

Guide to Self-Assessment in Hindi-Urdu Language Skills

Students entering UNC-Chapel Hill with some proficiency in Hindi-Urdu who wish to formally study the language here need to find the class best suited to their skill level. It is important that you undertake language instruction at the level that most closely corresponds to your proficiency level so that you will be able to make more rapid progress toward acquiring marketable proficiency, and if applicable, toward the Hindi-Urdu minor or the South Asian Studies concentration of the Asian Studies major. The official way the department determines which course a student should take is via the Hindi-Urdu placement exam. Information on when the exam is given and how to sign up for it can be found on the Department of Asian Studies website: <http://asianstudies.unc.edu/placement>.

If you do not have the chance to take the placement exam before registering for classes, you can go ahead and register for a Hindi-Urdu language class by using this guide to assess your Hindi-Urdu skills on your own, and then take the placement exam later. Simply work through the guide, and then register for the class you think best suits you. Fortunately, students often do a good job of self-assessment, so don't worry that your self-assessment may not be accurate. Just answer the questions honestly to avoid having to re-register later for a different class that may then be full. **Please be aware that departmental policy stipulates that instructors are obligated to remove students from language classes not suited to them because of their proficiency level. Also, instructors must administer the placement exam to determine proper placement for students with any background in the language.** So although self-assessment cannot take the place of the placement exam, which is required, it can help you to register for the right class in the meantime.

Special guidelines for students who have lived in India or Pakistan:

1. If you have taken Hindi or Urdu through all or most of high school (Standards IX-XII)—even if the main language of instruction is not Hindi or Urdu—you are probably too advanced for Hindi-Urdu courses below the fourth-year level.
2. If you have lived in a predominantly Hindi-Urdu-speaking area through all or most of middle school (Standards VI-XIII)—even if Hindi or Urdu is not your first language—you are probably too advanced for Hindi-Urdu courses below the fourth-year level.
3. If both 1 and 2 are the case, you are probably too advanced for any language course at UNC.

Special guidelines for heritage students:

1. If you can speak Hindi-Urdu on at least the intermediate level (see section B), but don't know either script (Hindi/*devanagari* or Urdu/*nastaliq*), you should probably start with HNUR 220 (Hindi script) or HNUR 221 (Urdu script). After that, you can take the appropriate level of Hindi-Urdu (based on your performance on the placement exam). Note: while *devanagari* is used exclusively in first-year courses, students have a choice of scripts in all subsequent courses.
2. If you can understand some Hindi-Urdu, but hesitate to speak and don't know either script, (a common occurrence), you may or may not be eligible for HNUR 101. (It will depend on your performance on the placement exam.)
3. If you register for HNUR 101 and are too advanced for it, you will be removed from the course.

A. Elementary Hindi-Urdu

HNUR 101 [First semester of first-year Hindi-Urdu. Offered only in Fall semester.]

HNUR 102 [Second semester of first-year Hindi-Urdu. Offered only in Spring semester.]

Listening/speaking:

Below is a list of tasks students should be able to perform by the end of first-year. If you can perform all of these tasks, go on to the Reading/writing section. If not, you should probably start in HNUR 101 or 102. To help determine whether HNUR 101 or 102 is right for you, see the menu of lessons covered in first-year: <http://taj.chass.ncsu.edu/lessons.html>. About twelve lessons are covered each semester.

1. Greet someone and introduce yourself. (Give your name, age, year in school, major, and hometown.)
2. Describe what is in your dorm room or apartment.
3. Tell a simple story in the past tense.
4. Describe your plans for the upcoming weekend.
5. Ask a shopkeeper the price of an item and bargain a little for it.
6. Listen to the following audio clip. Can you follow at least 80% of it?

<http://taj.chass.ncsu.edu/Hindi.Less.22/movies/lesson22WithMovie.html>

Hint:

You should probably NOT be in HNUR 101-102 if you can

- Follow a film without subtitles
- Engage in a native-speed conversation on basic subjects
- Read a children's book (with at least 80% comprehension).

