



*Let the mind manage the body
Oue l'esprit aère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

NCE 2024

GRADE 9

HINDI

Subject code: N600

***EXAMINERS'
REPORT***

INTRODUCTION

The NCE Assessment 2024 assessed the proficiency of candidates in reading, writing, grammar and use of Hindi and Translation. The linguistic competencies are divided as follows:

- ❖ Reading (25%)
- ❖ Writing (25 %)
- ❖ Grammar and Use of Hindi (40%)
- ❖ Translation (10%)

A particular feature of the assessment is that each competency is assessed at different levels, ensuring greater fairness by giving candidates a better chance to show their achievement levels.

KEY MESSAGES

- Candidates are advised to read widely to build up their vocabulary bank in Hindi language.
- Candidates should read instructions attentively and adhere to them.
- Candidates need to be acquainted with grammatical terms and rules in Hindi.

In Grammar, candidates are still struggling with the following:

- Verb-Subject Agreement, Subject-Predicate Agreement, Noun Adjective Agreement.
- The Use of 'NE' – Difference between transitive and intransitive verb.
- Conjugation of the Verb in different tense.
- Relative pronoun and its agreement in the relative clause.
- Using sentences in the Active/Passive voice and Direct/Indirect Speech.

In Reading Comprehension

- Candidates fare better on questions requiring literal understanding.
- Candidates can score maximum marks in lower order questions.
- Candidates struggle with questions assessing higher order reading skills like making inferences, offering personal response and guessing the meaning of the word in context.

In Writing

- Candidates should pay closer attention to their use of Grammar, Spelling mistakes and Punctuation.
- A plan is required to be designed to have a flow through paragraphing.
- Narrative essays require candidates to develop a storyline and use varied sentence structures and a wide vocabulary to sustain the reader`s interest. For that candidates are expected to display creative ideas with simple and compound sentences.
- Descriptive essays require candidates to show a wide range of vocabulary to create an atmosphere.

In Translation

- Candidates generally positively perform well when finding the appropriate vocabulary for translation.
- Applying grammatical rules to the translation proved to be challenging to most.
- Candidates are advised to construct the sentences well by respecting the Translation Formula:

For Example,

English: Subject, Verb, Object

Hindi: Subject, Object, Verb

GENERAL COMMENTS

The NCE Assessment in Hindi is based on learning outcomes spelt out in the National Curriculum Framework and on the Teaching and Learning Syllabus for Hindi produced by the MIE. The tasks set assess reading comprehension skills, functional and extended writing, grammar, proper use of Hindi, translation, cloze text, error hunt and formation of words.

On the whole, performance is quite satisfactory but still a lot of work needs to be done. The performance on the NCE Hindi assessment was not that encouraging when we compare with last two years` performance. However, strongest candidates showed a very high level of mastery of Hindi, with very accurate use of grammar, spelling and punctuation. They produced excellent pieces of writing and were able to deal with the higher order reading comprehension questions well.

For an important number of candidates, however, showing understanding of and using less common vocabulary remains a challenge. This was particularly visible in the vocabulary question of the extended reading task (Question 8, Item 12), where the performance of candidates was disappointing.

As far as writing is concerned, on the whole, candidates wrote narrative essays better than they did descriptive essays. Descriptive essays often quickly turned into narratives. Many candidates did not have the range and depth of accurate vocabulary to offer high quality descriptions. However, the strongest candidates did produce good pieces of writing with use of wide, precise and proper use of vocabulary and G|S|P.

For functional writing, strongest candidates had a good grasp of the content and performed excellently whilst using all the key points given. A considerable number of candidates did not attempt this question. For most of the candidates who attempted functional writing, a flat writing piece, lack of vocabulary and idioms, the absence of rich and varied sentence structures was noted.

For translation, in general, candidates performed well, with exception of spelling and grammatical mistakes. These were widely noticed. Transliteration of words was also noticed in Question 9B where students had to translate a small paragraph.

Comments on Specific Questions

Question 1. Multiple Choice Questions

Basic Grammar Question 1 tests a range of basic grammatical items. It uses multiple-choice items and open-ended questions to assess candidates' ability to deal with basic but essential grammatical items in Hindi at this level. In this question, the following grammatical points were assessed: Pronouns (possessive), the use of tenses (future and past tenses), use of prepositions, correct verb forms, subject-verb agreement, coherence of tenses, punctuation, re-writing a sentence in the feminine form, transforming noun into adjective, formulation of word in the plural form, linking sentences using coordinating conjunctions, writing a sentence in negative form and correction of word wrongly written in a sentence.

