

## Teaching and Propagation of Hindi with success in Canada

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हिंदी प्रशिक्षण के शत-प्रतिशत यश की नयी प्रणाली

### 1. SHORT HISTORY

In Canada, until about last 40 years ago, one would hardly find any Hindi speaking people, and even if you find a Hindi speaking person, he or she would feel shy and hesitate to speak Hindi in a public place. This was the case in Toronto, which has mild winter and is the biggest, most populated, most developing and most cosmopolitan city in Canada, followed by Vancouver. The situation in rest of Canada was even poorer.

Then on, in about next ten years, first major development was foundation of the Hindi Pracharini Sabha by Prof. Harishankar Adesh and Shiam Tripathi group, with Hindi Chetna as their tri-monthly mini magazine. In addition, numerous individual poetic groups sprung all across Canada, main hub being Toronto. The main activity and interest of these organizations was to gather for a Poetic Meet (*kavi sammelan*), in which Poets would read their beautiful creations to other poets and the gathering. The poems may then get published in magazines, space permitting.

Then Prof. Narale came up with a philosophy, which was one time published with much appreciation in Sahitya Amrit, New Delhi. His assertion was that the poetic groups are a wonderful activity, but the question is *“where is the propagation of Hindi, if a poet reads his poem in front of four other poets or Hindi lovers, and at the end have tea and Samosa. Rather if you teach Hindi to one novice person, you will sow a seed that will propagate into a new Hindi speaker and will give him/her a gift lasting for life.”* Teaching Hindi is true propagation, not the literary social activities. *Literary activities are good for keeping Hindi alive and enriching Hindi literature.*

Then in 1994 Hindu Institute of Learning was formed by Dr. Venkatacharya, Jagdish Chandra Sharda, Prof. Ratnakar Narale, and their group. Hundreds of their students from Canada and other countries benefitted from their services. Having opened these windows of inspiration, few temples began primary Hindi classes concurrent to their Services. The course material being primary grade books imported from India or Hindi learning books mainly by Rupert Snell and other western authors. Their success rate was very low. And consequently, the students would switch back to English.

Most notable, valuable and successful among the literary societies that grew in Toronto around 2008 is the Hindi Writers Guild. It is organized by Hindi giants Dr. Shailaja Saksena, Vijay Vikrant and Suman Ghei group. The poets and Hindi lovers meet regularly for a *Kavi-Goshthi*. After an interesting and informative session of reading poetry and Tea-Samosa serving, the poets stay connected to organize next events of drama, anniversary, honoring celebrities, publication of Hindi literature etc.

## **2. CURRENT SITUATION**

Following the dismal results and snail like progress from the teaching material used in teaching Hindi through books by western authors and the grade books imported from India, Prof. Ratnakar Narale and his group did extensive research and survey and developed a wholly new technique of Teaching / Learning Hindi with sure success. For over twenty years he taught Hindi at both the School Boards and all three Universities of Toronto and there he field experimented his book “*Hindi teacher for English Speaking People,*” published in New Delhi in 2005. He improved the book through several stages, through his practical experience of teaching thousands of students and the valuable inputs he received through the course evaluation reports by his students at the end of each term, in credit as well as non-credit Hindi classes. The book in its New Enlarged Edition is published in July 2014. Another valuable book he has written is “*Hindi Teacher for Hindu Children,*” especially suited for Temple schools and NRI home teaching for Hindu parents. Canada and USA alone have over 2 million and UK has over 800,000 Hindu people, out of which nearly 200,000 are children.

Now the current situation in Teaching and Propagation of Hindi in Canada is that, his Hindi Learning book gives almost one-hundred-percent success in learning to *Read, Write and confidently Make your own Hindi sentences* for any situation in present, past or future tense *in less than ten lessons of three hours each*. That can safely be called an effective and fruitful methodology for Teaching and Propagating Hindi.

