



### Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess an introductory level of proficiency in the language equivalent to LH5001. LH5002 will teach you basic Hindi to the level of A1.2 according to the common European Framework of Reference for languages (CEFR). In this course, you will further develop your proficiency in the skills of listening, speaking, reading and writing that relate to yourself such as health, food, shopping and travels. These skills will be taught in an interactive and integrated manner through theme based activities related to everyday life. By the end of this course you will have better understanding of Indian lifestyle and culture.

### Intended Learning Outcomes (ILO)

After completing LH5002, you will be able to:

1. Converse in variety of topics in the present, past and future tense.
2. Speak with sufficient fluency and accuracy on a range of familiar topics such as schedule, travels, giving directions and shopping.
3. Express simple opinions or requests in a familiar context.
4. Identify information provided in basic Hindi texts and audio files.
5. Write a coherent paragraph on familiar topics such as family, friends, health and aspiration in Hindi

### Course Content

*List of Topics Covered:*

*Communicative and Interactive skills:*

- Planning and outing
- Inviting someone and replying to an invitation
- Apologising
- Giving advice
- Relating a journey or a trip
- Dealing with health problems
- Choosing and buying a present
- Ordering and paying for something
- Giving an opinion on something
- Writing an email and SMS

*Grammar*

- Verbs-infinitives, conjunct; Special usage of the verbs आना and modal verb चाहना
- Imperfect present tense; Present continuous tense
- Imperfective past tense; past continuous tense; future tense
- Infinitives with postpositions
- Adverbs
- Imperatives; commands and request
- Some, any, something, anything, कुछ, कोई
- Compound postpositions
- Vocative case

- The absolute
- Different usage of verb, मिलना
- Particle ही तो
- Subjunctives: possibilities, requests, hopes, desire, suggestions
- Can/to be able to
- Perfective tense

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team / Individual	Assessment Rubrics
1. Continuous Assessment 1 <b>(CA1): Quiz</b>	ILO 1, 2 and 3	Competence, Civic-mindedness Communication	10%	Individual	NA
2. Continuous Assessment 2 <b>(CA2): Test 1</b> Listening test-5% Written test -20%	ILO 1, 2, 3, and 4	Competence, Civic-mindedness Communication	25%	Individual	Appendix 1
3. Continuous Assessment 3 <b>(CA3): Test 2</b> Listening test-10% Written test -20% Reading test-5%	ILO 1, 2, 3, 4 and 5	Competence, Civic-mindedness Communication	35%	Individual	Appendix 1
4. Continuous Assessment 4 <b>(CA4): Oral Test</b>	ILO 2, 3, 4 and 5	Competence, Civic-mindedness (Global Citizenry), Communication Creativity	20%	Individual	Appendix 2
5. Continuous Assessment 5 <b>(CA5): Homework assignments and participation</b>	ILO 1-5	Competence, Civic-mindedness (Global Citizenry), Communication	10%	Individual	Appendix 3
<b>Total</b>			100%		

**Formative feedback**

Students will be given feedback from the tutors in the classroom:

- Written test: After the written test, the tutor will comment on major mistakes from the test papers and explain them to students in respective class.
- Quizzes: Students will receive the results and have a look at the papers in the lesson after quiz. Students can ask questions and the tutor will answer them.
- Oral test: The tutor will give short comments to students after the test.

- Composition: Students will receive tutors' comments on short written expressions which will help them to correct their mistakes and enhance their expressions.
- Active participation: Students will receive the homework in the next lesson with comments from the tutor.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Task- based	It is highly interactive and a collaborative learning method adopted in classes
Language Teaching	Most of the large grammatical concepts are taught and then practiced in pairs or teams during class time. In the classroom, teacher-students and student-student communication in Hindi is important to facilitate learning. Grammatical concepts are further enforced through Homework and online practice
Blended Learning	The course will combine face-to-face and online learning method. <ul style="list-style-type: none"> <li>• NTULearn: Online Practice worksheets</li> </ul>

### Reading and References

An Introduction to Hindi (Elementary Level): A Comprehensive All-In-One Guide to Learn Hindi, Singh S.& Pathak S., Partridge Publishing Singapore

### Course Policies and Student Responsibilities

#### 1. General

Students are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. Students are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

#### 2. Absenteeism

Absence from class without a valid reason will affect your participation in class, and hence your overall course grade. Valid reasons include falling sick supported by MC (Medical Certificate) and participation in NTU's approved activities supported by LOA (Letter Of Absence) from the relevant bodies. There will be no make-up opportunities for in-class activities.

Students will be awarded a zero grade if they do not attend any of their assessments.

In order to be eligible for a re-test students have to inform their tutor / coordinator before the test date/time. Moreover, they need to email a digital copy of supporting documents on the same day to the same people. Remember that these documents also have to be submitted to their school for evaluation. If they warrant an excused absence student will be granted an alternative test date.

