hindi through the Hindi Nidhi Foundation began in January 2000 and involved both Primary and Secondary schools where there was a demand for the language. Presently there are nine (11) Secondary schools and fifteen (13) Primary schools involved in the programme (*see Appendix I*). At the time this survey was done however, it was found that Hindi was taught at eleven (11) Primary and seven (7) Secondary schools (*see Appendix II*). There are eleven (11) Hindi teachers who presently teach the subject at these schools who are paid a stipend of \$1000.00 per month.

A survey was conducted during the period 7<sup>th</sup> March 2005 to 10<sup>th</sup> March 2005 and responses were sought from principals, teachers and students at the 18 schools where Hindi is taught at present. Questionnaires were used to obtain responses on various aspects of the programme. At each of the schools surveyed, one class of students studying Hindi was chosen as a sample as well as the school principal and the Hindi teacher .

The general objective of the Hindi Nidhi Foundation is to promote the study, practice and development of the Hindi language in Trinidad and Tobago. The objectives behind the teaching of Hindi in Primary and Secondary schools are as follows:

1. To assist children in reading and learning of religious and other texts to help them better understand their religion and culture.
2. To maintain their culture in keeping the language alive.
3. To forge closer ties to the country of their ancestors.
4. To enjoy and understand the Indian movies (which are in Hindi), an essential aspect of Trinidadians of Indian origin.
5. To learn, sing and appreciate the Hindi religious and popular film songs which they sing, an important aspect of the religion and culture of Trinidadians of Indian origin.

6. To prepare students in their mature life in the field of business, since Trinidad and Tobago is currently having closer trade links with India.
7. To learn of food, music, dance, literature and philosophies of the country of their ancestors.

## **MAJOR OBSERVATIONS AND FINDINGS**

The Primary Schools that were surveyed have a total population of 4088 students of which 1323 students or 33% are involved in the Hindi programme. Ninety eight percent (98%) of the 265 Primary School students surveyed stated that they enjoy learning Hindi. About 90% of the students said that they enjoyed learning Hindi because it was fun learning a new language. Seventy nine percent (79%) of the Primary school students surveyed said they used Hindi outside of school for reasons such as speaking with relatives (mainly grandparents), viewing Indian movies and for religious cultural purposes.

The Secondary Schools surveyed comprise a total population of 6621 students. Of this total 798 students or 11% were involved in the Hindi programme. At the Secondary school level 71% of the 147 students surveyed said that they enjoyed learning Hindi while 41% of them said that they used Hindi outside of school.

The length of a period of a Hindi class ranged from 25 minutes to 45 minutes. Generally the Hindi classes are conducted during school hours. One exception is at Holy Faith Convent where classes for forms 1-3 are held during school hours while classes for forms 4 -5 are held after normal school hours.

All the teachers surveyed possess qualifications in Hindi ranging from O'levels to University certificates. Only one teacher has a Teaching Diploma this is because she is a retired primary school teacher. The Hindi Nidhi Foundation supplied all the Hindi

teachers at the schools surveyed and one teacher is assigned per school. However, in some instances Hindi teachers were assigned to more than one school and receive a stipend per school. In one particular instance one teacher is assigned to four Primary schools.

During the initial stages of the programme certificates of participation were issued to students. However, the Hindi Nidhi Foundation has discontinued issuing certificates as they are in the process of reassessing the criteria for certification at the different levels.

At over 85% of the schools surveyed, Hindi classes were timetabled as part of the school's curriculum while in the other schools the language is taught as part of Religious Instructions.

It was observed during the survey that there was a general lack of the use of technology in the teaching of Hindi, for example, CDs, videotapes, DVDs, computer programmes and other teaching aids.

## **RECOMMENDATIONS**

In order for maximum benefit to be derived from the programme the Hindi Nidhi Foundation should place greater emphasis on:

- Providing more opportunities for teacher training and certification.
- Ensuring that an official Curriculum Guide or syllabus is developed and made available to all Hindi teachers.
- Advanced Training opportunities for Hindi teachers
- The use of technology as a teaching aid in the delivery of Hindi lessons.
- Developing clear criteria for the assessment and certification of students.
- Ensuring that Hindi classes do not affect the core curriculum at schools.

## **INTRODUCTION AND BACKGROUND**

In January 2000 a pilot project for the teaching of Hindi through the Hindi Nidhi foundation was started in schools where there was a demand for it. There are currently, nine (9) Secondary schools and fifteen (15) Primary schools, which fall under the Hindi Nidhi Foundation's programme for teaching Hindi in schools. At the time the survey was conducted however, it was found that Hindi was taught at only eleven (11) Primary schools and seven (7) secondary schools. There are presently eleven (11) teachers involved in the programme. These teachers receive a stipend of \$1000.00 per month, which is paid to the foundation through the Ministry of Education.

## **PURPOSE OF STUDY**

The purpose of this report is to evaluate the teaching of Hindi in Primary and Secondary schools. The information collected will help to determine how well the programme has been functioning, the benefits derived from the programme by students and how well it has met the objectives as outlined by the Hindi Nidhi Foundation.

