



*Let the mind manage the body
Que l'esprit gère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2020-2021
GRADE 9**

Hindi

Subject code: N600

EXAMINERS' REPORT

April 2022

Key messages

- Most candidates have achieved the required levels when it comes to basic vocabulary , basic grammar , basic reading and writing. .
- Candidates are advised to read widely to broaden and build up their vocabulary in Hindi .
- In grammar , candidates are still having difficulty with the following :
Transitive and intransitive verbs (* हमारे पूर्वजों ने हिंदी भाषा की रक्षा किया)
(* मैं ने पुलिस के पास गया),
Future tense of verbs (* कल पिताजी जाएंगे)
Plural form with preposition (* लड़कियाँ की)
Transforming sentences in negative form properly .
Direct and indirect sentences .
- In Reading Comprehension.
Questions assessing higher -order reading skills like making inferences, offering personal responses and guessing the meaning of words in context .
- In writing ,
Candidates should pay more attention to their use of grammar, spelling and punctuation .
Weaker students have greater difficulty in simple sentence construction.
Functional writing requires candidates to develop the given main points .
Narrative essays require candidates to use a wide range of vocabulary

The objective of this assessment is to evaluate the candidates' ability to;

1. Read a range of texts with understanding;
2. Express their thoughts and ideas in writing, using the register and tone appropriate to audience and context;
3. Make accurate use of spelling, grammar and punctuation;
4. Use a range of appropriate vocabulary;
5. Use the language appropriately;
6. Translate sentence properly from source to target language.

General Comments

The NCE Assessment language based on the Expected Learning Outcomes stated in the National Curriculum Framework Grades 7, 8 & 9 and on the Teaching and learning syllabus for Hindi. The tasks set assess reading Comprehension, writing skills , grammar and use of Hindi . Below is a detailed report of the National Certificate of Education Assessment for Hindi for the year 2021

A significant number of candidates performed well on the basic and intermediary tasks across the competencies assessed. However, performance in the higher order skills of extended reading and writing shows that improvement is warranted. Concerning vocabulary, tasks assessing the knowledge and application of basic, everyday vocabulary words were well-performed by most candidates. However, candidates struggled with tasks requiring varied and precise vocabulary. In reading comprehension, candidates performed well when it came to retrieving explicit information from a given text and when it came to showing literal understanding. Nevertheless, an important number of candidates found it challenging to deal with higher order reading skills 3 including, inter alia, making inferences, showing overall understanding of a text, predicting the meaning of unfamiliar vocabulary items and following the chronology of events.

Specific Comments

Question.1 Multiple Choice Question

1. A few candidates were unable to apply grammar rule of Transitive and Intransitive verbs.
2. Feminine - singular and feminine – plural verbs could not be properly identified when ‘जी’ word is added to any particular noun. (करती है | & करती हैं |)
3. Candidates wrongly choose the proper case (विभक्ति / कारक का चिह्न) in sentences. Eg. बूढ़े लोगों का / पर अनेक सुविधाएँ दी जाती हैं | instead of बूढ़े लोगों को अनेक सुविधाएँ दी जाती हैं |
4. Future Tense was not properly applied. (पल्लवी जाएँगी instead of पल्लवी जाएगी)
5. Feminine word विद्यार्थिनी - Spelling mistakes like विधार्थिनी, विद्यार्थीनि, विद्यार्थिनि were noted.
6. अकारांत पुलिग शब्द (फूल) plural form employing cases (विभक्ति), फूल, फूलें, फूलो & फूलाँ were some of the words which were written instead of फूलों को.
7. Many candidates could not identify the correct punctuation.
8. Terms like निषेधात्मक रूप (Negative Form) and प्रत्यक्ष कथन (Direct Speech) or परोक्ष कथन (Indirect Speech) seemed to be difficult for to decipher the requirement of the particular questions. Hence the tendency of writing synonyms and antonyms of certain words were their last recourse.
9. The confusion between Synonyms (पर्याय) and Antonyms (विलोम) too was notified with spelling mistakes.

Question 2.

This question assessed knowledge of basic vocabulary in Hindi in context. This particular question's objective was to evaluate the know-how of the meaning of certain words and the logic behind their proper use. Most of the candidates were able to obtain their maximum marks in this section except for those who could not read and understand the words and the real sense of the sentences.

Question 3.

In this question the candidates' basic functional reading and writing ability had to be evaluated. It has been observed that most of the candidates showed understanding by locating explicit information from the given texts. No major issues were noticed except for those who left this question unanswered.

Question 4.

