

# LITERATURE IN HINDI (MAURITIUS)

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Paper 2026/01  
Paper 1

## Key messages

In order to perform well in this paper, candidates should demonstrate that they are able to:

- express their ideas, feelings and opinions clearly to interest, inform or persuade the Examiner
- understand and explain the precise meaning of words, idioms and expression used in poetry
- present facts, ideas and viewpoints in a logical and well-structured manner
- communicate accurately, effectively and appropriately according to the task
- cross out any material candidates do not wish the Examiner to consider.

In successful responses, candidates:

- show a thorough and detailed understanding of the set texts
- focus their answers directly on the specific requirements of the question
- use appropriate and well-chosen textual references or quotations to support their arguments
- demonstrate insight into how writers use style and language to achieve their effects.

In less successful responses, candidates:

- reveal a limited or uncertain grasp of the studied texts
- include unnecessary or irrelevant material presented in a narrative style
- make general or unsubstantiated statements without supporting textual evidence
- rely on memorised 'themes' without addressing to the focus of the question.

## General comments

A number of candidates produced excellent work that reflected a genuine personal engagement and an evaluative understanding of the texts studied. Most candidates managed their time effectively and adhered to the rubric, providing well-balanced responses to all five required questions. Stronger candidates showed analytical ability, supported their arguments with suitable quotations, and demonstrated a good command of Hindi vocabulary and expression.

Less able candidates often found it difficult to present an individual response to the characters, themes, style and language used by the writer. This resulted in weaker analysis and limited evaluation, leading to a loss of marks.

## Comments on specific questions

### **Section A – Medieval Poetry**

Candidates were required to answer two questions from this section — one from Medieval Poetry and another from Modern Poetry. Most candidates performed well in this section, showing a good understanding and a competent interpretation of the poems. They were generally able to comprehend the 'sadhukkari' dialect used by Kabir and the 'braj' dialect of Mirabai and provided accurate meanings in their responses.

Very few candidates, however, did not follow the instructions carefully and attempted both questions from the Medieval Poetry section instead of selecting only one. Centres are therefore advised to remind students to read all instructions thoroughly before attempting the questions.

### Saakhi Sudha

Overall, candidates showed a good level of preparation for this section. Most responses reflected familiarity with the selected *saakhis* and an understanding of their moral and spiritual messages. Candidates were generally able to express their ideas clearly, though a few displayed limitations in elaborating on the philosophical depth intended by the poet.

- (i) Most candidates demonstrated a sound understanding of the *saakhi* and were able to interpret 'साँच बराबर तप नहीं' accurately as 'सच्चाई के समान कोई तप नहीं और झूठ के समान कोई पाप नहीं।'. Their responses reflected a clear grasp of the poet's moral message.
- (ii) A few candidates, however, encountered difficulties in presenting a detailed 'व्याख्या'. While some responses lacked depth and coherence, the more able candidates successfully conveyed both the literal meaning and the philosophical essence of the *saakhi*.
- (iii) The *saakhi* 'माला फेरत जुग गया' was generally well interpreted by the majority of candidates. Most were able to relate the poet's words to the futility of external rituals without inner devotion, demonstrating a noticeable level of comprehension and interpretative skills.

The performance in this section was satisfactory. Most candidates were able to present accurate meanings, supported by relevant *vyakhyas*. Centres are advised to continue emphasising both the linguistic clarity and the philosophical interpretation of *saakhis*, enabling candidates to achieve higher marks for analytical skills in future examinations.

### Mira Pad Sudha

Candidates performed satisfactorily in this section. Most candidates demonstrated a reasonable understanding of the devotional themes and emotions expressed in Mirabai's verses. However, a few candidates lacked precision in conveying the deeper spiritual essence of the *padas*.

- (i) Most candidates attempted this part quite well, showing familiarity with the context and meaning of the verses. Only a few were unable to provide the correct interpretation.
- (ii) A few candidates were able to explain the line 'छाँड़ि दई कुल की कानि' clearly and accurately. Many responses lacked depth and were unable to capture Mirabai's renunciation of worldly ties in her devotion to Lord Krishna.
- (iii) The majority of candidates successfully described Mirabai's unwavering efforts and complete surrender to attain Krishna. Their answers reflected an understanding of her devotion and spiritual determination.

Despite candidates showing awareness of Mirabai's life and spiritual ideals, some needed to focus more on conveying the symbolic and devotional aspects of her poetry. Centres are encouraged to guide students in interpreting Mirabai's verses beyond their literal meaning to include emotional and philosophical insight.

### **Modern Poetry**

The extracts from '*Urmila*' and '*Tu Jivan-Geet Sunata Hai*' were generally well attempted by most candidates. Responses reflected familiarity with the themes of renunciation, devotion and human emotion found in modern Hindi poetry. However, while stronger candidates demonstrated good analytical ability and clear expression, weaker candidates struggled with the interpretation and critical analysis.

### Urmila

- (i) A considerable number of candidates were unable to explain the meaning of the word 'वणिग्वृत्ति' correctly as 'व्यापार में लाभ और हानि की प्रवृत्ति'. This indicates a lack of understanding of key literary vocabulary.