## **THE PROGRAMME**

The general objective of the Hindi Nidhi Foundation is to promote the study, practice and development of the Hindi language in Trinidad and Tobago. The objectives behind the teaching of Hindi in Primary and Secondary schools as outlined by the Hindi Nidhi Foundation are as follows:

1. To assist children in reading and learning of religious and other texts to help them better understand their religion and culture.
2. To maintain their culture in keeping the language alive.
3. To forge closer ties to the country of their ancestors.
4. To enjoy and understand the Indian movies (which are in Hindi), an essential aspect of Trinidadians of Indian origin.
5. To learn, sing and appreciate the Hindi religious and popular film songs which they sing, an important aspect of the religious and culture of Trinidadians of Indian origin.

6. To prepare students in their mature life in the field of business, since Trinidad and Tobago is currently having closer trade links with India.
7. To learn of food, music, dance literature and philosophies of the country ancestors.

## **METHODOLOGY OF STUDY**

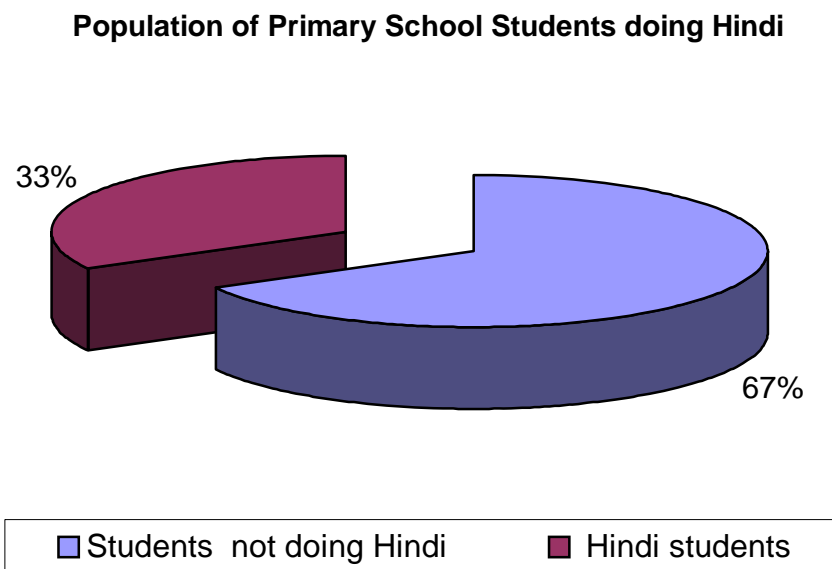
In order to conduct this study a survey was done in the schools where Hindi is being taught at present. Responses from principals, teachers and students were sought through the use of questionnaires on various aspects of the programme. A list provided by the Hindi Nidhi foundation indicates that 24 schools were involved in the programme. However, at the time the survey was conducted it was discovered that Hindi was not taught at six of the schools, which were initially part of the programme. These schools are Felicity Presbyterian, Cunupia Government Primary, Curepe Junior Secondary, El Dorado Secondary, Waterloo High School and Chaguanas Senior Comprehensive. As a result, 18 schools were surveyed comprising 11 Primary schools and 7 Secondary schools (see appendix ii). One class in each school was chosen to conduct the survey. Class sizes ranged from 9 to 41 students comprising of both boys and girls except in Holy Faith Convent Couva where only girls were surveyed.



## PRIMARY SCHOOL STUDENTS SURVEY

The eleven (11) primary schools surveyed comprised a total student population of 4088 students of which 1323 (33%) were learning Hindi. Of this total 265 students were surveyed.

Figure 1



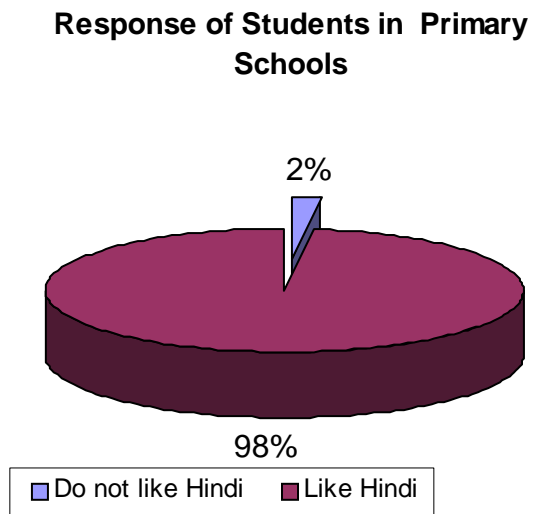
**Figure 1 indicates the percentage of the total students' population in Primary schools surveyed who are studying Hindi.**