This particular question assessed the applied knowledge of forming new words with suffixes mostly in terms of Adjectives. Most candidates could not formulate the proper adjectives using (इक, कारक). Numerous spelling mistakes were encountered while altering the words and infusing infix in words like स्वास्थ्य, नागरिक and प्राकृतिक.

These are some of the words depicting the candidates' difficulties; प्रकृतिक, प्राकृतीक, प्रकृतीक, नगरीक, स्वस्थय, स्वास्थिक, हानिकार, हानिदायक ।

Question 5.

The nature of this question was to check the candidates' ability to deal with grammar and spelling mistakes and evaluate if the agreement of pronouns, cases and verbs were correct. A significant number of candidates faced difficulty in this section and errors were noted. For eg. Candidates wrote ऊँचा आवाज़ instead of ऊँची आवाज़, का आज्ञा instead of की आज्ञा, परिस्थिती or परिस्थितीयों instead of परिस्थिति, उस instead of इन.

Question 6 (a)

The first part of this question was a closed Cloze Text. Candidates answered well as they had to choose and fill in the blanks from a given list. However, some candidates could not find the appropriate words for each blank thus leading the first half weird in understanding.

Question 6 (b)

The second half of this question was an open Cloze Text. Candidates were required to complete a text with 5 gaps using one suitable word. It was noted that the cloze test had more options than one word to be filled in the blanks. It was widely observed that candidates did many spelling mistakes while writing words such as नीकल, कुदा and समजा।. Some candidates faced difficulty in finding the appropriate words to fill in the blanks.

Question 7.

This question assessed functional writing. Candidates were assessed on their ability to complete the task properly and their accurate use of Hindi. Stronger candidates successfully wrote the letter using idiomatic expressions, appropriate vocabularies with very occasional slips. Moreover, in these categories of scripts, a variation in sentence structure while answering to all the four points asked in the question was equally noted i.e. (G/S/P) and syntax very accurate.

For example:

Expressions:

- घी के दीए जलाना
- सातवें आसमान पर चढ़ना
- दिलों को छू लेना
- मन मोह लेना
- दंग रह जाना
- आश्चर्य का ठिकाना न रहना
- खुशी का ठिकाना न रहना
- सुन्दरता में चार चाँद लगाना

Appropriate Vocabulary

वहाँ की वादी, पर्वत, तालाब, कुशल-मंगल, घुड़दौड़, सप्तरंगी, सौन्दर्य, यदि.....तो , जब.....तब, क्योंकि, यादगार, अविस्मरणीय, उतावला, प्रतीत होना

It has also been noted that some average candidates had the tendency of answering without developing their ideas related to the four points. If some of them directly answered to the points in simple language, others did not elaborate on one or two points or even completely missed some points. In addition a range of grammar and spelling mistakes could be highlighted.

वर्तनी की गलती :

खूशी, मोहोल, तसवीर, आश,अशा, परीवार, भाजन, शांती, रस्ते, सुन्दर, सपताह, उच्ची जगाह , अछी।

क्रिया की गलती :

मैं अपने परिवार के साथ गए, वातावरण शांत थी, मैं पात्र लिखता हु ।

Use of transliteration:

पैरासेलिंग किया, माउंटेन चढ़ा, चिरोयेंन किया, मूवी पे गया...

Some low ability candidates opted not to attempt the letter writing at all, hence leaving this part of question blank/unattempted and some of them preferred to copy the question as it is or copy sentences from other part of the given questionnaire.

Question 8 (Extended Reading Comprehension Passage)

This question assessed candidates' ability to read an extended passage of a narrative type. Candidates had to locate explicit information, make inferences, identify main ideas, explain the meaning of words as used in the given context and offer personal response.

Comments on specific questions

Question 1 & 2

A majority of candidates attempted this question reasonably.

Few candidates misread लकड़ी as लड़की. This showed a lack of understanding as the two words have very different meanings.

Question 3

Most candidates performed satisfactorily here. Few candidates struggled with the word समस्या.

Question 4, 5, 6 & 7

In general, some candidates gave successful responses to these questions. Yet, there were candidates who provided responses that did not meet the requirements of these questions.

Question 8, 9, 10 & 11

Several candidates provided relevant points in answer to these questions. Only few candidates tried to answer by copying sentences from the passage.

Question 12

For Question 12, candidates were expected to show a detailed understanding of the passage by identifying the reason for which the villagers considered Ravi as their hero. A good number of candidates demonstrated a satisfactory understanding of the passage. In less successful responses, there was a tendency to copy large chunks of information from the passage, which did not demonstrate comprehension.

