



# PSAC 2020-2021

Examiners' Report – Hindi

## Introduction

*The assessment of Hindi focuses 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 texts, but in higher order reading skills where there were inferences to be made, 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 and the use of appropriate grammar and vocabulary.*

### Question 1A

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*This question assesses candidate's knowledge of common vocabulary. Candidates had to identify the pictures and to label them. Most of the candidates were able to give good answers. It has been observed that many students wrote the English word instead of Hindi resulting into the loss of marks. For this exercise, the word must be correctly written in the language to be awarded the mark.*

### Question 1B

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*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. Most of the candidates did not face difficulties.*

### Question 2A

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*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: मेरे पैर में दर्द है क्योंकि मैं गिर गया था ।*

*Many students answered 'लेकिन' instead of; 'क्योंकि'.*

### Question 2B

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*The purpose of this question is to assess candidate's ability to use vocabulary in context.*

*The best-done items were:*

*Item 1: मेरे पिता जी के जूते बहुत मैले हैं । उन्हें साफ़ करना होगा ।*

*Item 4: मैंने एक नई कमीज़ खरीदी है । शादी के दिन उसे पहनूँगा ।*

*Item 5: अभय की कलम नहीं दिख रही है । उसे एक नई कलम चाहिए ।*

*The following item was challenging:*

*Item 2: कुर्सी टूटी है । उसे बढ़ई के पास ले जाना पड़ेगा ।*

*Candidates had difficulty to read and understand the word 'बढ़ई'.*

### Question 3

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*This question assesses reading comprehension at an intermediate level, more specifically the ability to locate information. This year, the theme was the launching of an 'Essay Competition.'*

*Overall, performance was satisfactory. Most candidates were able to show that the basic reading skill with literal understanding has been acquired. Most items were answered by candidates. The questions were simple and candidates were able to understand and locate the answer without much difficulty.*

- *Items 1, 2, 3, 4, 5, 6, 9 and 10 were successfully answered.*

*Nevertheless, the following items were found challenging by some:*

- *Item 7: यह प्रतियोगिता किस समय आरंभ होगी ?*

*Many candidates were confused. They answered '१२ बजे' instead of the starting time which was '११ बजे'.*

- *Item 8: प्रथम पुरस्कार के रूप में क्या दिया जा रहा है ?*

*Many candidates specified 'होटल में ठहराव' or 'होटल'. For those who answered only the word 'ठहराव', it was considered as an incomplete answer.*

- *Item 9: अगर आप प्रतियोगिता में भाग लेना चाहते तो आपको क्या करना होगा ?*

*Some candidates had difficulty to find the answer from the text.*

- *Item 10: श्रीमान रामलखन कौन हैं ?*

*Instead of specifying many candidates answered 'अध्यापक' instead of 'मुख्य अध्यापक', thus, they lost marks.*

### Question 4A

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*The main focus of Question 4A is to assess the candidates' comprehension at an intermediate level and also their ability to locate certain information in the passage. The candidates were*

given a passage with the story of a boy whose grandmother was attacked by thieves and how he showed his courage by getting them caught by the police. 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.

There were some confusions in the following:

- Item 1 involving vocabulary words such as साइकिल (cycle) and मोटर साइकिल (motorcycle) which appeared in the passage.
- Item 2 involving vocabulary words such as गमला, बस्ता and हार.
- Item 3 whereby some candidates did not pay attention to सबसे पहले written in bold. Thus, they chose other options rather than the very first thing done.
- Item 5, some candidates faced difficulty in choosing the correct adjective बहादुर to describe the character of the boy in the passage.

#### Question 4B

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The main objective of Question 4B is to assess the candidates' comprehension skills such as the overall meaning of the passage, ability to observe events in chronology, inference, etc.

The overall performance was satisfactory. However, some candidates faced difficulties as regards the following:

- Items 2 & 3 – Candidates were slightly confused while answering interrogative words such as 'कैसे' and 'क्यों'. Hence, in some cases these questions were unanswered.
- In some cases, candidates lifted whole sentences from the passage to answer. Due to lack of precision in their answers, it was difficult to make out whether they were able to read with understanding. Therefore, it was difficult for examiners to reward such answers.
- Item 5 – Most of the candidates were able to write the events in chronology.

