



PSAC 2021- 2022

Hindi

Subject code : **P150**

Examiners' Report

The assessment of Hindi focusses on different linguistic competencies:

- *Reading Comprehension* 40%
- *Grammar and Vocabulary* 30%
- *Writing* 30%

The assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education.

A great majority of students have acquired the essential skills in reading and writing. However, some candidates found it difficult to attain the minimum grade to pass.

A significant number of candidates performed well on the basic and intermediate tasks across the competencies assessed.

In reading comprehension, candidates were able to retrieve explicit information from text. But in higher order reading skills where there were inferences, they had some difficulties.

In writing, most candidates were able to write simple syntactically correct sentences but some candidates struggled with the correct structure of sentences using appropriate grammar and varied vocabulary.

Question 1A

This question assesses candidate's knowledge of common vocabulary. Candidates had to label the pictures. Most of the candidates were able to give good answers. However, due to spelling mistakes, they were not able to score full marks.

Various good answers were given such as वानर, प्याला, लकड़ी का सामान.

It has been observed that many students wrote the English word instead of Hindi resulting into the loss of marks. For the picture where a cup was displayed, various answers such as शरबत, चाय, कॉफी were also accepted.

Question 1B

This question assesses reading comprehension ability at a basic level. The candidates were required to match a sentence to the corresponding picture.

As compared to 1A, candidates were able to successfully match the sentences with the pictures. The picture surely helped them as by recognizing only one word in the sentence, they were able to identify the picture. Most of the candidates did not face difficulties.

Question 2A

Question 2 assesses a range of grammatical structures through multiple choice items. The grammatical items tested the use of tenses (past tense, future tense), prepositions, conjunction, pronouns, adjectives, etc.

The following item were found to be challenging:

Item 4: मैं ने गरम कपड़े पहने क्योंकि बाहर बहुत ठण्ड है।

Many students answered 'इसीलिए' instead of; 'क्योंकि' and they lost marks.

Question 2B

The purpose of this question is to assess candidate's ability to work through vocabulary in context. In general students were able to give good answers.

The best-done items were:

Item 3: कृपया एक कुरसी ला दो। मुझे बैठना है।

Item 4: मैं अपनी कापी बस्ते में रखता हूँ।

Question 3

Reading comprehension is an important linguistic competency. The objective of question 3 was to test pupils' ability to understand and extract specific information. The students had to locate answers and rewrite them according to the questions set. Out of 9 questions 7 were factual and others were inference questions.

Candidates showed a certain maturity in understanding the context and were able to locate and answer the questions. Most of the time candidates were seen to be lifting the whole sentence which resulted in loss of marks, for instance,

Item 1: सोनम क्यों दुबई गई?

मैं दुबई में अपनी छुट्टियाँ बिता रही हूँ।

Item 2: सोनम को दुबई क्यों पसंद है?

मुझे दुबई पसंद है।

Item 3 was misunderstood by some students. They were not able to differentiate between day and month. Instead of गुरुवार they answered जुलाई

Item 5

Many students answered सुहाना which was not accepted. The answer was गरमी or गरम

Item 6

Students did not make use of verbs.

Many answered उपहार, समुद्र तट, झगला. They were expected to write खरीदारी की, उपहार खरीदा, झग खरीदा, समुद्र में तैरी आदि

Item 9

Some students wrote only 16 or July which was not accepted. Some students answered लौटने के बाद, छुट्टियाँ बिताने के बाद

Question 4A

The main focus of Question 4A was to assess the candidates' comprehension at an intermediate level and also their ability to locate certain information in the passage. The overall performance was satisfactory for this exercise whereby one can conclude that the candidates have acquired some basic reading skills and they were able to read and spot the answers from the passage and selected the correct options.

This was a Multiple-Choice Question and it consisted of 5 questions bearing 1 mark for each correct answer. The majority of the candidates were able to score good marks in this section.

Question 4B

The main objective of the question was to read the given passage extensively and understand the content.

Items 1 to 7 were mostly answered by the students. However some were not able to give the right answers.

e. g

Item 1: पूरा परिवार कहाँ घूमने गया था?

उसका परिवार एक सप्ताह बाद ।

Item 2: कौन रात का भोजन तैयार करने जा रहा था?

माँ ।

Item 4

Many good answers were given such as

फ्रिज में अंधेरा था, बल्ब जल रहा था, फ्रिज गरम था

Item 5

Many answers were accepted related to sickness and ill health such as

अस्वस्थ, उल्टी, सिर दर्द, पेट खराब आदि

Item 6

Many students were able to answer the inference question

दुर्गन्ध के कारण, डर के कारण, अंडे खराब थे, अंडों से घृणा आदि

Question 5A

This question evaluated the candidates' knowledge of sentence structures and their ability to write correct sentences in Hindi while paying attention to the proper syntax. Most of the candidates were able to score good marks in this question. Two jumbled sentences were given and the following was observed:

- Item 1 – Some students had added है at the end of the sentence. E.g
मैंने पक्का केला खाया है।
- Various answers were accepted for this jumbled sentence and even low achievers were able to write the sentences approximately and scored marks.