Table 1

SUMMARY OF STUDENTS REPONSE-PRIMARY							
Question #	1	2		3		7	
		Gender		Do you like learning Hindi		Do you use Hindi outside of school	
Schools	Student No.	Male	Female	Yes	No	Yes	No
Orange Valley Govt.	35	20	15	35	0	33	2
Penal Govt. Primary	18	10	8	18	0	14	4
Montrose Govt.	35	17	18	35	0	23	12
Balmain Presby.	22	12	10	22	0	19	3
B'Pore Vedic	25	14	11	25	0	15	10
Palmiste Govt.	15	9	6	14	1	6	9
Montrose (APS) Vedic.	21	11	10	21	0	18	3
Upper C'pichaima Pres	20	7	13	20	0	18	2
Exchange Presby.	41	11	30	41	0	41	0
Seereeram Memorial	16	12	4	13	3	10	6
Preysal Govt.	17	9	8	17	0	12	5
<b>Total Primary</b>	<b>265</b>	<b>132</b>	<b>133</b>	<b>261</b>	<b>4</b>	<b>209</b>	<b>56</b>

Table 1 indicates that of the total number of 265 Primary school students surveyed 132 were males and 133 were females. A total of 261 students or (98%) stated that they enjoyed learning Hindi. About 90% of these students said they enjoyed learning Hindi mainly because they thought it was fun learning a new language. A total of 209 students or (79%) stated that they used Hindi outside of school. Of this total over 50 % of the students said they used the language mainly, to speak with grandparents and to participate in religious and cultural festivals.

Figure 2



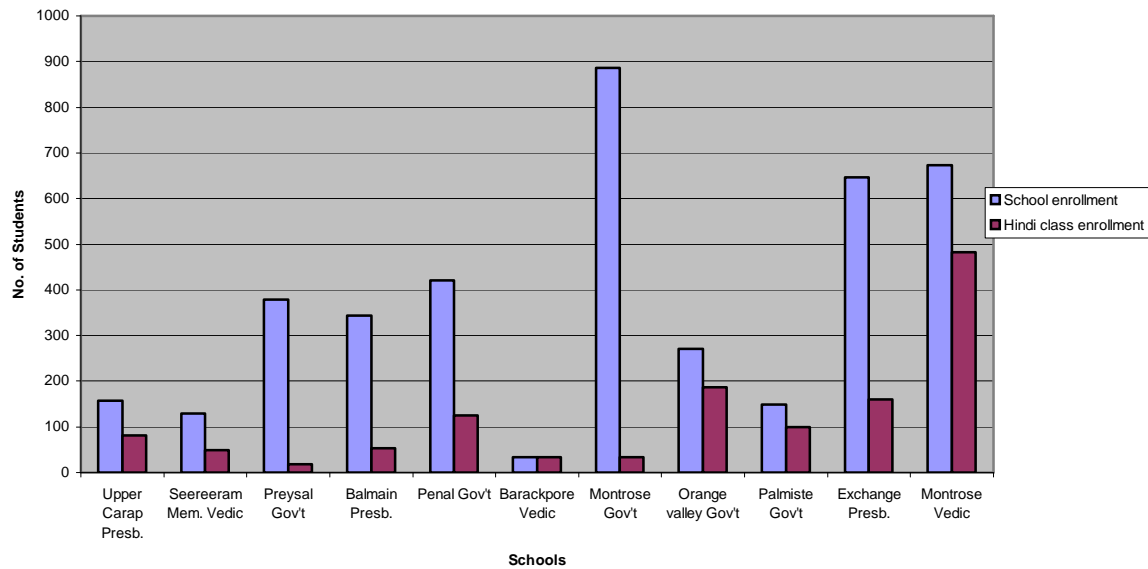
**Figure 2 shows a clear representation of student's responses in term of whether they like Hindi or not.**

Table 2 SUMMARY OF STUDENTS' RESPONSES- PRIMARY

Question #	4				8				9			
	Are you given				How often are you tested				How did you perform in your last test?			
Name of School	H/W		Projects		Wkly	Mthly	Termly	Never	Vgood	Good	Fair	Not good
	Yes	No	Yes	No								
Orange Valley Govt.	35	0	35	0	33	0	2	0	21	12	2	0
Penal Govt. Primary	18	0	0	18	1	15	16	0	9	8	1	0
Montrose Govt.	35	0	15	20	30	5	1	0	25	7	3	0
Balmain Presby.	22	0	0	22	0	21	22	0	18	3	0	1
B'Pore Vedic	25	0	9	16	0	0	25	0	14	7	2	2
Palmiste Govt.	15	0	0	15	13	1	14	0	10	4	0	1
Montrose (APS) Vedic.	21	0	15	6	20	1	21	0	10	9	1	1
Upper C'pichaima Pres	20	0	0	20	20	0	20	0	1	15	4	
Exchange Presby.	41	0	0	41	36	2	26	0	20	19	2	0
Seereeram Memorial	15	1	1	15	14	3	3	0	2	8	1	5
Preysal Govt.	10	7	0	17	6	0	0	11	2	0	3	1
<b>Total Primary</b>	<b>257</b>	<b>8</b>	<b>75</b>	<b>190</b>	<b>173</b>	<b>48</b>	<b>150</b>	<b>11</b>	<b>132</b>	<b>92</b>	<b>19</b>	<b>11</b>

Table 2 provides a breakdown of various aspects of the assessment of Hindi students at the primary schools surveyed. Of the 265 students surveyed a total of 257 students or 97% stated that they were given homework, while 28% stated that they were given projects. A total of 173 students (65%) the said that they were tested weekly while 150 or 57% of the students said they were tested termly. A total of 132 or students or 50% of those surveyed stated that they performed very well in their last test while only 11 students or 4% stated that their performance in their last test was not good. It should be noted that while the teachers assess the students themselves, the termly test is provided directly by the Hindi Nidhi Foundation.