Examiners would like to draw the attention of candidates to the importance of indicating their answers clearly when making corrections to their answers in the MCQs. Very often, when crossing out an answer and choosing another one, they do not indicate their answer clearly enough. Candidates are therefore encouraged to write out their answers clearly in the space available to them if this happens.

Item 1

This item was to test the use of (ने). Agreement had to be carried out according to the object and not the subject. However some candidates wrongly did the agreement. धोई/धोई were opted for because of दादी.

Item 2

Most of the candidates were able to choose the right answer. Proper usage of pronoun was evaluated. However, some candidates got confused between हम and आप.

Item 3

Most of the candidates were able to select the right answer that is 'से'. The appropriate preposition had to be chosen. However, some candidates wrongly opted the answer. (पेड़ 'में' पक्के फल)

Item 4

Candidates had to choose the appropriate conjunction to join the sentences. However, most of the candidates could not give a proper answer. लेकिन खराब मौसम was a common wrong answer.

Item 5

A time marker was given [अगले रविवार] in the sentence to enable candidate to identify the right answer, 'जाएगा'.

Item 6

In this item candidates were supposed to demarcate between plural words with and without preposition. Most of them had difficulty in giving the right answer which was (ख) लड़के. Many mistook it for plural '(घ) लड़कों' but failed to realise that there was no preposition (कारक).

Item 7

The word कलम is feminine. Therefore the candidates have selected a pronoun which showed the agreement with this word, that is (ख) उसकी.

Item 8

The proper use of conjunction was assessed in this item in order to join two simple sentences. This was successfully attempted by most candidates.

Item 9

The appropriate use of pronoun in direct speech was evaluated in this item. However, most of the candidates could not select the right answer (ख) मुझे. Many wrongly gave मैं instead of मुझे.

Item 10

This item tested the use of relative pronouns. Candidates were expected to provide (ग) क्या as the correct answer.

Item 11

Candidates were supposed to convert the underlined word into plural. However, incorrect answers were found. For examples माताएँ, माते, माताजी, मातों, etc.

Item 12

This item assessed the correct use of punctuation marks. Most of the candidates were able to write the proper punctuation mark which was question Mark. [?] Nevertheless, some pupils used exclamation mark instead of question mark.

Item 13

Candidates were expected to convert the given word into feminine. However this was frequently wrongly attempted. Many candidates lost marks due to spelling mistakes. Many had difficulty to write the word गायिका. Answers like गायकी, गाईका, गाय were common.

Item 14

The item evaluated transformation in the negative form. However the negative form was wrongly constructed. It was alarming to see that many candidates did not understand the instruction निषेधात्मक.

Item 15

Candidates were supposed to use the proper conjunction accompanying the word यदि. Most of the candidates have been able to give right answer but with spelling mistakes. Some students were confused with जब/तब and gave तब as answer with यदि instead of तो.

Question 2. Basic Vocabulary

This question assessed vocabulary in context through multiple choices Question.

Item 1

The correct answer was अलमारी. However, many candidates opted the wrong answer कुर्सी /पलंग.

Item 2

तोड़ा was wrongly given as an answer by many candidates. Since they saw the word फूल, they considered it to be the appropriate answer. In fact, the correct answer was सजाया.

Item 3

Some candidates selected विनम्र, नाराज़ or साहसी. Most probably they did not know the meaning of the given distractors.

Item 4

This was the most well-done item since candidates could easily identify the correct answer 'बाज़ार' given the context.

Item 5

Most of the candidates managed to identify the correct answer (दौड़ता).

Question 3. Basic Reading Comprehension

Part A

The objective of this question is to assess level of reading comprehension at a basic. Most of the candidates successfully attempted this question as it was direct. Many candidates were able to identify the correct answer. However some candidates gave incomplete answers and some of them lifted the whole sentences from the text which led to loss of marks due to excess information given.

Candidates struggled with the following items,

Item 1: Many provided the title instead of the name of the school.

Item 3: A majority wrongly gave '१० से ११ बजे' instead of '१०' only.

Part B

Basic reading skill was evaluated where most of the candidates manage to score good marks. However, some candidates lifted the whole sentence which contained more than one element of answer. Instead of writing only the owner's name (रोहित कुमार) they lifted the whole sentence. Many candidates wrote सफ़ाई कंपनी instead of सागर सफ़ाई कंपनी. Thus, many candidates lost marks due to excess information provided.

Question 4. Formation of words

This question was poorly attempted by many candidates. Transformation of words was wrongly done. For e.g.

