



From Local Language to Global Dialogue: Hindi in Multidisciplinary Learning

Mukesh Kumar Sharma, Lecturer, Department of Hindi, Sant Shri Prannath Parnami P.G. College, Padampur

Abstract

Language serves as a fundamental medium for communication, cultural expression, knowledge sharing, and intellectual development. In the context of globalization, integrating Hindi into multidisciplinary learning provides valuable opportunities to connect local linguistic traditions with broader educational and international perspectives. As one of the most widely spoken languages in the world, Hindi represents a rich cultural heritage and offers significant potential for promoting inclusive education, intercultural understanding, and interdisciplinary knowledge exchange. This paper explores the role of Hindi in connecting diverse academic disciplines, including literature, history, sociology, political science, environmental studies, media, and digital technology. It examines how Hindi can facilitate the interpretation of complex concepts, encourage critical thinking, and make educational content more accessible to learners from diverse linguistic backgrounds. Furthermore, the integration of Hindi with digital learning platforms, translation tools, multilingual educational resources, and collaborative teaching practices can strengthen its role in contemporary education. The paper also highlights the importance of regional literature, folk traditions, indigenous knowledge, and cultural narratives in enriching multidisciplinary learning experiences. By incorporating Hindi into global educational frameworks, institutions can promote linguistic diversity while encouraging meaningful dialogue between local communities and international learning environments. However, challenges such as limited availability of translated academic materials, language-based educational inequalities, and the dominance of English in global academic communication require strategic attention. The paper emphasizes the need for inclusive language policies and innovative pedagogical approaches that recognize multilingualism as an educational asset. It concludes that integrating Hindi into multidisciplinary learning can bridge linguistic and cultural boundaries, preserve local knowledge systems, and contribute to a more equitable, culturally responsive, and globally connected educational environment.