**Graph 1**  
**Student Enrollment Primary Schools**

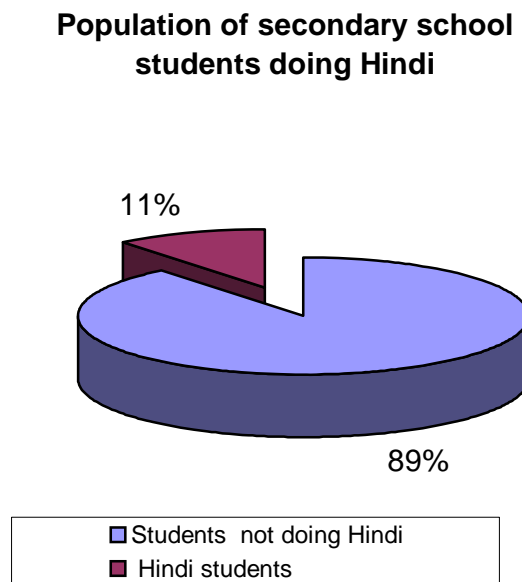


Graph 1 illustrates the student enrollment at the 11 Primary schools surveyed and the number of students studying Hindi at each Primary school. At the Primary schools surveyed there was a total student enrollment of 4088. Of this total 1323 students or 33% are involved in the Hindi programme. At some of the schools there is a large percentage of the student population participating in the Hindi programme such as: Upper Carapichaima Presbyterian 52%, Orange Valley Govt Primary 69%, Palmiste Govt Primary 67%, Montrose Vedic 72%, Barrackpore Vedic 100%. Schools with relatively low percentages of students involved in the Hindi programme are; Seereeram Memorial Vedic 38%, Preysal Govt, Balmain Presbyterian 15%, Penal Govt 30%, Montrose Govt 4% and Exchange Presbyterian 25%

## SECONDARY SCHOOL STUDENTS RESPONSES

The Secondary Schools surveyed represented a total population of 6621 students of which 798 students or 11% were involved in learning Hindi.

Figure 3



**Figure 3 indicates the percentage of the total students population of the Secondary school students surveyed studying Hindi.**

**Table 3 Summary of Secondary school students surveyed**

Question #	1	2		3		4	
		Gender		Do you like learning Hindi		Do you use Hindi outside of school	
Name of Schools	Student No.	Male	Female	Yes	No	Yes	No
Couva Govt	18	9	9	11	7	10	
Carapichaima JSS	9	7	2	9	0	2	7
Barrackpore Sec. Com.	36	20	16	20	16	9	27
Holy Faith Convent	18	0	18	14	4	16	2
Chaguanas JSS (AM)	27	13	14	22	6	11	16
Chaguanas JSS (PM)	13	4	9	12	0	7	6
Tabaquite Composite	26	9	17	17	9	6	20
<b>Total</b>	<b>147</b>	<b>62</b>	<b>85</b>	<b>105</b>	<b>42</b>	<b>61</b>	<b>86</b>

Table 3 shows that a total of 147 Secondary school students were surveyed 62 males and 85 females. A total of 105 or 71% stated that they liked learning Hindi. Approximately 50% of these students stated that they liked learning Hindi because it helped them to better understand their cultural background and their religious practices. Some students indicated that they believed that learning a second language such as Hindi would be an asset to them in the future. A few students stated that they would like to visit India one day so they thought it was important to learn the language. A total of 61 or (41%) of the Secondary school students surveyed said that they use Hindi outside of school mainly for religious and cultural reasons. Of the 86 students (59%) who said they don't use Hindi outside of school, most of them said they know no one with whom to speak the language.