1. स्वस्थ – स्वस्थएँ, स्वस्थायो, स्वस्था, स्वस्थ, अस्वस्थ, सेहत
2. मोटा Many candidates wrote मोटे, पतला, मोती, मेटी
3. संतुलन – संतुलनी, संतुलता, संतुलीन
4. लाभ – लाभी, लाभा, लाभदानी, लाभावट
5. दिन – दिनों, दीन, दीनक, दिन-रात, दीनी, देनीय, दिन भर

Moreover, in many instances, candidates did not even attempt the items. Only a handful gave correct answers and scored full marks.

Question 5. Error Hunt

This question assesses knowledge of Hindi grammar and spelling in context. The items consisted of spelling and grammatical mistakes which candidates had to correct. Candidates wrongly gave the following answers:

हुआ – हुऐ, हुआई

गाड़ी – गाड़ीयाँ, गाड़ीकर, गारिया

पौधा – पौधौ, पोधौ, पौधाँ

Many candidates still have difficulty in recognising the उ and ऊ, इ and ई.

Most of the candidates were able to correctly answer the last item of the question which showed that candidates were comfortable with the use of prepositions.

Question 6. Cloze Text

The majority of candidates could get most of the answers right. Some randomly filled the spaces with words provided without showing any understanding of the cloze text.

The best-done items were:

Part A

- Item 1: जब
- Item 2: पुरस्कार
- Item 3: खुश
- Item 4: परिवार
- Item 5: मेहनत

Part B

A wide range of acceptable answers was obtained, particularly in the third and fourth item.

Item 1: से, और

Item 2: लेकिन, पर, परंतु, किन्तु, मगर, गर, फिर, और, तो

Item 3: सभी, परिवार, सब, दोस्तों, मंत्री, अध्यापक, मित्रों, उस, लोगों

Item 4: Verbs like कहा, बताया, समझाया, बोला

Item 5: दिन, नाटक, प्रतियोगिता, क्षण, पल, लम्हा, चीज़, अवसर, समय, जीत, सफलता, टीम, पुरस्कार, मेहनत

Words which distorted the meaning of sentences or inappropriate to the sentence structure were penalised. It was noted that some students took words from (Part A) of Question 6. and filled in the blanks for Question 6 (Part B), which resulted in loss of marks.

Candidates are reminded that they need to give only **one** word as answer.

Question 7. Functional Writing

Question 7 is the basic writing task, whereby candidates are required to write a short text of 50 – 60 words on a functional task. They are essentially assessed in their ability to write a continuous prose. Use of accurate G/S/P and show good awareness of audience and purpose. Given the word limit, candidates were not expected to elaborate on the given points but simply to address them clearly.

This year, the following task was set:

गत सप्ताह आप डॉक्टर से मिलने अस्पताल गए। इलाज के लिए आप डॉक्टर को एक धन्यवाद - पत्र लिखिए।

(लगभग 50 से 60 शब्द) आप इन बातों को लिखना न भूलें :-

- आप अस्पताल कब गए ?
- आप अस्पताल क्यों गए ?
- आपकी सहायता के लिए डॉक्टर ने क्या किया ?
- आपको डॉक्टर कैसे लगे ?
- इलाज के लिए डॉक्टर को धन्यवाद दीजिए।

Successful candidates addressed all the prompts given. Excellent responses showed clear awareness of the audience and purpose. All required points were developed. Candidates used very accurate grammar, spelling, punctuation and syntax. Vocabulary was appropriate and accurate. The overall task was organised and coherent.

Less successful candidates demonstrated no real sense of audience and purpose. They did not cover most of the prompts or at best only addressed them briefly. They demonstrated poor linguistic abilities resulting in limited understanding. They also used simple and inaccurate vocabulary leading to disjointed writing. The following are sentences of functional writing pieces.

Letter 1.

नमस्ते। आशा करती हूँ कि परमात्मा की असीम कृपा से आप सकुशल हैं। पिछले सोमवार को सायंकाल में मैं बुखार के कारण अस्पताल आया था। आप मेरे जीवन में मेरे रक्षक बन के आए और आपने मुझे कुछ दवाइयाँ दीं। आप मुझे अत्यंत अच्छे और दयालु लगे। मैं आपको पूरे दिल से इलाज के लिए धन्यवाद देता हूँ।

The above is a to-the-point letter addressing all the key points enumerated in the instructions. It shows a clear awareness of the audience and purpose.

Letter 2.