**THE RESEARCH :** After systematically and thoroughly analyzing the problem, why students are not learning Hindi satisfactorily through the professional Learning material they have currently available, the conclusion was three fold.

i. The primary grade books and Hindi Learning Books in India are written in Hindi for children of age six and up. The book that is written in Hindi for a Grade One, the author knows that the student has been already speaking Hindi at his home with his mother,

father, brother, sister, friends and neighbors. A book written for such a student is not suitable for a child born outside India, or in a non-Hindi province of India where the student is absolutely new to Hindi.

ii. The books written by non-Indian authors miss out on the salient “cultural” and the “Indian” aspect of the Hindi language in their books.

iii. Thirdly, the standard method of teaching Hindi is through “how to say a sentence in Hindi,” beginning with What is your name, my name is ..., how are you and so on.

The SOLUTION to above three problems is also three fold.

i. The book must be written for the students who are absolutely new to Hindi, who may be living in Hindi speaking or non-Hindi speaking land.

ii. Secondly, it must be borne in mind that while learning Hindi the student must pick up Indian culture and the India’s facets saliently. After all, language is the brick of foundation of that culture.

iii. Thirdly, rather than the standard way of teaching Hindi through premade Hindi sentences, the Hindi Learning book must empower the student to “confidently make his/her own Hindi sentences on his/her own understanding of the language for any thought that in his/her mind.

Keeping in this and many other key points in mind, and after a long field testing and the input from thousands of his Hindi learning students and Language Professionals to achieve sure results, Prof. Narale developed his “Hindi teacher for English Speaking People.”

While all other Hindi Learning Books are written in nearly same style, the book is one of its kind, distinct from all other books. It teaches Hindi alphabet in a very unique manner so that a student learns to read/write complete Hindi in just three to four lessons. The book then enables the students to make their own Hindi sentences in another five to six lessons.

The book is based on Prof. Narale’s absolutely original, novel and interesting way of teaching Hindi Alphabet, Golden Rules, Illustrations, Maps, Charts, Tables, hundreds of pertinent Examples and Exercises, Brain surgery and X-Ray-vision of the Hindi

grammar, which are all new innovations, not be found in any other book. They make the learning a systematic, easy, step-by-step, interesting and hundred percent fruitful experience.

This novel Hindi Learning book has many interesting Hindi learning aspects that are any other book, because they are researched, discovered, innovated and formulated by the author himself. *It is hoped that one day the whole world will follow these steps for Learning any Indian language with total success.* The books for learning Hindi, Sanskrit, Tamil and Urdu with his revolutionary methodology are available wholesale at INGRAM.com and retail at Amazon.com. *The revolutionary methodology is so new that at the beginning the Hindi teachers may resist to change from their old less effective ways, but they will discover that it benefits the learners greatly.*

### **3. DIALECTS AND THEIR USE IN TEACHING STANDARD**

Since the emergence of Bollywood as a strong media, the use of Hinglish-dialect, Mumbai-Hindi-dialect, Bhojpuri-Hindi dialect, Hindustani-Hindi Dialect are influencing the expected standard by the students and their mixed race parents living outside India. Prof. Narale's Hindi learning book therefore takes all factors into consideration and serves the need or liking optionally. It even takes in to account the fact that some people may want to just learn to speak Hindi, but not reading writing it. This book helps them too. For Bollywood type Hindi, there is even a chapter on Grammatical Rules for speaking Hinglish, if an individual or an organization prefers so.

### **4. CAREER PROSPECTS**

Canada being one of the most multi-cultural and multi-lingual progressive country, preference for bilingual ability is an added advantage. In the province of Quebec, the first language being French and for the rest of Canada the English. Among the Second language status Hindi is most preferred, followed by Punjabi, Urdu and Gujrati. Canada being a country of almost all immigrants, businesses and organizations are owned and operated by people immigrated or born to people from every country. Among Indian community, the above mentioned second language having most potential. Consequently, there is need for a large volume of Hindi Teaching people to serve the need of Indian as well as non-Indian students. It must be noted that, again for the above mentioned reasons, there is an overwhelmingly greater number of non-Indian people interested in learning Hindi, than the people from India or descendents of Indian people. In our classes and

most other institutions, the non-Indian people interested in learning Hindi include people from Guyana, Trinidad, Mauritius, Fiji, Pakistan, Chinese, French, Europeans, Americans, Arabs, etc.