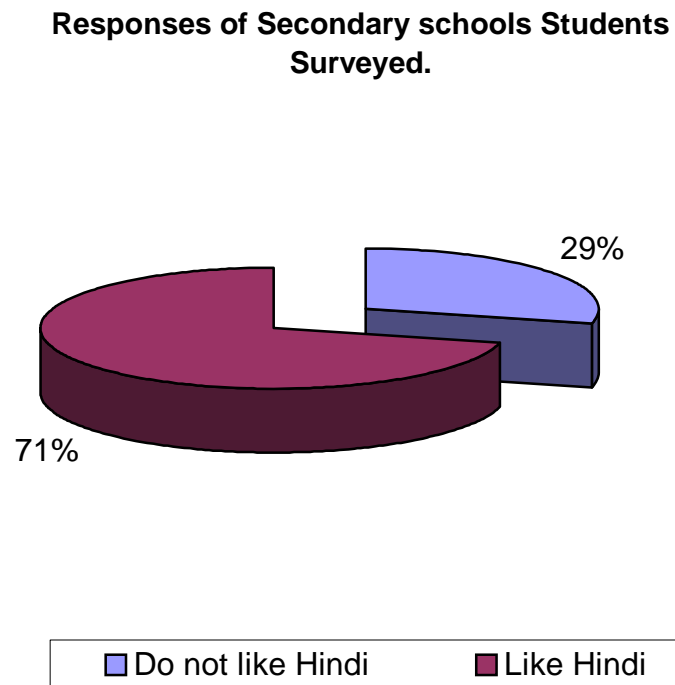
Table 4

SUMMARY OF SECONDARY SCHOOL STUDENTS SURVEYED												
Question #	4				8				9			
	Are you given homework		Are you given projects		How often are you tested				How did you perform in your last test?			
Name of Schools	Yes	No	Yes	No	Wkly	Mthly	Termly	Never	Vgood	Good	Fair	Not good
Couva Govt	18	0	1	17	1	0	17	0	2	6	7	3
Carapichaima JSS	3	7	0	9	9	0	0	0	2	3	0	4
Barrackpore Sec. Com.	35	1	10	26	5	7	27	0	4	13	10	9
Holy Faith Convent	18	0	18	0	1	6	11	0	2	8	6	2
Chaguanas JSS (AM)	26	0	3	24	9	15	4	0	4	9	7	7
Chaguanas JSS (PM)	13	0	3	11	5	5	3	0	4	6	3	0
Tabaquite Composite	10	16	21	5	4	6	10	6	2	8	6	10
<b>Total</b>	<b>123</b>	<b>24</b>	<b>56</b>	<b>91</b>	<b>34</b>	<b>39</b>	<b>72</b>	<b>6</b>	<b>20</b>	<b>53</b>	<b>39</b>	<b>35</b>

Table 4 shows that of the 147 Secondary school students surveyed 123 or 50% said that they were given homework while 56 students or 38% said they were given projects. A total of 72 students or 49% said they were tested termly while 23% stated that they were tested weekly and monthly. Only six 6 students (4%) from one school stated that they were never tested. A total of 112 students or 78% stated that they perform fair to very good in their last test while 35 students or 22% stated that they did not do well. A total of 72 students (49%) stated they were tested termly while 26 students or 26.5% stated that they were tested monthly. Only 6 students (4%) stated that they were never tested.

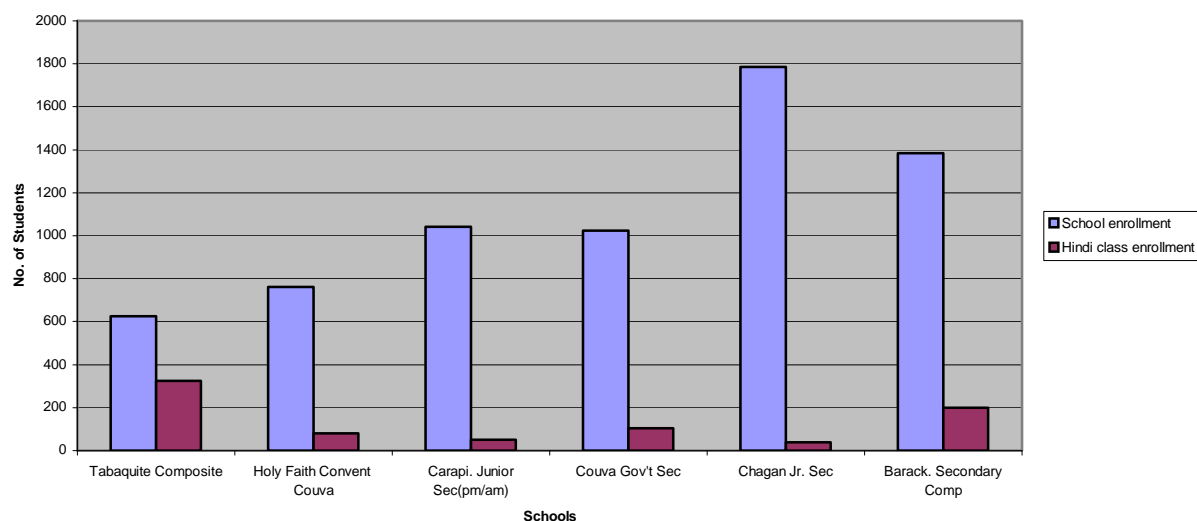


Figure 4



**Figure 4 shows a clear representation of students' responses in Secondary school in terms of whether they like Hindi or not.**

**Graph 2**  
**Student Enrollment Secondary School**



Graph 2 illustrates the student enrollment at the 7 Secondary schools surveyed and the number of students studying Hindi at each school. At the Secondary schools surveyed out of a total enrollment of 6621 students only 798 students or 12% were involved in the Hindi programme. Only one school namely Tabaquite Composite had more than 50% of its school population involved in the Hindi programme. All the other Secondary schools have very small percentages of their school population involved in the Hindi programme as follows: Holy Faith Convent Couva 10%, Carapichaima Junior Secondary 5%, Couva Govt Secondary 1%, Chaguanas Junior Secondary 2%, Barrackpore Secondary Comprehensive 14