- (ii) Most candidates were able to interpret the expression 'काम नहीं, परिणाम निरखती' appropriately, showing comprehension of the reflective and detached state of mind.
- (iii) The remaining part of the question was generally well answered.

Satisfactory responses provided coherent explanations and successfully conveyed the emotions and inner strength. Less satisfactory responses, however, provided limited interpretation and were unable to elaborate on the poet's portrayal of renunciation and understanding of duty.

#### Tu Jivan-Geet Sunata Hai

- (i) Some candidates experienced difficulty explaining the line 'इस जीवन के मोहक पथ में जब अस्थिर मन ललचाता है' correctly as 'इस जीवन में कभी-कभी हमारा अस्थिर मन अनेक सांसारिक चीज़ों में भटक जाता है।' This suggests the need for insightful exploration of language and stylistic devices.
- (ii) Candidates generally understood the term 'दीनानाथ' correctly as 'God' or 'Lord of the humble'.
- (iii) Most candidates were able to explain the poet's prayerful tone and the expression of faith in God effectively. Their answers reflected an appreciation of the spiritual and moral essence of the poem.

Overall, the performance in the Modern Poetry section was considered to be satisfactory. Most candidates demonstrated familiarity with the texts and conveyed the central ideas effectively. However, a few candidates showed some weaknesses in interpreting figurative language and providing detailed and cohesive explanations.

#### **Question 2**

Only a few candidates attempted this question. Candidates that have chosen this question generally performed well, offering personal and thoughtful responses supported by appropriate quotations and relevant critical analysis. These candidates demonstrated a sound knowledge of the prescribed texts. The strongest responses reflected well-selected and pertinent ideas, effectively linking textual evidence to interpretation.

#### **Question 3**

This question was very well attempted by the majority of candidates. Most responses were well-structured and supported with suitable quotations. Candidates demonstrated a clear understanding of the theme of Mirabai's devotion to Lord Shri Krishna and elaborated their ideas with maturity and sensitivity. The best answers displayed both analytical depth and a fluent writing style.

#### **Question 4**

There were comparatively very few responses to this question. Candidates who attempted it were able to express the central idea of the poem 'Yashodhara' accurately. However, many responses would have benefited from greater elaboration and textual reference to strengthen their interpretation.

#### **Question 5**

This question was attempted by very few candidates. Centres may wish to encourage broader coverage of the syllabus so that candidates feel more confident in attempting all types of questions in future examinations.

#### **Section B – Novels and Short Stories**

This section is of great importance, as it carries sixty per cent of the total marks for the paper. Centres are therefore strongly advised to emphasise its significance during classroom preparation. Candidates are reminded to read the instructions on the front cover carefully and to answer three questions from **Section B**. A few candidates answered only two questions, which prevented them from achieving higher marks in this section.

### Questions 6 and 7 – 'त्यागपत्र'

These questions were not attempted by any candidate.

### Question 8

Very few candidates attempted this question. Most responses tended to summarise the plot of 'प्रतिज्ञा' rather than focus on the social issues highlighted by Premchand. Candidates are reminded that higher marks are awarded for analytical and critical evaluation rather than simple narration.

### Question 9

Candidates who attempted this question demonstrated consistent analysis and a clear understanding of the novel. Their responses reflected sound comprehension of character development and thematic depth.

### Question 10

This question was attempted by most candidates. The majority were able to provide elaborate and accurate descriptions of the main characters in the story 'Kafan'. Stronger responses included thoughtful analysis of the characters' moral and social dimensions, while weaker attempts remained largely descriptive.

### Question 11

Many candidates attempted this question. The more able candidates presented an in-depth critical analysis and displayed good interpretative skills, which reflected their higher marks. However, less able candidates tended to narrate the story rather than analyse the literary and thematic elements.

### Question 12

Only a few candidates attempted this question. Their answers mainly consisted of a story narration with limited personal views or analytical insight. Candidates are reminded that to score highly they must express their own opinions supported by evidence from the text rather than merely recount the storyline.

### Question 13

This question was attempted by most candidates. However, many responses focussed on narrating the individual stories of 'Saaboon' and 'Khudaram' rather than justifying their choice between the two. Stronger candidates are expected to present comparative evaluation supported by relevant textual examples.

The overall performance in **Section B** was satisfactory, however there is significant room for improvement in literary analysis and critical interpretation. Many candidates displayed familiarity with the stories and characters but were unable to demonstrate analytical depth or connect their responses to broader social and moral themes.

### Recommendations

1 **Emphasise analytical writing:**

Candidates should be trained to analyse plot, themes, characterisation and social context rather than merely narrating events.

2 **Encourage comparative and critical thinking:**

Teachers should guide students to evaluate the author's message and compare different characters or themes within and across texts.

3 **Use of quotations and references:**

Centres should encourage the inclusion of short, relevant quotes to support interpretations and strengthen arguments.

4 **Comprehensive syllabus coverage:**

It should be ensured that all novels and short stories are taught in sufficient detail so candidates can attempt any question confidently.

5 **Improve expression and coherence:**

Students should practise writing in an organised and coherent manner, using accurate grammar in Hindi, and also maintaining an academic and critical tone.