सप्रेम नमस्ते। पूर्णाशा है कि आप भगवान की कृपा से स्वस्थ हैं। मैं इस पत्र का श्रीगणेश कर रहा हूँ यह बताने के लिए कि गत सप्ताह मैं आप से मिलने अस्पताल आया था। पिछले सोमवार मैं अस्पताल आया था क्योंकि मैं बीमार था। मेरी सहायता के लिए आपने मुझे दवाई दी और आपने मेरे स्वास्थ्य के बारे में बात की थी। मैं जानता हूँ कि जब आप इस पत्र को देखेंगे तब आप बहुत खुश होंगे। इलाज के लिए मैं आपको धन्यवाद देता हूँ। बस इतना ही। मैं यहीं पर अपने पत्र को विराम देता हूँ।

This response scores very highly (Band 1) as it addresses all the bullet points, uses accurate G/S/P and shows clear awareness of audience and purpose.

Letter 3.

आशा है कि आप कुशल मंगल हैं। गत सप्ताह मैं अस्पताल आई थी क्योंकि मुझको पोषक तत्व की कमी थी। मौसम के बदलाव के कारण तेज़ बुखार हो गया था। मदद करने के लिए आपने मुझे कुछ दवाइयाँ दीं जिसकी मुझे बहुत आवश्यकता थी। मुझे अपने स्वास्थ्य का ध्यान कैसे रखना चाहिए उसकी सलाह भी दी। एक सप्ताह बाद आपने फिर से बुलाया है। आप एक बहुत इमानदार और अच्छे चिकित्सक हैं। इलाज के लिए मैं आपको अपने पूरे हृदय के साथ धन्यवाद करती हूँ। नमस्ते।

Another excellent piece of writing which covers all the points. The use of vocabulary is also laudable. Words like पोषक तत्व, चिकित्सक, हृदय have been used by the candidate, which enhances the quality of the language.

Letter 4.

प्रिय डॉक्टर मेहता,

आशा करती हूँ कि आप स्वस्थ हैं। पत्र लिखने का कारण यह है कि मैं आपका धन्यवाद करना चाहती हूँ। पिछले हफ़्ते १०.०४.२०२४ को मैं अस्पताल आई थी। मुझे तेज़ बुखार हुआ था। उस दिन अस्पताल बंद होने ही वाला था लेकिन आपने मेरा इलाज किया और मुझे दवाइयाँ भी दीं। आप एक अच्छे और दयालु डॉक्टर हैं। मेरा इलाज करने के लिए मेरी और मेरे परिवार की तरफ़ से आपको धन्यवाद देती हूँ। अब मैं अपने पत्र को विराम देती हूँ।

Letter 5.

मैं यह पत्र इसलिए लिख रही हूँ ताकि पिछले सप्ताह के इलाज के लिए आपका धन्यवाद कर सकूँ। आपको याद होगा कि मैं 10 अगस्त को बुखार के कारण आपके अस्पताल आई थी और आपने मेरी सहायता के लिए मुझे बहुत दवाइयाँ दी थीं। आप बहुत नेक और मेहनती हैं। मैं आपकी दवाइयों के कारण ही ठीक हुई हूँ। मैंने आपके कहने पर संतुलित भोजन भी खाया। बहुत-बहुत धन्यवाद डॉक्टर जी।

The overall good command of language can easily be seen in both pieces of writing. An excellent use of rich and varied number of vocabulary enhances the quality of the letter.

Question 8. Extended Reading Comprehension

The extended reading comprehension task assesses comprehension skills in a more varied way and at different levels.

The extended reading comprehension passage was based upon a short story related to the friendship of Keshav and Nisha. Hardwork, determination and friendship were the main key ideas of the passage.

Candidates are reminded of the following:

- Lifting is acceptable if the question does not ask candidates to answer in their own words but must not contain excess information.
- Excess information in an otherwise correct answer is not given credit. Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

Item 1 - केशव और निशा ग्रेड ८ में थे। / ८ / 8

Most of the candidates gave the right answer. However, some candidates only put ८ instead of ग्रेड ८.

Item 2 - क्योंकि वे एक दूसरे से अलग थे।

Expected answer was दोनों एक दूसरे से अलग थे. Some candidates could not identify the appropriate answer, or they gave excess information.

Item 3 - क्योंकि केशव एक बुद्धिमान लड़का था।

Candidates managed to give the right answer. However, some spelling mistakes were noted.

Item 4 - अध्यापक ने उसे समझाया कि केशव के साथ काम करने से वह बहुत कुछ सीख पाएगी।

Right answer was given but some candidates indiscriminately lifted the whole sentence which resulted in loss of marks.