## **5. LERNER DEMOGRAPHY, ASPIRATIONS and INSPIRATION**

Canada being a cosmopolitan, multicultural, multilingual, modern, democratic, open and secular country, people are interested in knowing each other's cultures and languages. Indian culture and Hindi language being of special interest, more so in the densely populated and urban areas.

Being an open and free society, there is more inter-relationship between Indian and non-Indian and between Hindi and non-Hindi communities and thereby more need, inspiration and aspiration to learn Hindi.

Since Prime Minister Narsimha Rao and Now Narendra Modi, India is more open to International trade, more non-Indians travelling to India for business, excursion, social or cultural purposes, and they desire to learn Hindi and Indian culture before their travel.

Organizations like World Literacy of Canada, which does tremendous amount of social work in India, Dr. Narale teaches Hindi to their interns before they travel to India for their six months to a year assignment. Many people from Chamber of Commerce from Toronto and other cities go to India for their economic missions and they prefer learning Hindi to increase their success there.

With the popularity of Yoga and Ayurveda, a large number of non-Indian people are interested in learning Hindi and or basic Sanskrit. In our non-credit classes there are always some students learning Hindi for understanding Yoga terms, Yoga philosophy or going to India for Yoga-retreat or Ayurveda-edification.

## **6. TECHNOLOGY, AVAILABILITY AND ACCEPTANCE**

The advancing technology is making the world a smaller and smaller place. The advent of Internet has connected the whole world and made it just an e-mail away. Distributors like Amazon made availability of Learning/Teaching material easy on finger tips worldwide in a flash.

Hindi is now accepted as world's one of the four major languages of communication. Hindi dialogue in a public place is now a common occurrence. It is now accepted by the speakers and welcome by the listeners worldwide. Credit goes to progressive organizations like the World Hindi Secretariat, Mauritius and Vidya Bharati of India.

## **7. STATUS OF SYSTEM**

Delivery status of the Hindi Language Teaching and Propagation is partly commercial and partly voluntary. In Toronto While the Sanskrit Hindi Research Institute is doing on commercial and Cultural footing, the Hindu Institute of Learning is doing purely on voluntary and charitable purpose. The Hindi Writers Guild is working for Social and Charitable causes. All are non-formal. Indian High Commission is guiding these organizations on a formal, official non-partisan manner.

## **8. EDUCATION CYCLES**

In Canada, (1) the adult education at University level is the Credit and non-credit courses. The credit courses are in day hours and the non-credit courses in evening hours. A cycle is of about 10-15 weeks, once a week, three terms a year, 30 students maximum in each class. (2) Adult courses at Secondary Schools and High Schools are run by the School Boards. They are designed nearly on the same lines as the Universities. (3) At primary level, the Hindi teaching is done by private organizations in their evening and weekend classes. (4) The tertiary informal Hindi Teaching for youth and children is done by almost all Temples in some form or other, as day classes during their service hours.

## **9. INSTITUTIONS ENGAGED IN PROPAGATION OF HINDI**

- i. Starting with the Temples, where Hindi is taught along with Indian Culture, there are private organizations engaged in teaching Hindi with Indian culture.
- ii. At secondary and High school levels, it is mostly non-credit evening classes.
- iii. At University level, it is adult credit and non-credit classes as described in the Education cycles.
- iv. Dr. Narale teaches two class (Level I and Level II) at School Board and three classes (Levels I, II and III) at University, his "*Hindi teacher for English Speaking People: i. the Beginner and ii. The Advanced*" being the text books.