E.g रमा प्रतिदिन सुबह उठती है।
प्रतिदिन सुबह रमा उठती है।
प्रतिदिन रमा सुबह उठती है।

Question 5B

This question assessed the candidates' vocabulary and their ability to write contextually and grammatically sound sentences in Hindi. The candidates had to complete three sentences. Candidates' grammatical and spelling mistakes were penalised in this section. Most of such mistakes were noted in the use verbs and agreement.

The following was observed –

- Item 1 – Many candidates have been able to understand the conjunction क्योंकि and complete the sentences with proper syntax but due to spelling and grammatical mistakes lost marks.
- Item 2 – This sentence was mostly well done by many. However, some candidates were unable to use the conjunction लेकिन to complete the sentence and there were some incorrect answers such as चाचाजी दुकान गए लेकिन बहुत पैसे हैं।
- Item 3 – In this sentence the candidates had to make use of जब and तब conjunction. Many students kept the same tense (present tense) to write a relevant sentence but some low performers have used past or future tenses.

Question 6

This cloze text question evaluated the candidates' comprehension skills and ability to analyse a context and fill in the appropriate word. The overall performance of candidates in this question was satisfactory. Many candidates were able to complete the cloze text and scored very good marks. Some students who could not read and understand the context just chose answers at random due to which they could not score good marks.

Question 7A

This question assessed the candidates' knowledge of grammar, vocabulary and spelling. They were given five incorrect words and they had to write the correct form in the blank spaces. Many candidates scored well in this question, however some of them faced difficulties as far as correcting the spelling mistakes was concerned. The following was noted:

- *Item 1 – Answers such as गए, गए थे, गई, गई थीं were accepted.*
- *Item 2 – Candidates had to correct the spelling mistake in बेटी and write बेटियाँ but some wrote बेटियो or बेटियों instead.*
- *Item 5 – The candidates were expected to answer बनाया . Mostly above average and average students were able to score full marks here by writing बनाया. Some low performers wrote बनायीं*

Question 7B

This question evaluated mainly the ability of students towards the formation of words given. It was a higher order question and most of the high performers were able to score good marks. Spelling mistakes were penalised, hence only the correct vocabulary and spelling scored full marks. The following was observed:

- Item 2 – Many candidates answered *बुराई*, answers such as *बुराइयों* and *बुरे* were also accepted.
- Item 4 – Candidates were able to identify the correct abstract noun *सजावट*, *सज्जा* but made some spelling mistakes like *सजावत*, due to which they lost marks.
- Item 5 – The candidates were able to identify the correct word *मासिक* but lost marks due to spelling mistakes such as *मासीक*.

Question 8

The aim of this question was to assess candidates' ability of using simple cohesive devices such as adverbs of time, manner or place or coordinating conjunctions to write a short but coherent text. Pictures and a set of words alongside were given. Candidates were required to use the given words in order to write one sentence on each picture while making sure that their five sentences made up a coherent story.

To be able to earn full marks, candidates are expected to demonstrate the correct use of the linking word while focusing on all other transformations required for the sentence to be meaningfully and grammatically correct.

Item 1: एक दिन – रोपना

Candidates produced simple correct sentences such as *एक दिन राज एक पौधा रोपता है। वह एक दिन पौधा रोपता है* or long sentences but with some grammatical or spelling mistakes such as *एक दिन पिताजी एक आम का पेड़ रोपता है ।* In several cases, candidates produced meaningless sentences such as: *यह एक दिन एक रोपना है* or *एक दिन राम का एक पेड़ रोपना है।*

Item 2: प्रतिदिन- सींचना

Some candidates wrote good sentences such as *प्रतिदिन वह पौधे की सींचाई करता है* / but at times with some grammatical errors *प्रातिदिन वह पर को सीजता है*। Some replaced *प्रतिदिन* as *हरदिन*.