Candidates are reminded of the need to select information appropriately.

Item 5 - उनको पता लगा कि उन दोनों की पसंद एक समान है।

Most of the candidates gave the right answer. However, some lifted the whole sentences.

Item 6 - वह दोस्त बनाने से डरता था।

A range of answers was given for this item. In fact, the word 'शुरू में' confused candidates since they tried to find the answer from Paragraph 1 instead of Paragraph 3.

Item 7 - क्योंकि वह बहुत परिश्रमी था।

The correct answer was given by most candidates.

Item 8 - निशा केशव से मिलने अस्पताल जाती थी।

Correct responses included: निशा केशव से मिलने अस्पताल जाती थी।

Item 9 – (क) वे उनकी मित्रता पर हँसे। (ख) वे उनकी मित्रता पर हँसे।

Most of the candidates could identify the right answer. However, they wrote only हँसे instead of उनकी मित्रता पर हँसे.

Candidates are reminded that their answers are positively awarded if evidence of understanding is demonstrated clearly.

Item 10 - उसे बहुत दोस्त मिल गए /अब वह अकेला नहीं रहा।/ अब केशव के बहुत दोस्त हो गए।

& 11 - उसे बहुत दोस्त मिल गए /अब वह अकेला नहीं रहा।

Only few high-ability candidates were able to give the exact answer for both items. Other candidates resorted to indiscriminate lifting with excess information.

Item 12 (i), (ii), (iii)

हँसमुख – जो हमेशा हँसता रहता है।

परिश्रमी – बहुत काम करनेवाला /मेहनत करनेवाला / मेहनती

साथ – मदद करना/ सहायता करना

Most of the candidates have left these items blank. Some tried to explain the meaning of words in English. Some gave the synonyms in English. A few gave correct answers but left spelling mistakes.

This item was set to assess the comprehension of certain words from the passage.

Question 9. Translation

Part A of this question assessed candidates' ability to translate familiar words from English into Hindi common English words into Hindi whereas Part B had a short paragraph to be translated from English into Hindi.

Part A

Item 1 – घोड़ा

Spelling mistakes were often seen such as *गोड़ा. Some candidates wrote गौरा as answer which changed the meaning completely resulting in loss of marks.

Item 2 – चाँद, चंद्रमा

Many candidates were able to get the correct answer for this word. Some mistakes were noted, for instance, *छाँद and* छंडा.

Item 3 – दुकान

The answer for this item was written with some spelling mistakes like; *दुखान, *दुकन and दूकान.

Item 4 – प्रसिद्ध/ लोकप्रिय

The answer for this item was often written with spelling mistakes like; *प्रसिद, *लोकपिय.

Many candidates wrongly gave 'दर' for 'fear' which changed the meaning completely of the given word.

Item 5 – तुरंत, एकाएक/ अचानक

The answer for this item was often written with spelling mistakes like, *अजानक.

Educators are reminded that spelling mistakes in this question are penalised. Thus, Educators are advised to lay emphasis on the correct spelling of words in translation exercises at school.

Part B

On the whole, Part B did not pose difficulty for candidates in general as words like holidays, happy, delicious and seaside was easy for the candidates. Some grammatical and spelling mistakes were common while translating the paragraph. An important number of candidates transliterated some words as they could not write their translation in Hindi. This should be discouraged as transliteration, along with grammar and spelling mistakes, is penalised in this question.

Item 1 – मैं छुट्टियों में/दौरान अपनी दादी/नानी के घर जाता/जाती हूँ।

This item was fairly translated by most candidates. Many candidates wrote छुट्टियों wrongly as चुट्टियाँ which is incorrect.

Item 2 – मुझे देखकर वह/वे खुश होती है/होती हैं।

This item was correctly answered by most candidates yet spelling mistakes were noticed like कुश & खुशा.

Item 3 – हम स्वादिष्ट खाना/भोजन बनाते/पकाते हैं।

The word स्वादिष्ट posed difficulty to candidates. Many wrote the word with more than one spelling mistake, For e.g., *स्वादिशत, *सवादिश and *सुआदिश.

Item 4 – हम फ़िल्म देखते हैं/देखती हैं।

In this item, candidates resorted to transliteration. Many candidates transliterated the word मूवीज़.

Item 5 – हम समुद्र-तट जाते हैं/जाती हैं।

A considerable number of the candidates managed to translate the word seaside correctly in Hindi.

In general, this part was satisfactorily worked by most of the candidates.