## **PRINCIPALS AND TEACHERS RESPONSES**

### **How Hindi is taught in the schools.**

- At each of the schools surveyed one teacher presently teaches Hindi.
- The Hindi Nidhi Foundation supplies all the Hindi teachers.
- All principals stated that Hindi is not a mandatory subject at their schools
- At all the schools, Hindi is taught during school hours. The only exception is at Holy Faith Convent where Forms 1-3 are taught during the school hours while classes for 4 and 5 are held after school hours.
- From a total of 18 schools surveyed, 7 indicated that Hindi is taught once per week and at nine of the schools it is taught twice per week. However, in Tabaquite Composite Hindi is taught four times per week and at Couva Secondary five times per week.
- At over 80% of schools the Hindi classes were timetabled as part of the school curriculum while at the others it was taught only as part of Religious Instructions.
- The length of a period of a Hindi class range from 25 minutes to 45 minutes. When the school visits were conducted the teachers were asked if they had a curriculum guide for the programme for the teaching of Hindi. The teachers were unable to produce a curriculum document one at the time. They were however, able to produce examples of work done with the student (see appendix VII).

### **Teacher Qualifications.**

- All the teachers surveyed possessed qualification in Hindi, in one or a combination of the following: GCE O' level, GCE A' levels, Certificate in Hindi from the Hindi Nidhi Foundation, Certificate/ Diploma in Hindi from Central University of India, Certificate in Hindi from the Indian High Commission, Certificate in Hindi from UWI.

- Only one teacher surveyed has a teaching diploma since she was a retired primary school teacher. Some of the other teachers stated that they started a teacher-training programme at RCLRC but are not yet certified.
- It was discovered that some the teachers were assigned to more than one school. Presently, one particular teacher is assigned to four primary schools and receives a stipend per school, (a total of four stipends).

### **Student Assessment.**

- All the teachers surveyed stated that they assess the students with the use of written and oral test. Most of the assessment is done on a monthly and termly basis. During the school visits there was no evidence of technological teaching aids being used in the teaching process.

### **Benefits to students**

- All the teachers surveyed said they believe that Hindi is of benefit to the students. Most teachers also stated that the Hindi language would benefit the students in terms of developing a deeper understanding of their cultural and religious traditional practices. Some teachers stated that Hindi would help students better understand what is said and done by their pundits in the temples for example the singing of bhajans. In addition they could better understand and appreciate Indian Movies.
- Of the 18 principals surveyed only one principal stated that she didn't feel the programme was of any benefits to the students in its present form because it was done only as part of Religious Instructions. She said that the programme merely emphasized the religious aspects and children were not taught the language within a proper structure

### **Certification of Students**

- The teachers indicated that during the initial stages of the pilot programme certificates of participation were issued to students but presently certificates are not issued since the Hindi Nidhi Foundation is reassessing the certification process. Information received from the Hindi Nidhi Foundation revealed that they are presently reviewing

the procedures for evaluating students to determine how certificates should be issued to different levels of students.

Table 5

CONTACT HOURS FOR TEACHING HINDI IN SCHOOLS			
Name of Schools	Min.per session	No. of sessions per Month	Approx. No. of hours per Month
<b>Primary</b>			
Orange Valley Govt.	40	28	19
Penal Govt. Primary	30	24	12
Montrose Govt.	25	4	2
Balmain Presby.	45	8	6
B'Pore Vedic	35	21	12
Palmiste Govt.	25	24	10
Montrose (APS) Vedic.	45	32	24
Upper C'pichaima Pres	35	28	16
Exchange Presby.	35	28	16
Seereeram Memorial	30	15	8
Preysal Govt.	25	12	5
<b>Total</b>	<b>370</b>	<b>224</b>	<b>130</b>
<b>Secondary</b>			
Couva Govt	40	40	26
Carapichaima JSS	45	24	18
Barrackpore Sec. Com.	45	43	32
Holy Faith Convent	35	12	7
Chaguanas JSS (AM)	35	12	7
Tabaquite Composite	45	25	19
<b>Total</b>	<b>280</b>	<b>168</b>	<b>116</b>

The figures in Table 5 provides a breakdown of the number of sessions of Hindi taught per school at Primary and Secondary levels surveyed as well as the number of hours of Hindi taught per school per month. The number of Hindi sessions/periods per school per month varies from 4 at Montrose Govt to 40 per month at Couva Govt. The number of contact hours per school per month varies from 2 at Montrose Govt to 32 at Barrackpore Secondary Comprehensive. It should be noted that a stipend of \$1000.00 is paid to the teacher at each school. The total number of hours taught at the Primary Schools surveyed was 130 for 224 sessions while the total number of hours taught at the Secondary schools per month was 116 for 168 sessions.