Item 3: कुछ साल बाद -फल

It was noticed that some candidates were able to write long sentences without any mistake such as *कुछ साल बाद, पौधा बड़ा होता है और उस पर फल लगते हैं*। or *कुछ साल बाद पौधा बड़ा हुआ और उस पर फल लगे*।

Some candidates wrote simple sentences such as *कुछ साल बाद पेड़ पर फल लगते हैं*।

However some candidates wrote meaningless sentences such as *एक दीन पेड़ ने कुछ साल बाद बहुत फल हैं*।

Item 4: कभी- कभी -चढ़ना

Some candidates wrote long sentences such as *कभी-कभी उसका बेटा पेड़ पर चढ़ता था और फल तोड़ता था*। Some candidates had difficulty to understand the meaning of the word *चढ़ना* and were not able to write correct sentences. Many were confused between *चढ़ना* and *चढ़ाना*. Some had difficulties with syntax and grammar e.g

कभी-कभी मैं फल को चढ़ता हूँ ।

कभी कभी राज और रानी उसे चढ़ते है।

Item 5: गरमी - पेड़

This item was generally well-done as the words given were easier. / There were also some excellent attempts like *गरमी के कारण राज और उसका परिवार पेड़ के नीचे बैठते हैं*।

जब गरमी का मौसम होता है तब वे पेड़ के नीचे बैठकर आराम करते हैं।

Nevertheless some sentences were meaningless. Some examples are as follows: *राम पेड़ से गरमी है, राज पेड़ पर गरमी करता है*।

■ Question 9

Question 9 assesses candidates' ability to write a coherent piece of continuous prose. It assesses higher order writing skills, especially candidates' ability to develop a given storyline creatively and coherently, use accurate grammar to express themselves, their ability to use varied sentence structures and the richness and appropriateness of the vocabulary used.

The following prompts had been given to guide candidates:

- चोर कक्षा में घुसता है ।
- चोरी करना
- आप और आपके दोस्त चोर को देखते हैं ।
- आप और आपके दोस्त क्या करते हैं ?
- अंत में क्या होता है ?

It was observed that the prompts given were accessible to candidates. The first three prompts given were used to write the introductory part of the composition and this undoubtedly helped the candidates to engage with the question. As a result, most of the slow learners wrote a few simple sentences and scored some points.

On the other hand, it seemed that they were not familiar with " what happens at last? " and they made some sentences which were difficult for readers to understand what they wished to express.

The average ability candidates tried to write the story more or less by narrating daily school activities and basic thing about a theft. Some candidates wrote short and correct sentences. In few cases, although candidates used the correct tenses, other grammatical and syntactic mistakes were noted.

As for the brilliant candidates, they displayed good piece of writing. Furthermore, they gave a clear picture of school activities and they portrayed the thief's countenance.

Most brilliant candidates associated themselves with the story. Their ideas were noteworthy. They reacted promptly with the help of teacher and headmaster to catch the thief. In addition they wrote syntactically correct sentences using linking words. They demonstrated good vocabulary words and idiomatic expressions which is generally awarded positively.

The following sample of essays is an illustration of the strengths and weaknesses encountered in this year's paper.

Composition 1

आज सोमवार है । बाहर धूप चमक रही है । एक लड़का उसका नाम राज है । राज चोर कक्षा में घुसता है । आप और आपके दोस्त चोर को देखकते हैं । आप और आपके दोस्त क्या करते हैं ? अंत में राज घर जाता है ।

This essay is barely relevant and it seemed that the candidate is still struggling to understand the story lines.

Composition 2

मौसम सुहाना है । आज गुरुवार का दिन है । दस बजे हैं । चोर कक्षा में घुसता है । वह चोरी करती है । मैं और मेरा दोस्त के साथ चोर को देखते हैं । हम दर जये हैं । मैं और मेरा दोस्त अयापक को बताते हैं । वह पुलार को फैन करता है । अंत में पुलार आता है । पुलार उर चोर को पकरता है । पुलार वाले चोर को ले जाता है । अयापक हमको दनायवद बोलता है ।

(70 words)

This essay is relevant. The story is basic and the candidate could have developed the story line with some additional words. This essay scored low marks because of spelling and grammatical mistakes.

Composition 3

आज सोमवार है । मौसम सुहाना है । मैं सुबह छः बजे उठती हूँ । मैं स्नान करने जाती हूँ । स्नान करने के बाद , मैं स्कूल के लिए तैयार होती हूँ । फिर मैं रसोईघर में माँ और

पिताजी की मदद करती हूँ । पिताजी ने कहा , " आज रात का भोजन में तैयार करूँगा । " मैं ने

कहा , " पापा क्या आप रात को बिरयानी तैयार कर सकते हैं ? बातें करते - करते पता ना चला

कि कब समय निकल गया । मैं जल्दी स्कूल जाती हूँ । स्कूल पहुँचते ही मैं ने देखा कि आगन में कोई नहीं है । सभी बच्चे स्कूल के मैदान में हैं । मैं भी मैदान में दौड़कर जाती हूँ । अचानक , मुझे याद आया कि मैं ने अपनी पानी की बोतल कक्षा में चोड़ दी है । जब मैं और मेरे दोस्त कक्षा के पास

जाते हैं तब देखते हैं कि एक चोर कक्षा में घुसता है और चोरी करने लगता है । मैं और मेरे दोस्त उसे पकड़ लेते हैं और उसे मुख्य अध्यापक के पास ले जाते हैं । वह कहता है कि वह एक छात्र के पिता है । अंत में पुलिस - वाले आते हैं और चोर को ले जाते हैं ।

(183 words)

This essay could not score highly as the vocabulary is very simple and no additional details have been given on the theft. In addition, it seems that the candidate ended the essay hastily as well as leaving no room for feeling and idiomatic expression. With better organisation and complexity in ideas and sentences, this essay could have scored better marks.