Question 10 Extended Writing

This question assesses the ability of candidates to produce longer pieces of writing. Two types of essays were given to candidates, a descriptive and a narrative essay. Candidates had to choose one from the options given and write an essay of about 150 words in Hindi.

Descriptive Essay

(अ) ऐसी जगह का वर्णन कीजिए जहाँ आप हमेशा जाना पसंद करते हैं। (आपको अपने वर्णन में इन बातों पर ध्यान देना चाहिए - आप वहाँ क्या देखते हैं, वहाँ के लोग कैसे हैं और वातावरण कैसा है ?)

The candidates were required to write an essay describing a place of their choice where they always like to go or visit. While drafting the essay the candidates were advised to focus on the following: what they see, how the people there are and how is the atmosphere?

Overall, not many students opted for this item. Those who attempted this item followed the guidelines given in the question and most of them described their experiences. Grammatical and spelling mistakes were often noticed. However, the following are some of the best examples of essays corrected.

Essay 1.

मैंने बहुत स्थानों में भ्रमण किया लेकिन मैं आज तक वृंदावन जैसी पवित्र और शांतिपूर्वक एक और स्थान नहीं देखा। वहाँ का वातावरण बहुत आनंद और शांति से भरा है।

वहाँ के लोग कमीज और पतलून को नहीं लेकिन धोती और कुर्ता पहन कर वहाँ के दिव्य स्थान का दर्शन करते हैं। वहाँ कई बहुत सारे मंदिर हैं जैसे कि कृष्ण बलराम मंदिर जहाँ पर चौबीसों घंटे कीर्तन चलती रहती है और राधा रमन का मंदिर जहाँ राधा-रमण की खूबसूरत मूर्ति लगी हुई है।

वृंदावन में बहुत सारे गौशालाएँ हैं। आप यमुना नदी श्याम कुंज या राधा कुंज में डुबकी लगाकर अपने शरीर को ही नहीं लेकिन अपितु अपनी आत्मा को भी शुद्ध कर सकते हैं। वहाँ एक ऐसा स्थान भी है जहाँ बड़े-बड़े स्वामियों के समाधियाँ हैं।

अंत में मैं यह कहना चाहता हूँ कि आपको अपने जीवन में कम से कम एक बार वृंदावन का दौरा करना चाहिए।

This essay has a varied descriptive content with a good number of vocabulary which helps the reader understand and connect with the desired place. Words like भ्रमण, वृंदावन, पवित्र, शांतिपूर्वक, आनंद, कुर्ता, दिव्य, दर्श, कीर्तन, मूर्ति, गौशालाएँ, डुबकी, अपितु, आत्मा, समाधियाँ set it into the Band 1 scoring high marks.

Essay 2.

मैं हर साल पंजाबी जाती हूँ। पंजाब भारत में है। वहाँ पर पंजाबी बोली जाती है जो कि मुझे बहुत पसंद है। मेरी बड़ी बहन वहाँ रहती है। मैं वहाँ पर दो महीनों के लिए गई थी। वहाँ पर लोग बहुत हँसमुख हैं। पंजाब में लव और कुश का जन्म हुआ था। वहाँ हमारी सीता माता भी रही थीं। श्री राम और हनुमान जी भी आए थे। मैंने वहाँ पर सोने का मंदिर भी देखा। यह देख कर मेरे परिवार को बहुत खुशी हुई। वहाँ का वातावरण एकदम शांत था। वहाँ सब लोग प्रेम से बुलाते हैं। वहाँ बहुत चीज़ें सस्ती मिलती हैं।

वहाँ प्रसाद पूरा दिन मिलता है। रात को अधिक सुंदर हो जाता है। ठंड के मौसम में वहाँ और ठंड हो जाती है। वहाँ एक तालाब है जिसमें नहाने से सब बीमारियाँ दूर हो जाती हैं। वहाँ सिर पर रुमाल होना चाहिए। दूसरे नंबर पर मुझे दिल्ली पसंद है। वहाँ का खाना और दुकानों में भीड़ दिल को लुभाती है। वहाँ ताजमहल, लाल किला और बहुत कुछ देखा जा सकता है। भारत की सबसे महत्वपूर्ण जगह है दिल्ली। दिल्ली में एक जगह पर श्री प्रेम रावत जी का सत्संग मैंने सुना था जिसने मेरी आत्मा को खुश कर दिया था। वहाँ पर बहुत भीड़ थी लेकिन लोगों के मुख पर एक मुस्कान थी और शांति से भरी हुई सब की आँखें थीं। उनका सत्संग मॉरीशस में भी आता है।

उनके संदेश ने मुझे एक मार्ग दिखाया जो इस शोर भरी दुनिया में भी मुझे शांति दे सके और उनके संदेश के लिए मैं जीवन भर उनकी आभारी रहूँगी।

Such an essay sustains the readers' interest throughout and the mastery over the language is remarkable. The scenery and places described can easily be imagined and lived through the effective representation of the climate and atmosphere. The historical background gives an aperçu of the candidate's rich knowledge about the described place. Vocabulary words enhance the flow of the descriptions, and a variety of sentence structures gives the evidence of good command over the language.