## MAJOR FINDINGS OF SURVEY

- 98% of the Primary school students surveyed stated that they enjoy learning Hindi
- 79% of the Primary school students surveyed stated that they use Hindi outside of school.
- 71% of the Secondary school students surveyed said they enjoy learning Hindi.
- 41% of the Secondary school students surveyed said they use Hindi outside of school
- Most of the students surveyed who said they use Hindi outside of school said that they use the language to watch and understand Indian movies, to speak with relatives (mainly grandparents) who speak Hindi, and to participate in cultural and religious activities
- All the Hindi teachers at the schools surveyed are supplied by the Hindi Nidhi Foundation
- All the teachers surveyed have qualifications in Hindi mainly O'Levels, A' levels and University certificates.
- With the exception of one teacher who is a retired Primary school teacher none of the teachers surveyed has a teaching diploma. The teachers have indicated that they have participated in a teacher training programme at RCLRC but have not been certified.
- During the initial stages of the Pilot Programme certificates of participation were issued to the students but this has been discontinued, since the Hindi Nidhi Foundation is presently reviewing the criteria for the assessment and certification of students before certificates are issued again.
- At over 80% of the schools surveyed Hindi was timetabled as part of the schools' curriculum while at the other schools the subject was taught as part of Religious Instructions.

## **SUMMARY**

Based on the objectives of the programme as outlined by the Hindi Nidhi Foundation it is clear that most of these objectives have been met. It was observed that most of the schools surveyed are located in areas where Indian cultural and religious practices seem to be strong. Students from these schools who are learning Hindi have benefited in terms of gaining a deeper understanding of Indian cultural and traditional practices. Being able to speak Hindi allows the students to better participate in activities such as viewing Indian movies, reading religious texts, singing songs in Hindi and speaking the language with grandparents.

However, in order for maximum benefit to be derived from the programme the Hindi Nidhi Foundation should place greater emphasis on:

- Providing more opportunities for teacher training and certification.
- Ensuring that an official Curriculum Guide or syllabus is developed and made available to all Hindi teachers.
- Advanced Training opportunities for Hindi teachers
- The use of technology as a teaching aid in the delivery of Hindi lessons.
- Developing clear criteria for the assessment and certification of students.
- Ensuring that Hindi classes do not affect the core curricula at schools.



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## *Appendix I*

List of Schools involved in Pilot project.

### **Primary Schools**

1. Orange Valley Govt.
2. Penal Govt. Primary
3. Montrose Govt.
4. Balmain Presbyterian.
5. Barrackpore Vedic
6. Palmiste Govt.
7. Montrose (APS) Vedic.
8. Upper Carapichaima Presbyterian
9. Exchange Presbyterian
10. Seereeram Memorial
11. Preysal Govt
12. Felicity Presbyterian
13. Cunupia Government

### **Secondary Schools**

1. Couva Govt
2. Carapichaima JSS
3. Barrackpore Sec. Com.
4. Holy Faith Convent
5. Chaguanas JSS (AM)
6. Chaguanas JSS (PM)
7. Tabaquite Composite
8. El Dorado Secondary
9. Waterloo High School
10. Curepe Junior Secondary
11. Chaguanas Senior Comprehensive

## *Appendix II*

### List of Schools Surveyed

#### **Primary Schools**

1. Orange Valley Govt.
2. Penal Govt. Primary
3. Montrose Govt.
4. Balmain Presbyterian.
5. Barrackpore Vedic
6. Palmiste Govt.
7. Montrose (APS) Vedic.
8. Upper Carapichaima Presbyterian
9. Exchange Presbyterian
10. Seereeram Memorial
11. Preysal Govt

#### **Secondary Schools**

1. Couva Govt
2. Carapichaima JSS
3. Barrackpore Sec. Com.
4. Holy Faith Convent
5. Chaguanas JSS (AM)
6. Chaguanas JSS (PM)
7. Tabaquite Composite

## *Appendix iii*

### **Ministry of Education Division of Educational Research and Evaluation**

#### **Teaching of Hindi in School Principal Questionnaire**

**Name of School** \_\_\_\_\_

1. How many teachers are presently teaching Hindi? \_\_\_\_\_
2. Do these teachers have formal qualification in the teaching of Hindi?  
Yes ☐ No ☐
3. If yes, please state \_\_\_\_\_
4. Are all your teachers supplied by the Hindi Nindi Foundation?  
Yes ☐ No ☐
5. What is the total enrollment of students at the school?
6. How many students are presently enrolled in the Hindi programme? \_\_\_\_\_
7. Is Hindi a mandatory subject at your school?  
Yes ☐ No ☐
8. How many days per week is Hindi taught at your school? \_\_\_\_\_
9. At what time of day is Hindi taught?  
During school hours ☐ After school hours ☐
10. How long does a period/ session of Hindi last? \_\_\_\_\_
11. Do you believe that the teaching of Hindi is beneficial to the students of the school?  
Yes ☐ No ☐  
If yes, in what ways \_\_\_\_\_  
\_\_\_\_\_  
If no why? \_\_\_\_\_
12. Is Hindi assessed?  
Yes ☐ No ☐
13. How often is it assessed?  
Weekly ☐ Monthly ☐ Termly ☐