## **10. PROPAGATION STRATEGIES AND ACTIVITIES**

Nearly twenty years ago, when we were importing and using the Hindi books prescribed for primary grades in India and the books written by Rupert Snell and other authors, our quest in Canada was to develop effective Propagation Strategy and Activities to teach Hindi and Indian culture together with nearly one-hundred percent success with ease and in educational manner, in a period of ten weeks or less.

For this quest, Dr. Narale wrote a Hindi Learning book and proved possible in every one of his classes. Thus the propagation of Hindi gained a real meaning. Now, if this method is standardized world wide, the dream of WHS will come true, through able and trained teachers.

Having developed the good teaching material, the next important strategy now is to develop Trained Teachers to teach the material effectively for sure results. For this Teachers' workshops need to be held to produce Trained Teachers as well as Teachers' Teachers to speed up and ascertain the propagation.

## **11. SUPPORT**

In Canada, Government is supporting the Hindi Propagation only indirectly by funding Universities and School Boards. Some charitable organizations and some temples are receiving small provincial grants for social and multicultural activities, part of which goes to Hindi poetic meets and Hindi classes. Main funding for Hindi Propagation comes from private donations and religious offerings. Currently, the class sizes being too small, Hindi teaching classes can not be sustained only on the fees collected from the students. However, if the propagation is systematically and energetically with the above strategy, large number of learners can be attracted and then it is possible for sure.

## **12. RATNAKAR NARALE**

Prof. Narale has achieved hundred percent success in Teaching/Learning to read write and speak Hindi by making your own sentences in just ten lessons or less, every time, in every classes, for last ten years. He will be most happy to demonstrate it happening successfully even in as less as just five lessons. If anyone invites him, he is willing to hold a workshop anywhere in the world to demonstrate and prove it. His students and people who have seen it happening are absolutely amazed at the astonishingly effective

and systematic methodology of Teaching and Propagating Hindi through his books. Seeing is believing.

Sanskritacharya Ratnakar Narale has Ph.D. degrees from IIT, Kharagpur and from Kalidas Sanskrit University, Nagpur, India. Dr. Narale received his *Sanskritacharya* degree from Kalidas Sanskrit University in February 2004 for his thesis “*Gita-Darshana*.” This dissertation is now translated and transliterated in to Sanskrit-English and published in the form of the two books, “*Gita as She Is in Krishna’s Own Words*” and “*The Gita Lexicon*.” Prof. Narale has studied Hindi, Marathi, Bengali, Punjabi, Urdu, Tamil and Sanskrit languages and has written books for learning these languages. His other publications include titles such as : *Hindi Teacher for Hindu Children, Hindi Teacher for English Speaking People, Hindi Teacher Advanced Level, Sanskrit Primer, Sanskrit Teacher All-in-One, Sanskrit Grammar and Reference Book, Yogasutras of Patanjali, Flipped English Dictionary, Tamil Teacher, Urdu Teacher, Gita As She Is In Krishna’s Own Words, Gita Ka Shabda Kosh, Gita Darshan, Sangit-Shri-Krishna-Ramayana and Nayi Sangit Roshani*. His books can be viewed at <http://www.ratnakar-books.com/>

Ratnakar always had a passion for Hindi and Sanskrit poetry, which culminated in his last two books mentioned above. He is a Prof. of Hindi at Ryerson University and Principal at Hindu Institute of Learning, Toronto. He has taught Hindi at the Toronto University, York University, Ryerson University and both the School Boards of Greater Toronto. He taught Sanskrit and Gita at Hindu Institute of Learning and many other Institutions. He comes from Nagpur, India.

Dr. Narale has been endorsed for his achievements with TV interviews and articles by news and print media, such as ATN News Channel, OMNI News Channel, Hindi Times, The Hitwad, The Tarun Bharat, the Lokmat, The Sakal, Des Pardes, Nav Bharat Times, Sahitya Amrit, The Voice, The Indian Express, ... etc.