Essay 3.

एक जगह जहाँ मुझे जाना बहुत पसंद है उस जगह का नाम नागपुर है। वह एक पहाड़ी इलाका है जहाँ बहुत ही कम लोग रहते हैं। उन लोगों को नागपुरवासी कहते हैं।

उस जगह के चारों ओर हरियाली छाई रहती है। वहाँ पर सभी लोग जानवर पालते हैं जैसे कि बकरा, बकरी, मुर्गी और कई प्रकार के जानवर। वहाँ पर घर लकड़ी से बनते हैं और घरों की सुंदरता का कोई जवाब नहीं। वहाँ के लोग दवाई डाले बिना फल और सब्जियाँ उगाते हैं और वे फल और सब्जियाँ हमारे स्वास्थ्य के लिए बहुत लाभदायक हैं।

वहाँ जाते ही वहाँ के गाँववासी आपके आदर सत्कार में बने रहेंगे। वे लोग इतने अच्छे हैं कि वे आप से इतने अच्छे से बात करेंगे और आपका सम्मान करेंगे। वहाँ पर रहने का एक लाभ है कि आप शांत से रहेंगे लेकिन वहाँ पर बहुत सुविधाएँ नहीं हैं। परंतु मुझे वहीं पर जाना पसंद है।

This essay scores highly despite some G/S/P errors since the candidate meets the expectations of the Examiner which are: (1) Detailed relevant content, (2) Descriptives are well-developed and create atmosphere, (3) Good use of varied sentence structures and (4) Wide and precise vocabulary.

Narrative Essay

For the narrative essay, candidates had to write a story in which the following sentence is used as a rubric; 'I was feeling very sad because I could not find that thing.....'

(आ) एक कहानी लिखिए जिसमें यह वाक्य है: 'मैं बहुत उदास था/थी क्योंकि वह चीज़ नहीं मिल रही थी ...' (आपको अपने वर्णन में इन बातों पर ध्यान देना चाहिए – कौन-सी चीज़ नहीं मिल रही थी, आपने क्या किया, अंत में क्या हुआ ?)

'मैंने कभी सोचा न था कि मुझे ऐसा कोई उपहार मिलेगा

This topic was very popular with candidates and a variety of personal experiences in the essays was observed. Many candidates showed a considerable level of language acquisition with the use of many idioms and proverbs. A variety of vocabulary items were used in essays. Nevertheless, some candidates left too many spelling and grammatical mistakes which disturbed the fluency of their work, thus penalising them.

Some of the best examples of this item are as follows.

Essay 4.

जीवन में कई ऐसे पल होते हैं जो हमेशा के लिए यादगार हो जाती है और साथ ही साथ एक सीख भी देते हैं। मेरे जीवन में भी कोई ऐसी ही घटना घटी थी।

मेरे कमरे में हमेशा वस्तुएँ यहाँ-वहाँ रहती थीं। कभी मेरे कपड़े पलंग के नीचे होते थे तो मेरे जूते मेज़ पर। मेरी माँ सदा मुझे साफ़ करने को कहती थी परंतु मैं उनका कहा अनसुना कर देती थी। एक दिन घर लौटने पर मैं अपने कमरे में गई। मेरा एक महत्वपूर्ण गृहकार्य था जिसके लिए मुझे अपने लैपटॉप की आवश्यकता थी। मैंने अपना पूरा कमरा छान मारा परंतु मुझे अपना लैपटॉप नहीं मिला। मैं बहुत उदास थी क्योंकि वह चीज नहीं मिल रही थी। तभी मेरे कमरे में मेरी माँ आई। वह मुस्करा रही थी। अवश्य ही डाल में कुछ काला था क्योंकि मेरी माँ एकाएक हँसने लगी।

मेरा उदास चेहरा देखकर मेरी माँ से रहा ना गया। उन्होंने लैपटॉप लाया और मुझे समझाया कि यह उन्होंने मुझे अनुशासन का महत्व समझाने के लिए किया।

उसे दिन से मैंने अपने कमरे को स्वच्छ और अपनी वस्तुओं को सही जगह पर रखना आरंभ किया। यह मेरे जीवन की एक महत्वपूर्ण सीख बन गई।

This essay grabs the attention of the reader in a unique way and creates the required suspense in similar narrative piece of writing. The fluency of the narration helps the reader to travel in time. Such a nice essay entertains the reader throughout the narration.