Reading/writing:

If you can read EITHER of the passages below with at least 80% comprehension (without a dictionary), and write a passage of similar quality, you're probably ready for HNUR 203 or a higher course. Go on to section B. If not, see "Special guidelines for heritage students." Note: you must have proficiency in the *devanagari* (Hindi) script in order to take HNUR 102, as only *devanagari* is used in the first year of instruction.

सलीम : पिताजी यह पीटर हैं। यही है जो मेरे साथ अमरीका से आया है।

पिताजी : सलीम ज़रा बताओ यह भारत क्या करने आया है।

सलीम : ये यहाँ anthropology में रिसर्च करने आया है।

पिताजी : यह anthropology क्या है ?

पीटर : मैं इन्सानों पर रिसर्च कर रहा हूँ।

पिताजी : आप इन्सानों पर रिसर्च करने भारत क्यों आये हैं ? क्या अमरीका में इन्सान नहीं रहते ?

अगर वहाँ आदमियों की कमी है तो...

सलीम : पीटर यह मेरी माँ हैं।

यह मेरी माँ के भाई हैं, जिनको हम मामाजी कहते हैं।

माँ के भाई को हम मामा कहते हैं।

और ये मामा की पत्नी हैं जो हमारी मामी हैं।

اُستاد اور شاگرد کے لطیفے

مُسکرائیے

اُستاد: (شاگرد سے) ”کرکٹ کا بلا کس کام آتا ہے؟“
شاگرد: ”پڑے دھونے کے۔“



اُستاد: (شاگرد سے) ”اس شعر کا دوسرا مصرع بتاؤ؟“
س۔ جس کھیت سے کسان کو میسر نہ ہو روزی۔
شاگرد: ”اس کھیت میں فوراً ہی ٹیوب ویل لگا دو۔“



اُستاد: (بچوں سے) ”بتاؤ! بادل کیوں گرتا ہے؟“
ایک بچے نے معصومیت سے کہا! ”اُستاد صاحب: وہ پہاڑے یاد کرتا ہے۔“



ایک پروفیسر کلاس میں ذہن اور ذہنی صلاحیت کے موضوع پر لیکچر دے رہے تھے۔
انہوں نے کہا: ”اگر کسی لفظ کو پانچ بار پوری توجہ کے ساتھ دہرایا جائے تو ہمیشہ ہمیشہ کے لئے آپ کا ہو جائے گا۔“

پہلی سیٹ پر بیٹھی ایک لڑکی بڑبڑانے لگی۔ ”انور۔۔۔۔۔ انور۔۔۔۔۔ انور۔۔۔۔۔“



اُستاد: ”عامر بتاؤ، جہانگیر بادشاہ نے کب تک حکومت کی؟“
عامر: ”جناب صفحہ ۵۷۱ سے ۵۸۱ تک۔“

B. Intermediate Hindi-Urdu

HNUR 203 [First semester of second-year Hindi-Urdu. Offered only in Fall semester.]

HNUR 204 [Second semester of second-year Hindi-Urdu. Offered only in Spring semester.]

Listening/speaking:

Below is a list of tasks students should be able to perform by the end of second-year. If you can perform all these tasks, go on to the Reading/writing section. If not, you should probably start in HNUR 203 or 204. Consider taking HNUR 204 if you can perform at least half of these reasonably well and can read the passage below with at least 50% comprehension (without a dictionary).

1. Explain your current course schedule and why you chose specific courses.
2. Relate (in the past tense) the plot of a film you saw recently.
3. Tell travel agent you have had a change of plans and need to change your travel dates for a flight.
4. Listen to the following audio clip. Can you follow at least 80% of it?