#### Question 5A

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*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 – The following sentences were accepted – मछलियाँ तालाब में तैर रही हैं। and तालाब में मछलियाँ तैर रही हैं।
- Item 2 – There were four options for this jumbled sentence and most candidates performed well.

#### Question 5B

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*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 accuracy is rewarded. The use of verbs and agreement posed some difficulties.*

*The following was observed –*

- Item 1 – Candidates were not acquainted to the name अभिनव and did not pay attention to the verb being in masculine form. Eventually they mistook the boy to be a girl and wrote बीमार रहती है। Spelling mistakes such as बिमार, बिमर, दद, नहि, नही, पेत etc. were noted. Many of them have been able to understand the conjunction क्योंकि and complete the sentences with proper syntax.
- Item 2 – This sentence was mostly well done by many. However, some candidates were unable to use the conjunction इसलिए to complete the sentence and there were some cases of irrelevancy.
- Item 3 – In this sentence the candidates had to make use of जब and तब conjunction. Many students kept the same tense (i.e future tense) to write a relevant sentence but some have wrongly used past or present tenses.

### Question 6

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*This question evaluated the candidates' comprehension skills and ability to analyse a context and connect the relevant vocabulary to the latter. This was a cloze test and a list of ten words was given. Each good answer carried one mark. The overall performance of candidates in this question was satisfactory. The following was observed:*

- *Many candidates were able to complete the cloze test and scored very good marks.*
- *Some candidates had filled the verbs 'पकाती', 'रहती' in the wrong contexts.*
- *There were some confusions regarding the words 'सुंदर' and 'पसंद' whereby some candidates have swapped them.*

### Question 7A

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*This question assessed the candidates' 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 - Some candidates replaced the case में by the pronoun मैं instead of the case पर. Some others replaced the case में by को.*
- *Item 2 – Candidates had to correct the spelling mistake in लीचीयाँ and write लीचियाँ but some wrote लिचीयाँ instead.*
- *Item 3 – Many candidates were able to score full marks for this item whereby they had to change अपना to अपनी in the sentence.*
- *Item 4 – The word टूफ़ान had a spelling mistake and the candidates were expected to write तूफ़ान. Many were able to score well but some faced difficulty in writing the correct alphabet.*
- *Item 5 – The candidates were expected to correct the verb for the pronoun तुम. Mostly above average and average students were able to score full marks here by writing*

करोगे. Some spelling mistakes were noticed with the alphabet ग whereby students wrote करोगो, करेगो etc.

#### Question 7B

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This section of the question evaluated mainly the vocabulary of the candidates. 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:

- Items 1&2 – Many candidates got the correct answer for these two whereby they had to write लिखाई and जंगल.
- Item 4 – Candidates were able to identify the correct abstract noun सिंचाई but made some spelling mistakes like सींचाई, सींचई, सिंचई .
- Item 5 – Here again the candidates were able to identify the correct word धार्मिक but made spelling mistakes such as धार्मीक, धर्मीक etc.

#### Question 8

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The aim of this question is 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 based on pictures and a set of words. 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.

As noted in previous years, some candidates still struggle with this question since it often involves the skills of writing sentences using relative pronouns and conjunctions and other details like time and location.



Candidates are expected to demonstrate the correct use of the linking word while focusing on all other transformations required for the sentence to be meaningful and grammatically correct.

**Item 1: एक सुबह – दुकान**

Candidates produced simple correct sentences such as एक सुबह दादीजी दुकान जाती है। or long sentences but with some grammatical or spelling mistakes such as एक सुबह एक मैदाम दुकान से चीजें खरीद रही थी। Nevertheless, some issues were noted with grammar and syntax. In several cases, candidates produced meaningless sentences such as: एक दिन उसकी दादी है / माँ एक सुबह और दुकान

**Item 2: कुछ देर बाद – लौटना**

The given words invited a complex sentence such as: कुछ समय बाद वह घर लौटने की राह लेती है। कुछ समय बाद वह अपने घर वापस आ रही है। but at times with some grammatical errors कुछ समय बाद मैं दुकान से वह घर लौट रही थी। Few candidates also used फिर अस synonym for कुछ समय बाद which was not discredited, if the sentence was correct. फिर वह दुर्भाग्य से फिसलकर गिर गई। Many candidates struggled with vocabulary and syntax, giving answers as: मैं कुछ समय बाद लौटती हूँ।