Essay 5.

नानी का प्रिय हीरे-मोतियों से रचित आभूषण मेरी दृष्टि में नहीं आ रहा था। भाई वह चिंता मुझे खाई जा रही थी। भय वह चिंता मुझे खाए जा रही थी।

वह हार मेरी नानी के लिए अत्यधिक मूल्यवान था। ऊपर से वह एक पुश्तैनी माला थी स्वर्गवासी सास ने भेंट के रूप में सौंपा था।

उस घड़ी, मैं ननिहाल में सफ़ाई कर रही थी। उसी दौरान मैंने प्रत्येक अलमारी से वस्त्र व गहने निकालकर तत्पश्चात् पलंग पर ध्यानपूर्वक रखे।

अचानक वह हार नेत्र के सामने से लुप्त हो गया। घबड़ाहट में आकर मैंने पूरे कमरे को तहस-नहस कर दिया। मैं बहुत उदास था क्योंकि वह चीज नहीं मिल रही थी।

मैं पराजय स्वीकार करने ही वाली थी कि मन में एक प्रश्न आया... कहीं वह अलमारी के नीचे तो नहीं? मैं तुरंत वहाँ खोजने गई। मेरा संदेह सही था।

उसी दिन से मैं निश्चय किया कि मैं इसे भविष्य में सम्भाल कर रखूँगी।

This essay illustrates the personal experience of the narrator in amazingly simple but effective ways. The narrative is noticeably clear and describes the different mood of the narrator. Some occasional slips were noticed in this essay with regards to grammar and syntax. Nonetheless, it is a particularly good piece of writing.

Essay 6.

आकाश बहुत निर्मल था। सूर्य अपने किरणों से घर-आँगन को प्रकाशित कर रहा था। माता जी के जन्म दिवस को मनाने के लिए हम सभी तैयारियों में व्यस्त थे। सीमा दादी जी के साथ रसोईघर में स्वादिष्ट पकवान पका रही थी। आँगन की सफ़ाई करने के बाद मैं अपने कमरे की ओर प्रस्थान किया।

इस मौके के लिए मैंने माता जी के लिए एक विशेष भेंट खरीदी। मैंने यह उपहार एक लिफ़ाफ़े में रखा। माताजी भारत की सैर करना अत्यंत पसंद करती हैं। इसीलिए हम ने सपरिवार ने उसके लिए एक हवाई टिकट खरीदा। वह कब से भारतीय भूमि पर अपना कदम रखना चाहती थी। उसकी यह गहरी इच्छा अभी साकार होने वाली थी।

परंतु जब मैं अपनी मेज़ पर रखे उस लिफ़ाफ़े को ढूँढने लगा तब वह कहीं दिखाई नहीं दे रहा था। बहुत ही आश्चर्यजनक की बात थी। मैंने तुरंत पिताजी को इस विषय के बारे में सूचित किया। उन्होंने सदन के चारों ओर छान मारा परंतु वह वस्तु ढूँढने में असफल रहे।

मैं उदास थी क्योंकि मुझे वह चीज़ नहीं मिल रही थी।

This example demonstrates well-constructed sentence structures with sophisticated vocabulary like: निर्मल, किरणों, प्रकाशित, जन्म दिवस, स्वादिष्ट पकवान, प्रस्थान, विशेष भेंट, उपहार, अत्यंत पसंद, सपरिवार, भारतीय भूमि, साकार, आश्चर्यजनक, सूचित, सदन, वस्तु and असफल add value to the essay and classify it to Band 1 essay. The language with precise and wide vocabulary creates an authentic atmosphere. The ability to express oneself in the language with a similar content is always laudable and gives evidence of the firm grip in Hindi language.

Conclusion

Educators, prospective candidates and parents are advised to read out the examples and go through the different mistakes and errors done by the candidates to consolidate candidates' skill to write a continuous piece of prose. Educators are requested to encourage students to attempt this item of the question paper as it has been seen that candidates leave this question unanswered and, thus, they score resulting below the minimum passing mark.