

URDU

(Subject Code No. 160)

General comments

The Urdu paper 2005 was within the reach of all the candidates. The majority of the candidates scored good marks, even the weaker ones could score some marks. As usual girls performed better.

Specific comments

Question 1 Nearly all the above average candidates scored full marks on the 20 items. The average candidates failed to select the right answer because they encountered difficulties in connection with gender and tense. Examples:

‘Purani kahani, mithé batein, ki qalam, ayinda hafta gayi thi’

Item 16 proved to be difficult and most of the candidates gave the synonym of ‘Dunya’ to ‘Mulk’ contrary to the right answer which is ‘Jahan.’

Question 2 The passage was centered on the illness of an old man leading to his death. It was in a simple language and the theme was familiar to the candidates. Some of the candidates were unable to differentiate between last year ‘Pichlé saal’ and this year ‘Iss saal’ and gave the wrong answer in Section A, Item 1. Instead of giving the right answer ‘Panchwin jamaat’ they wrote ‘Chawthi jamaat.’

Item 5 in Section B seemed to be somewhat difficult though the answer was straight forward. Most of them wrote ‘Bimari ki haalat mein’ instead of the right answer ‘Maut ké bare mein.’

Question 3 The theme for the Cloze Test was suitable for the candidates. It was on cats which children are very fond of. It was written in an allegorical style. These types of stories are narrated in different languages. It has been observed that the candidates understood it well with the exception of some weak and average candidates who seemed to be confused with words like ‘Palang’ and ‘Geod.’

The overall performance was satisfactory.

Question 4

With the exception of brilliant candidates, most of the remaining candidates were not able to reorder the sentences in a meaningful sequence. This can be adduced to the following two reasons:

- (i) Candidates' unfamiliarity with the theme.
- (ii) Confusion occurring as a result of the word '*driver*' which appeared in two sentences. It is quite possible that the question was beyond their understanding.

A request could therefore, be made to teachers to familiarise the candidates with unusual themes and develop their creative thinking.

Question 5

The pairs of words given for writing sentences were within the reach of all candidates. All candidates scored good marks in this question. Most of the candidates opted for short sentences in order to avoid mistakes. Although the performance was satisfactory, yet a few could not make error free sentence with '*hamesha – tak*' and wrote '*tak sach bolta houn mein hamesha.*'

This exercise is being done on a regular basis in both oral and written forms starting from the lowest class and the children usually receive continuous training in it. Consequently performance seems to be quite satisfactory.

As usual mistakes pertaining to grammar i.e. the use of NE, agreement, gender and spelling could not be avoided, viz:

Wrong use of 'NE'

'Ma né machli khati hai, mein né itwaar shaadi gayi thi'

Mistakes in agreement

'Itwaar ko mein shaadi mein jayé gé, kitaab mein tasveer hein'

Mistakes in the use of possessive nouns

'Meri makaam khoobsurat hai, itwaar ko Iqbal ka shaadi hai'

Spelling mistakes

'Itwaar, joobsurat, sadi'

Some examples of beautiful, meaningful and long sentences are as follows:

‘Itwaar ko mere jigri dost ki shaadi hai.’

‘Ma ko machli khané ka bara shawq hai.’

‘Jab Aslam chota tha to school jané sé pehlé apné walidein ko hamesha salaam karta tha aur ab bhi karta hai.’

Question 6

Only the high flyers were able to change the correct form of all the given words and obtained maximum marks. The performance of others was not to the standard. Although Eid is a familiar word to children taking into consideration its cultural and religious affinity yet instead of writing the right word ‘Eidi’ they wrongly wrote ‘Eid Mubarak, Eidun, Eidgah.’ For the word ‘khatra’ they wrote ‘khatré, khatarnaak’. For ‘chatti’ they wrote ‘chattion, chawthi, chati’ and for ‘dekha’ they wrote ‘dekhia, dekhni, dekhta, dekhné.’ Such mistakes must be the result of candidates’ failure to master tenses and agreement. Particular attention should be paid and more exercises should be set to improve performance.

Question 7

The passage in question 7 centered on the local situation, i.e. cyclone and the precautionary measures usually taken during such a situation. The passage was written in simple language accessible to all candidates. The English version for words ‘chitawni’ and ‘antenna’ was given for better understanding. It must be pointed out that such sentences are often heard on the radio and television during cyclonic season and the candidates are quite familiar to them. As usual the brilliant candidates were able to understand the passage and questions and scored good marks. But the average candidates gave incomplete answers and some of them even copied the whole sentence from the passage. Item No 5 seemed to be difficult as it was of inference type. In general, although the answers were correct yet with grammatical mistakes.

Instead of writing ‘Salim apné abbajaan ko dhoondhta tha.’ they wrote ‘Salim apné abbajaan ko dhoondhta hai.’ or ‘Abbajaan T.V. ki antenna niche karna hai.’

With some more efforts on the part of the teachers, these shortcomings can be avoided and the average candidates too can do well in this regard.

Question 8

The given canvas for composition writing was within the reach of the candidates. It was about the arrival of guests in the absence of parents and the children had to welcome them. Since this theme is popular and forms part of the cultural life of the children, they were able to express their ideas in a coherent, consistent and elaborate way. It was also observed that most candidates had been successful in attempting this question. It was a matter of appreciation to see compositions of good level written by the above average candidates, the performance of which could be compared to that of secondary school students.

In spite of the overall good performance, grammatical mistakes were observed in many scripts. A few examples are given here for teachers to take note of and take appropriate measures at the classroom level.

Wrong use of 'NE'

'Fatimah né bola'

'Walidein né baahar gaya, bachon né ounhon ko salaam ki.'

Spelling mistakes

'Darwazaa, malum, mamoo, joobsurat, akhélé, nasta.'

Mistakes in the use of possessive nouns

'Uski chacha, meri bhayi, mehmanon ko khana di, Fatimah kitab parh raha tha, apni baap, apné khala.'

Mistakes in agreement

'Bacchon bahut huwa, uské walidein ghar mein aya, unki ma né sé bolé.'

Some had even written beautiful and meaningful sentences. A few examples are as follows:

Meaningful and coherent sentences

- *'Mausam khushgawaar tha, thandi thandi hawa chal rahi thi.'*

- *'Waqt zaya kiyé baghair Rashid né darwaza khola, mamoun ko salaam kiya aur unka istaqbal kiya.'*

- *‘Jané sé pehlé ounhon né Fatimah sé kaha ké wo ghar aur Ashfaq ko sambhalé kionké wohi ghar ki sabsé bari beti thi.’*

Use of idioms

‘Mamoun jaan ka dil bagh bagh ho gaya.’

‘Ap Eid ka chand nazar aarahé hein.’

‘Mamounjaan ko dekh kar wo khushi sé phoolé nahin samarahi thi.’