**Item 3: दुर्भाग्य से – गिरना**

This was the best attempted item in Question 8. Candidates could write very simple sentence with the given words just adding a noun or pronoun दुर्भाग्य से दादी /वह/ मैं गिर गई। Some candidates also attempted to write longer sentences दुर्भाग्य से दादीजी सड़क पर गिरती है। रास्ते पर कुछ पथर के कारण वे दुर्भाग्य से गिरी।

**Item 4: उस समय – मदद**

This item posed some difficulty to candidates, with many struggling to understand the gender of the vocabulary and to formulate error free sentences such as उस समय मैं उसको मदद करता हूँ।

उस समय एक आदमी उसको मदद करता है। उस समय एक लड़का मेरी मदद कर रही थी। *Few good attempts were as follows* उस समय एक आदमी उसकी मदद करने आता है।

**Item 5: अंत में – धन्यवाद**

*This item was generally well-done although with some grammatical or spelling mistakes like: अंत में दादी ने अस आदमी को धन्यवाद दीया।; माँ अंत में धन्यवाद।; अंत में मैंने उसे धन्यवाद किया। There were also some excellent attempts like अंत में दादीजी मदद के लिए उस आदमी को धन्यवाद बोलती हैं।*

**Issues observed are as follows:**






- *Students in general are acquainted with the given words for as they are found in the textbooks of Primary education.*
- *Some could attempt the question quite with ease and were successful in writing sentences with more than 6 to seven words without any mistake. These were students who scored 2 marks for each sentence.*
- *Some students made good effort to write long and meaningful sentence but due to few grammatical or spelling mistakes they were partially rewarded.*
- *At times, candidates wrote syntactically correct sentences using the linking words but changed the meaning of the sentences. Little credit can be given to such responses.*
- *Some students wrote sentences which were not meaningful and/or forgot to use a given word.*
- *There was a common list of vocabularies which were wrongly written.*
- *Some students could not understand the meaning of the given words and as a result they could not produce meaningful and coherent sentences.*

### Question 9

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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:

-  समुद्र किनारे होना
-  बच्चे पानी में होना
-  एक बच्चा मदद के लिए पुकारना
-  आप क्या करते हैं ?
-  अंत में क्या होता है?

#### Composition 1

शानीवार का दिन है। मौसम सुहाना है। मैं समुद्र के किनारे में खोल रही थी। बहुत बच्चे पानी में खेल रहे थे। अचानक एक बच्चा मदद के लिए पुकार रही थी। मैं तेज़ दौड़कर उस बच्चा को बधाई। वह बेहोश पड़ी थी। मैं ने उसे उठाया और अठ गयी। अंत में हम ने खोला और हम खरी खरी घर लौटे। (60 Words)

This composition is barely relevant, with its description of a day at the seaside and a lack of focus on the topic. As for the language, it is clumsy and uncertain throughout, making it difficult for readers to understand what the candidate wished to express. As a result, it does not deserve to score the minimum as it is barely relevant.

## Composition 2

आज मंगलवार है। मौसम सुहाना है। पिता जी ने तय की है कि हम समुद्र किनारे जाएँगे। जब हम समुद्र किनारे जाते हैं जब बच्चे पानी में खेलने जाते हैं।

अचानक हमने किसी की चिलाते हुए सुना। हम ने तुरत मदद के लिए उस बच्चे को बाहर निकाला। हम ने उस बच्चे का पुछा “ये कैसे हुआ उस बच्चे ने बोला। मैं तेहलते-तेहलते मेरा पैर विसन गया। माँ ने उसको खाना दिया और पिने को कछ दिया। खाने के बाद हमने उसको उसे के घर चोर आए। अंत में सब धिक था।

*At a first glance, this composition appears to be satisfactory. There is an attempt to develop the storyline. A few grammatical mistakes can be noticed. Yet, upon closer scrutiny, we can see that the content does not deal with the incident at the beach causing a crowd to be gathered near the water. In addition, the essay is replete with numerous grammatical and orthographical mistakes which implies that it can only score very low marks.*