Question 13

For question 13, candidates were expected to give meanings of three words namely: चिल्लाए, समूह and भयभीत. This tested their knowledge of vocabulary. Some candidates appeared to be unfamiliar with the requirements of this task. They made sentences with the given words. Few candidates translated the words; चिल्लाए – screamed, समूह – group and भयभीत – fear. Quite a few candidates did not understand the words. They wrote superfluous and meaningless answers.

Question 9.

Question 9 (अ)

This question assessed candidates' ability to translate common English words into Hindi. Generally, candidates did not encounter much difficulty in this part of the question. However some commonly used words were wrongly translated. Spelling mistakes related to vowels, vowel-signs, consonants, suffixes were noted. Some candidates transliterated the given vocabulary which led to loss of marks.

Watch - (गरी, गरि, घरी, देक, देकना) instead of घड़ी / देखो / देखिए / निगरानी

Library- (लायबरी, लायब्री, पुस्तकआलय) instead of पुस्ताकालय / किताबघर

Dance - (नाज, नाछ, नाजना , नच , नछ, नित्य, न्रित्य) instead of नृत्य / नाच / नर्तन

Delicious- (मनपसंद, बरिया, स्वदिश , स्वदीश, स्वादिशत, सुआदिश) instead of स्वादिष्ट / सुस्वाद / सुस्वादु

Sometimes - (कब- कब, कबी-कबी, कवि-कवि, कवी-कवी, कभी, एकदोबार, कईबार) instead of कभी-कभी / कभी-

कभार / किसी समय/ थोड़े समय

Question 9 (आ)

This question tested candidates' ability to translate a short paragraph from English into Hindi. Many candidates were able to translate the paragraph. The most frequent translation errors in the second part of the question were that of syntactic and semantic. There were candidates who left some units blank.

One day- (एकदीन) instead of एकदिन

Went fishing - (मछली पकरने जाया, मछली पकरने जया, मछली पकरने गाया) instead of मछली पकड़ने गया

Fishing - (फिशिंग) instead of मछली पकड़ने

Sea- (समुद, समूद्र, समूदर) instead of समुद्र

Found a place- (जगह धून्धा, जगह देखा, जगह मिला) instead of जगह मिली

Nice- (अच्छा, सुंदर) instead of अच्छी

He- (वे) instead of वह

After a while- (कुछ समय के बाद, कुछ समय के वद, कुछ समय के वात, कुछ समय के बात) instead of कुछ समय के बाद

Caught- (पकरा, पकड़ा) instead of पकड़ी

Big- (बड़ा, बरा) instead of बड़ी

Fish- (मछी, मछलि, मचली) instead of मछली

Went-(लोता, लोटा, लोट) instead of लौटा

Happily- (खशी-खशी, कुशी- कुशी) instead of खुशी-खुशी

The unit 'After a while' (कुछ समय के बाद) was completely omitted by many candidates.

Question 10.

Examples of Idioms and proverbs used

हाथ बटाना

खुशी का ठिकाना न रहना

खुशी से झूम उठना

पेट में चूहे कूदना

फूला न समाना

सातवें आसमान पर चढ़ना

मेहनत रंग लाना

श्री गणेश करना

लालच बुरी बला है

Notable Vocabulary items used

अभिभावक	आयोजन	प्रोत्साहित	प्रतिभा	अत्यंत
व्याकुल	उपरांत	सम्मनित	आनन्दमय	सर्वप्रथम
सौभाग्यवश	प्रतियोगिता	पण्डाल	मनोरंजन	सजावट
मस्ती	पदक	नृत्य	नाटक	कार्यक्रम
मंच	सकारात्मकता	पूर्णाशा	हर्षोल्लास	पुरस्कृत
भाषण	ध्यानपूर्वक	असमंजस	भावविभोर	रमणीय
प्राकृतिक सौंदर्य	संस्कृति	गौरव	अतिथि	परिश्रम
मोहित	सुरीली	दृश्य	यादगार	पूर्णविश्वास
अनुभव	तत्पश्चात्	शोभायमान	कार्यविधि	सांस्कृतिक
मुख्यमंडल	विराजना	गतिविधि	सकारात्मक	प्रेरणादायक
गृहकार्य	सुनहरा	मनोरम	मनमोहक	महत्त्वपूर्ण
अनोखा	लोकप्रिय	राष्ट्रीय	अविस्मरणीय	झण्डा

Question 3 (Descriptive Essay) was more popular among the majority of candidates. In order to achieve high marks, candidates need to have a good grasp of grammar. The following are examples of some difficulties encountered by candidates:

Changing Hindi nouns from singular to plural:

Eg. अध्यापकें instead of अध्यापक

Verb Agreement

Eg. छात्रों ने तैयारी किया instead of छात्रों ने तैयारी की

Adjectives

Spelling is important to ensure that the meaning the candidate wishes to convey is not confused by spelling mistakes that prevent understanding.