Composition 4

ट्रिंग - ट्रिंग - स्कूल की घंटी बजती है । सभी लोग खेलने जाते हैं । अध्यापकों एक दूसरे से बात कर रहे हैं । मैं अपनी सहेली के साथ मैदान में खेल रही हूँ । कुछ समय बाद मैं मिठाइयाँ खरीदने जाती हूँ लेकिन मुझे याद आती है कि मेरा बटुआ कक्षा में है । मैं और मेरी सहेली कक्षा की ओर जाते हैं । परंतु दाल में कुछ काला है । कक्षा में एक आदमी है परंतु आज हमारे अध्यापक स्कूल नहीं आया है । हम छुपके से उसको देखते हैं । आदमी लंबा है और काले कपड़े पहन रहा है । उसके पास दारी है । हम समझते हैं कि वह एक चोर है । वह सभी छात्र के बस्ते में देखता है । हम तुरंत मुख्य अध्यापक को बताते हैं और वे पुलिस को बुलाते हैं । सभी अध्यापक कक्षा के दरवाज़े के सामने हैं ताकि चोर नौ दो ग्यारह न हो जाए । वे चोर का कचुमार निकालते हैं फिर पुलिस वाले आते हैं । जेल जाने से पहले चोर हमारे सामान वापस देते हैं ।

(164 words)

This essay scores high marks since the introduction is related direct to the story. The storyline is complete with elaborate details. This candidate displays mastery of grammar using creativity and imagination while making use of appropriate and varied vocabulary such as (आदमी लंबा है और काले कपड़े पहन रहा है । उसके पास दारी है । हम समझते हैं कि वह एक चोर है / सभी अध्यापक कक्षा के दरवाज़े के सामने हैं ताकि चोर नौ दो ग्यारह न हो जाए / वे चोर का कचुमार निकालते हैं)

Observations:

1. Use of tense :

अधिकतर छात्रों ने अपना निबंध वर्तमान काल में लिखा । कुछ निबंधों में छात्रों ने भूतकाल और वर्तमान काल दोनों का प्रयोग किया । वहाँ पर ने का सही प्रयोग करने में कठिनाई हुई ।

2. Spelling mistakes (वर्तनी की गलतियाँ)

मैसम / दीन / मुख्य अध्यपक / अधीयापक
उस्ने / उस्को / पकर / पोन् / फान / हुँ
दाला / दर / अजानक / कोशीश
धूम / धुप / पहुचते / दखकर

3. Grammatical mistakes (व्याकरणिक गलतियाँ)

हमारा कक्षा	हमने एक उपहार देते हैं
एक चोर कक्षा में घुसते हैं	चोर में जेल जाता है
मैं और मेरा दोस्त ने	खुशी मिला

4. Some common idioms

नौ दो ग्यारह होना
लाल पीला होना
चेहरा उतरना
जान में जान आना
चोर का कचुमार निकालना
दाँतों तले उँगली दबाना
मुँह अंधेरे उठना
चोर को रंगे हाथ पकड़ना

5. Use of conjunctions

अचानक / एकाएक / तुरंत / जैसे - जैसे --- वैसे - वैसे / क्योंकि
/ कि / फिर / तभी / उसके बाद / जब - तब

6. Vocabulary - समृद्ध शब्द-भण्डार

हिन्दी के सत्र के दौरान दो भयानक चोर कक्षा में घुस गए / चोरों को भागने का फैसला लिया / अपनी कलम उठाई और भाग के चोर को चुभा दी / गहरा असर पड़ा / मूर्छा आ गयी / गप्पे लड़ाना / विचित्र आदमी / बहादुरी की प्रशंसा करना / धमकी देना / चोर का चेहरा ढका था / यह दिन अविस्मरणीय है / क्या यादगार दिन है / यह दिन मेरे मानस पटल में अंकित रहेगा / आशीर्वाद / धन्यवाद / गिरफ्तार करना

7. ICT related words प्रौद्योगिकी संबंधी शब्द

मोबाइल फोन / लाप टोप / स्मार्ट - वॉच / फ़ोन