## Composition 3

आज रविवार है। मौसम सुहाना है। मैं अपने परिवार के साथ समुद्र-तट जाता हूँ।

वहाँ पहुँचते ही माँ और पिता जी पेड़ की छाया में पुस्तक पढ़ते हैं। मैं अपने भाई के साथ पानी में जाता हूँ। हम ठंडे ठंडे पानी से खेलते हैं। अचानक एक बच्चा मदद के लिए पुकारने लगता है। जल्दी ही हम उस के पास जाते है। वह पानी में है। उसे तैरना नहीं आता है। मैं उसे बचाने के लिए पानी में जाता हूँ और तैरकर उसके पास पहुँचता हूँ। वहाँ उसे माता-पिता आते हैं और उसे गले से लगाते हैं। (96 Words)

*In comparison to the previous composition, this essay scores above average marks since the storyline is complete with elaborate details. A variety in sentence structures can be observed. The language is generally secure despite some mistakes in grammar. Richness in vocabulary can be seen with additional details to explain the course of action in the middle of the story. Some more details at the end of the story could have earned the candidate even better marks.*

#### Composition 4

आज रविवार का दिन है। मौसम सुहाना है। पिताजी तैय करते हैं कि हम समुद्र तट जाएंगे। हम बहुत खुश हैं। हम तैयार होते हैं। नौ बजे हम घर से निकलते हैं। दस बजे हम समुद्र तट पहुँचते हैं। हम कार से सामान निकालते हैं। हम एक पेड़ के नीचे सामान रकते हैं।








कुछ देर बाद मैं और मेरी छोटी बहन तैरने जाते हैं। हम समुद्र के किनारे जाते हैं। एक बच्चा पानी में खेलता है। अचानक वह मदद के लिए पुकारने लगा। वह पानी के अन्दर चला गया। वह तैर नहीं सकता। मुझे तैरना आता है। मैं उसे बचाने जाती हूँ। मैं पानी के अन्दर तैरती हूँ। मैं बच्चे को पकड़ती हूँ और उसे पानी के किनारे ले जाती हूँ। वहाँ पर उसके माता-पिता है। वे मुझे धन्यवाद करते हैं। मेरे माता-पिता को मुझ पर गर्व है। (138 Words)

*This composition is a very good piece of work. It fulfils the objectives of this question which is to produce a piece of work using creativity and imagination while making use of rich and varied details and vocabulary related to time and location: नौ बजे, एक पेड़ के नीचे, कुछ देर बाद, अचानक, वहाँ पर. The candidate made a very good attempt to develop the story with simple and short sentences in a very natural way. Few complex sentences were used such as कुछ देर बाद मैं और मेरी छोटी बहन तैरने जाते हैं। and मैं बच्चे को पकड़ती हूँ और उसे पानी के किनारे ले जाती हूँ। This is as much as can be expected from a candidate at this level and this composition scores highly.*

#### General Response:

*The response in general was not much satisfactory compared to past years. The following observations were made:*

- *Many students did not attempt the question or made an effort to merely develop the canvas.*

- Some students wrote average essays in an attempt to develop the canvas with basic details and having a limited vocabulary.
- In an attempt to write good essays with some additional details which showed the effort put behind, some students tried to write good, meaningful and coherent sentences. However, they were simple and lacked imagination.
- Compared to the past years, few excellent examples of essays could be retrieved from the batch during marking and it was also observed that the quality of the language has gone down, which can be explained by lack of classes during staggered classrooms practice and revision work during the lock down period.
- Some common spelling mistakes were as follows:  
बचचा, बचे, जलदी, पीताजी, परीवार, तीक, अच्छा, घरन्दा, बालू में, हास्पताल, दूब , बुरिया, परी, सरक, बह, महीला, अदमी, सबी, भोचन, छोट, कठीनाई
- Some common idioms used were as follows:  
 पेट में चूहे कूदना  
 खुशी का ठिकाना ना रहना  
 कमर कसना  
 हवा से बातें करती हुई गाड़ी चल पड़ी  
 सूरज चाचा आकाश में चमकना  
 फुला न समाना  
 मानस पटल में

Some conjunctions and rich expressions used were as follows:

अचानक / धन्यवाद / तुरंत / एकाएक / बिना समय गँवाए / साहसा / सुबह की बेला / आश्चर्यचकित होना / प्रातःकल की बेला / यह दिन मेरे मन में सदैव अंकित रहेगा / यह सोमवार मेरे लिए अविस्मरणीय है / “बचाओ ! बचाओ! ....” “क्या बुरा दिन था । ”