Examples of spelling mistakes:

परंतू instead of परंतु

तैयारीयाँ instead of तैयारियाँ

पिचले instead of पिछले

प्रसतुत instead of प्रस्तुत

अदयापक instead of अध्यापक

प्रसंद instead of पसंद

धुमधाम instead of धूमधाम

सबी instead of सभी

अच्या instead of अच्छा

It is important for candidates to think in Hindi while they are writing. In some weaker responses, it was apparent that the candidate was transliterating from English, which led to awkward Hindi constructions.

Examples: स्तेज, प्रीनसीपल, डान्स ।

COMMON MISTAKES AND ERRORS NOTED

Gender based

बड़ा मछली instead of बड़ी मछली

अच्छी वातावरण instead of अच्छा वातावरण

रंग-बिरंगे मछली instead of रंग-बिरंगी मछली

मेरी मित्र instead of मेरा मित्र

मेरा अध्यापिका instead of मेरी अध्यापिका

मेरी परिवार instead of मेरा परिवार

दो सहेलियाँ गए थे instead of दो सहेलियाँ गई थीं

Spelling Difference between उ and ऊ, इ and ई

परीवार instead of परिवार

दुसरा instead of दूसरा

तूम instead of तुम

तुमहारे instead of तुम्हारे

तुमें, तुमहें instead of तुम्हें

उन्हें, अन्हें or उनहोंने instead of उन्हें or उन्होंने

Spelling Mistakes (Difficulty in differentiating between similar consonants and Vowels)

क & ख : देका instead of देखा, काना instead of खाना, कुशी instead of खुशी

त & ट : सजावत instead of सजावट, लौते instead of लौटे

त & थ & ठ : सात, साठ instead of साथ

च & छ : चुट्टी / छुत्ती instead of छुट्टी, अच्चा instead of अच्छा

अ & उ : असने instead of उसने

इ & र : जगरा instead of झगड़ा, पकरने instead of पकड़ने, घरी instead of घड़ी

ब & भ: बाग instead of भाग

Conjunctions: The use of conjunctions when writing complex sentences

की instead of कि

जब, तो instead of जब, तब

किनतु instead of किंतु

लेकीन instead of लेकिन

इसिलिए instead of इसीलिए

SUGGESTIONS TO EDUCATORS

Educators should strongly advise candidates to read instructions well before attempting any question in the question paper.

Educators are also strongly advised to work quite often on the following as it will help candidates:

- ❖ gender
- ❖ nouns
- ❖ pronouns
- ❖ adverb
- ❖ proper use of post positions,
- ❖ agreement of transitive and intransitive verbs
- ❖ proper use of idioms in sentences
- ❖ proper use of adjectives with masculine and feminine words
- ❖ proper use of phonetically similar consonants
- ❖ proper use of abbreviated form of vowels
- ❖ conjunction
- ❖ numbers in Hindi
- ❖ time in Hindi
- ❖ cloze test
- ❖ Tense (past & future)
- ❖ Singular-plural form
- ❖ Prefix-=suffix, formation of new words
- ❖ Punctuation
- ❖ Technical terms used in question paper

- Educators should encourage candidates to read comprehension passage carefully before answering comprehension questions.
- In the translation section, transliteration should be discouraged as candidates lose marks. Moreover, sentences should be translated in same tense otherwise this may result to loss of marks.
- Candidates should avoid leaving blank spaces for words or sentences not translated. They should try to translate the whole text. They should make regular use of word dictionaries. Candidates are advised to do more reading to enrich their vocabulary. They should regularly revise the basic chapters of grammar.
- Teachers should encourage reading culture in candidates. They should give more grammar exercises. Dictations and Reading aloud exercise will help candidates avoiding spelling mistakes.
- Teachers are requested to encourage reading culture among candidates. Class library may help.
- Candidates are also expected to read Hindi books to develop their linguistic skills so that they can do much better. Candidates should be given opportunity to read aloud in class.
- Educators should guide and encourage candidates to write good letters and essays to score good marks. Moreover, candidates should as far as possible avoid lifting of words from titles of essay writing or letter writing.
- Educators are advised to do dictation, role play in Hindi, and encourage candidates to read online Hindi magazines.
- Educators are strongly advised to read the Examiner's Report thoroughly and lay emphasis on the outlined issues regarding Grammar, Syntax and Spelling.