If a re-test is granted and scheduled, student have to attend the re-test on the day and time provided, otherwise student will be awarded a zero grade.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a

set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	Couse LO	Readings/Activities
<b>Week 1</b> Lesson 1	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Introduce yourself</li> <li>• Meeting old friends</li> <li>• Describe your daily life</li> </ul>	1	<ul style="list-style-type: none"> <li>• Post class exercises</li> <li>• Reading texts from book</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• Verbs-infinitives, conjunct</li> <li>• Imperfect present tense</li> </ul>	1	<ul style="list-style-type: none"> <li>• Post class exercises from the book</li> <li>• Reading texts</li> <li>• Online learning</li> </ul>
<b>Week 2</b> Lesson 3	<ul style="list-style-type: none"> <li>• Special usage of the verbs and modal verb</li> <li>• Present continuous tense</li> </ul>	1	<ul style="list-style-type: none"> <li>• Post class exercises from the book</li> <li>• Reading texts</li> <li>• Audio files</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• Infinitives with postpositions</li> <li>• Adverbs</li> </ul>	1	<ul style="list-style-type: none"> <li>• Post class exercises from the book</li> <li>• Reading texts</li> <li>• Online learning</li> </ul>
<b>Week 3</b> Lesson 5	<ul style="list-style-type: none"> <li>• Reading practices</li> <li>• Comprehension</li> <li>• Exercises</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>• Post class exercises from the book</li> <li>• Reading texts</li> </ul>
Lesson 6	<b>(CA1): Quiz (10%)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Indian festivals</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Post class exercises from the book</li> <li>• Reading texts</li> <li>• Online learning</li> </ul>
<b>Week 4</b> Lesson 7	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Imperative; commands and request</li> <li>• Some, any/something, anything</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Review of quiz</li> <li>• Post class exercises from the book</li> <li>• Reading texts</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• Compound postpositions</li> <li>• Vocative case</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Post class exercises from the book</li> <li>• Reading texts</li> <li>• Online learning</li> </ul>

<b>Week 5</b> Lesson 9	<ul style="list-style-type: none"> <li>Exercises</li> <li>Reading practice</li> <li>Comprehension</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>Post class exercises from the book</li> <li>Reading texts</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Indian cuisions</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>Post class exercises from the book</li> <li>Reading texts</li> <li>Online learning</li> </ul>
<b>Week 6</b> Lesson 11	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Imperfective past tense</li> <li>Past continuous sense</li> </ul>	2, 3, 4	<ul style="list-style-type: none"> <li>Post class exercises from the book</li> <li>Reading texts</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>The absolute</li> <li>Different usages of the verb</li> <li>Excercises</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>Post class exercises from the book</li> <li>Reading texts</li> <li>Online learning</li> </ul>
<b>NO LESSONS – RECESS WEEK</b>			
<b>Week 7</b> Lesson 13	<ul style="list-style-type: none"> <li>Particle</li> <li>Comprehension</li> <li>Vocabulary</li> <li>Traditional games</li> </ul>	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Post class exercises from the book</li> <li>Reading texts</li> </ul>
Lesson 14	<b><u>(CA2) Test 1 (25%)</u></b> Listening test-5% Written test -20%	1, 2, 3, 4, 5	
<b>Week 8</b> Lesson 15	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Subjunctives: possibilities, requests, hopes, desire, suggestions</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>Review paper</li> <li>Feedback</li> <li>Post class exercises from the book</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>Can/to be able to</li> <li>Exercises</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>Post class exercises from the book</li> <li>Reading texts</li> </ul>
<b>Week 9</b> Lesson 17	<ul style="list-style-type: none"> <li>Reading Practice</li> <li>Comprehension</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>Exercises from book</li> <li>Reading texts</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Indian panorama- Believes and symbolism</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>Exercises from book</li> <li>Reading texts</li> <li>Online learning</li> </ul>
<b>Week 10</b> Lesson 19	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Future tense</li> <li>Assumptions</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>Exercises from book</li> <li>Reading texts</li> </ul>
Lesson 20	<ul style="list-style-type: none"> <li>Exercises</li> <li>Monuments in India</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>Exercises from book</li> <li>Reading texts</li> </ul>
<b>Week 11</b> Lesson 21	<ul style="list-style-type: none"> <li>Reading practice</li> <li>Comprehension</li> <li>Vocabulary</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>Exercises from book</li> <li>Online learning</li> </ul>

Lesson 22	• Revisions and preparation for exam	1, 2, 3, 4, 5	• Prepare for the oral presentation
<b>Week 12</b> Lesson 23	<b><u>(CA3): Test 2 (35%)</u></b> Listening test-10% Written test -20% Reading test-5%	1, 2, 3, 4, 5	
Lesson 24	<b><u>(CA4): Oral Test (20%)</u></b>	1, 2, 3, 4	• Review of paper

**Appendix 1:** Assessment Criteria for Written Test in Continuous Assessment test (CA2 and CA3). The following marking criteria is based on total 10 points where CA2 will cover 20% and CA3 will cover 20% of overall grade respectively for Written Test. CA2 and CA3 will have total 40 marks each. The CA2 and CA3 tests will be held as per “Planned Weekly Schedule” mentioned above.