*Appendix iv*

**Ministry of Education  
Division of Educational Research and Evaluation**

Teaching of Hindi in School

**Teacher Questionnaire**

Name of school \_\_\_\_\_

1. Male ☐ Female ☐

2. How long have you been teaching Hindi at this school? \_\_\_\_\_ Years \_\_\_\_\_ Months

3. Have you taught Hindi prior to teaching at this school? Yes ☐ No ☐

If yes, how long before \_\_\_\_\_ Years \_\_\_\_\_ Months \_\_\_\_\_ Weeks

4. Do you have any formal or recognized qualification in Hindi? Yes ☐ No ☐

5. What are your qualifications, please state \_\_\_\_\_

6. Do you have a teacher's diploma? Yes ☐ No ☐

If yes, from which institution? \_\_\_\_\_

7. Are the students assessed? Yes ☐ No ☐

8. How often do you assess the students? Weekly ☐ Monthly ☐ Termly ☐

9. What form does the assessment take? \_\_\_\_\_

10. What certification do the students get at the end of the course?

\_\_\_\_\_

11. In what ways is the programme beneficial to students? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix v

Ministry of Education  
Division of Educational Research and Evaluation

Teaching of Hindi in School

Student’s Questionnaire

Name of school

1. Form: or Std:

2. Male Female

3. Do you like learning Hindi? Yes No

If yes, why?

If no, why?

4. Are you given Home Work? Yes No

Projects Yes No

5. What do you like most about learning Hindi?

6. What do you like least about learning Hindi?

7. Do you use Hindi outside of school?  
Yes No

If yes, how?

If no, why not?

8. How often are you tested?

Weekly Monthly Termly Never

9. How did you perform in your last test?

Very Good Good Fair Not Good

## *Appendix VI*

### SCHEDULE OF HINDI CLASSES.

#### Primary Schools

List of Schools	Class schedule -How other classes are affected
Upper Carapichaima	Students miss class schedules at the time to do Hindi put time is usually made up for the lost subject in RI period 40mins. per class
Balmain Presbyterian	Those who do Hindi forgo a subject timetable but teachers usually do things, which students can do at another time. 45mins. per class
Seereeram Memorial	Timetabled. Hindi treated as a specific subject No other classes are affected. .30 mins. per class
Palmiste Government	Timetabled- Hindi treated as a specific subject area. No other classes are affected. 25 mins per class.
Orange Valley Government	Hindi classes are timetabled and treated as a specific subject 40 mins per class
Montrose Vedic	Hindi is timetabled. No other classes are affected. 45 mins. per class
Montrose Government	Students do RI or Hindi 30 mins per class
Exchange Pres.	Hindi is timetabled and treated as a specific subject 40 mins per class
Barrackpore Vedic	Hindi is timetabled and treated as a specific subject 35mins. per class
Penal Govt	Hindi is timetabled and treated as a specific subject 30 mins.per class
Preysal Presbyterian	Hindi classes are timetabled and treated as a specific subject. 25 mins. per class

#### Secondary Schools

List of Schools	Class Schedule- How other classes are affected
Chaguanas JSS (am and pm)	Mon. Religious Instruction period Wed. Elective period.
Holy Faith Convent	Forms 1-3 Option French or Hindi Forms 4-5 After school
Barrackpore Secondary Comprehensive.	Forms 1 and 2 Timetabled- no subject missed Hindi treated as a specific subject area.
Tabaquite Composite	Hindi is timetabled as part of the school's curriculum
Carapichaima Junior Sec	Students attend either R.I. class or Hindi class
Couva Govt Secondary	Hindi classes are timetabled as part of the curriculum

Appendix VII

Wednesday, 26 January, 2006

An 3 3 3 3 3 3 3 3 3

Bah 3 3 3 3 3 3 3 3

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3 3 3 3 3 3 3 3 3

3 3 3 3 3 3 3 3 3 3

3 3 3 3 3 3 3 3 3 3

Keep practicing!



Wednesday 25th January, 2005  
Dina

Q Tom have the 2004 car yet?

A Not that too I am happy.

Q How about too I am sad.

Q How about too I am sad.

Q How about too I am worried.

Q How about too I am angry.

---

Wednesday 25th January, 2005  
Dina  
Days of the week

Thursday 26th Jan 2005  
Friday 27th Jan 2005

मेरा नाम राम है।  
 mera naam hai.  
 My name is Ram.

Thursday, 20th January, 2020.  
 Hindi

1. मेरा नाम रीना है।  
 My name is Reena.

2. मेरा नाम माला है।  
 My name is Mala.

3. मेरा नाम उमा है।  
 My name is Uma.

Wednesday 28<sup>th</sup> January 2015  
Dinner

- 1. Thai Fried Rice? Yes are you?
- 2. Thai Noodle? Yes I am happy
- 3. Thai Curry? Yes I am sad
- 4. Thai Banana? No I am sick
- 5. Thai Vegetables? No I am worried
- 6. Thai Dessert? Yes I am angry ✓

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Wednesday 28<sup>th</sup> January 2015  
Dinner

Days of the week

Sunday - 1<sup>st</sup> Jan 2015  
Monday - 2<sup>nd</sup> Jan 2015