He received citations from some of the most prominent people as, Atal Vihari Vajpai, PM of India; Dr. Murli Manohar Joshi, Federal HRD Minister of India; Ashok Singhal, President, VHP, New Delhi; Dr. N.R.Varadpande, President of Sanskrit Bhasha Pracharini Sabha, Nagpur; Dr. Madhusudan Penna, Head of the Dept. of Philosophy and Culture, Kalidas University, Nagpur; Jinendra Swami, Shakti Yogashram, Pune; Shri Prabhat Kumar, Prabhat Prakashan, New Delhi; Vitthal and Charuhasini Bhave, Sanskrit Bharati, Manglore; Brajendra Tripathi, Co-Editor, Sahitya Amrit, New Delhi; Dr. Anne Marie Brinsmead, Associate Program Director, Ryerson University, Toronto; Dr. Carl Saiphoo, Prof. University of Toronto; BVK Shastri, Prof. Sanskrit, Hindu University of

America, Florida; Dr. John McLeod, Prof. of History, University of Louisville, Kentucky; Dr. Jyotsna Kalvar, Prof. HDFS, Penn State University; the late Joseph Skulj, Historian, Toronto; James Feeney, Super. Research, MSSB; Richard Szpin, Cont. Ed., MSSB; Olav Vanderzon, Manager. Comp. Metro Toronto Ref. Library; Father Terry Gallagher, Scarborough Foreign Mission Soc.; Dinanath Batra, Vidya Bharti; Shankar Tatwawadi, Foreign Cor. HSS, London; Swami Ved Bharati, Himalayan Yoga, Rishikesh, Sharda Shastriji, President HIL and most important of all, the letters of appreciation from his hundreds of happy and grateful students. Prof. Narale is one of the most sought after Hindi and Sanskrit lyrisist in Toronto, Canada.

## **HINDI TEACHER FOR ENGLISH SPEAKING PEOPLE**

This methodical book is based on extensive R&D, Effective Techniques and Improved Ways beneficial to the Readers to give them proper return for their investment of Time and Money. The book begins with simple primary steps and moves forward with authentic examples coupled with Progressive Exercises suitable to each context to bring home the topic being discussed. The Vocabulary and Illustrations are selected carefully to offer a window to the topics, as used in Real Life Situations. You will not find such original contemplative work in any Hindi learning book. It is written in two volumes, i. Primary and ii. Advanced.

## **HINDI TEACHER FOR HINDU CHILDREN**

This amazing book imbibes the lofty Hindu Values on the minds of learners in a fun filled manner. While teaching the Hindi language, the children are enlightened in the glorious Hindu Dharma, our beloved India, its holy rivers and great mountains, the interesting Indian flora and fauna, the glorious Hindu history, the righteous Hindu ethics, the sacred Hindu scriptures, the holy Hindu gods, the noble Hindu forefathers, the illustrious Hindu Heroes, the venerable Hindu saints, the blissful Hindu prayers, the grand Hindu festivals, the peaceful Hindu people, the divine Hindu worship, the celestial Hindu Temples, the classical Hindu music, the towering Hindu discoveries in science and arts, the unique Hindu philosophies of yoga, vegetarianism, non-violence, and universal brotherhood. While learning Hindi language, teaches Hindu Sanskriti, Deva-Vani Sanskrit and the immortal Sanskrit shlokas. And this the Dharmic Objective of this book.

## **SUGGESTION**

If World Hindi Secretariat partners with Prof. Narale and publish updated versions of these two books under new titles i. *Hindi Primer* and ii. *Hindi Primer for Hindu Children*, with endorsement from PM Modi ji and few other key people, it will be a huge success in Teaching and Propagation of Hindi. Prof. Narale's two books are being sent to you for your evaluation.

## **13. HINDU INSTITUTE OF LEARNING**

The only Institute on International repute and exclusively dedicated to Teaching Hindi and other Indian Languages, Art and Culture in Canada is the Hindu Institute of Learning. Hundreds of its happy students are holding professional careers in various countries of the world.

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