#### **Content (3 points)**

<b>3 points:</b>	<ul style="list-style-type: none"> <li>• All requested content is covered in detail.</li> <li>• Content goes beyond of what is requested.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>• Most requested content is covered.</li> <li>• Only some parts of the content are covered in detail.</li> </ul>
<b>1 points:</b>	<ul style="list-style-type: none"> <li>• Most requested content is covered.</li> <li>• None or few parts of the content are covered in detail.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>• Content is irrelevant.</li> </ul>

#### **Grammar (4 points)**

<b>4 points:</b>	<ul style="list-style-type: none"> <li>• All grammatical content covered in class has been used and mostly used successfully.</li> <li>• Few grammatical errors.</li> <li>• No systematic errors.</li> </ul>
<b>3 points:</b>	<ul style="list-style-type: none"> <li>• Most grammatical content covered in class has been used and mostly used successfully.</li> <li>• Systematic errors only in one or two structures.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>• Some grammatical content covered in class has been used.</li> <li>• Many grammatical errors.</li> <li>• Several systematic errors, even in basic structures.</li> </ul>
<b>1 points:</b>	<ul style="list-style-type: none"> <li>• Grammatical content covered in class has been used, but many structures were avoided.</li> <li>• Frequent grammatical errors.</li> <li>• Many systematic errors, even though direct translation from English.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>• Shows no grammatical competence.</li> <li>• Largely copied from the reading comprehension.</li> </ul>

#### **Style and Structure (3 points)**

<b>3 points:</b>	<ul style="list-style-type: none"> <li>• Diverse and with variation of expression.</li> <li>• Logical structure.</li> <li>• Creative use of learnt vocabulary and learnt conjunctions.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>• Little variation of expression.</li> <li>• Somewhat logical structure.</li> <li>• Mostly comprehensible.</li> <li>• Some problems with learnt vocabulary.</li> <li>• Some of the learnt conjunctions are successfully used.</li> <li>• Maximum 11 points if required word count was not met or not indicated.</li> </ul>

<b>1 points:</b>	<ul style="list-style-type: none"> <li>• Very repetitive.</li> <li>• No logical structure.</li> <li>• Difficult to comprehend.</li> <li>• Problems with learnt vocabulary.</li> <li>• Learnt conjunctions are not successfully used.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>• Major difficulties to comprehend the text.</li> </ul>

**Appendix 2: Assessment Criteria for Oral Test- CA4 (Total 20 marks will be converted to 20% of overall grade.)**

**A. vocabulary and grammar use** \_\_\_\_\_ / 6 points

excellent	good	satisfactory	inadequate	insufficient
6	5	4-3	2-1	0

**B. Fluency** \_\_\_\_\_ / 6 points

excellent	good	satisfactory	inadequate	insufficient
6	5	4-3	2-1	0

**C. Presentation** \_\_\_\_\_ / 4 points

excellent	good	satisfactory	inadequate	insufficient
4	3	2	1	0

**D. Interview/ Questions** \_\_\_\_\_ / 4 points

excellent	good	satisfactory	inadequate	insufficient
4	3	2	1	0

**Total:** \_\_\_\_\_ / 20 points



**Appendix 3: Assessment Criteria for Homework and Participation (categorised as CA5)**  
**Homework will cover 5% and Participation will cover another 5% of overall grade. Hence the total score will be equivalent to 10% of overall grade.**

The marks (100) are calculated based on two components:

1. Homework submission, including Online learning
2. Classroom participation

**1. Homework and Online-Learning (50 points):**

Students need to complete all homework and submit them punctually at designated time

- 45-50 points: if all homework and online-learning sheets were attempted and submitted with 80% or higher.
- 6-44 points: deduct 1 point with every 3 mistakes in 1 worksheet.
- 0-5 points: total submitted homework scored less than 80 % and Online -learning less than 80 % attempted.

**2. Classroom participation (50 points)**

Students ought to participate actively in all classroom activities.

**Active participation:**

- 40-50 points for extremely active participation in almost every class (Team tasks, activities, asking and answering questions). Always comes prepared to class.
- 30-39 points for regular participation, active in team tasks and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 20-29 points for adequate participation, moderately active in team tasks, yet only offers answers on being called upon. Is sometimes unprepared.
- 0-19 points for students who show no active participation, who do not participate in team tasks, are not prepared.