Hint:

You should probably NOT be in HNUR 203-204 if you can—

- Understand film song lyrics
- Engage in a native-speed conversation on current events
- Read an advertisement (with at least 80% comprehension).

http://www.southasia.upenn.edu/hindi/Volume2/Lesson18/scene1/video_normal.html

Reading/writing:

If you can read EITHER of the passages below with at least 80% comprehension (without a dictionary), and write a passage of similar quality, you're probably ready for HNUR 305 or a higher course. Go on to section C. If not, see "Special guidelines for heritage students." Note: you must have proficiency in either the *devanagari* or *nastaliq* script (but not both) for HNUR 203 and higher courses. However, students majoring with a concentration in South Asian Studies must demonstrate proficiency in both scripts.

कफन



प्रेमचंद

झो

पड़े के द्वार पर बाप और बेटा दोनों एक बुझे हुए अलाव के सामने चुपचाप बैठे हुए हैं और अन्दर बेटे की जवान बीवी बुधिया प्रसव-वेदना से पछाड़ खा रही थी। रह-रह कर उसके मुँह से ऐसी दिल हिला देने वाली आवाज निकलती थी कि दोनों कलेजा थाम लेते थे। जाड़ों की रात थी, प्रकृति सन्नाटे में डूबी हुई। सारा गाँव अंधेरे में डूब गया था।



افسانہ نگار: پریم چند

جھونپڑے کے دروازے پر باپ بیٹا دونوں ایک بجے ہوئے الاؤ کے سامنے خاموش بیٹھے تھے۔ اندریے کی نوجوان بیوی دردِ زہ سے اچھاڑیں کھا رہی تھی۔ جاڑے کی رات تھی۔ فضا ستائے میں غرق، سارا گاؤں تاریکی میں جذب ہو گیا تھا۔

C. Advanced Hindi-Urdu

HNUR 305 [First semester of third-year Hindi-Urdu. Offered only in Fall semester.]

HNUR 306 [Second semester of third-year Hindi-Urdu. Offered only in Spring semester.]

Listening/speaking:

Below is a list of tasks students should be able to perform by the end of third-year. If you can perform all these tasks, go on to the Reading/writing section. If not, you should probably start in HNUR 305 or 306. Consider taking HNUR 306 if you can perform at least half of these reasonably well and can read the passage below with at least 50% comprehension (without a dictionary).

1. Discuss your views on the current president.
2. Explain how either the U.S. or India achieved its independence from Britain.
3. Give the details of an upcoming event (including the time, date, and directions to the venue). Also explain a contingency plan should it rain.
4. Listen to the following audio clips. Can you follow at least 80% of them?

Hint:

You should probably NOT be in HNUR 305-306 if you can—

- Understand *bhajans* and *ghazals*
- Engage in a native-speed conversation on philosophy
- Read a newspaper (with at least 80% comprehension).

<http://www.youtube.com/watch?v=203jEXKEzyQ>

<http://www.youtube.com/watch?v=9xDrReGMJWY>

http://www.youtube.com/watch?v=EwnDC3_fVgM

<http://www.youtube.com/watch?v=JjRmMQZfogQ>

Reading/writing:

If you can read EITHER of the passages below with at least 80% comprehension (without a dictionary), and write a passage of similar quality, you're probably ready for a fourth-year course (if available). If you can read it easily without a dictionary, you are probably too advanced for any language course at UNC.

कबीर के दोहे



कबीरा खड़ा बजार में माँगे सबकी खैर !
 न कहूँ मैं दोस्ती न कहूँ मैं बैर !!
 चलती चक्की देख के दिया कबीरा रोश ।
 दुई पाटन के बीच में साबुत बचा न कोई !!
 काल करे सौ आज कर आज करे सौ अब !
 पल में परलौं होरमी, बहुरी करौंग कब !!
 बड़ा हुआ लौ बया हुआ जैसे पीड़ खजूर !
 पंथी को छाया नहीं फल लागे अति दूर !!

कबीर के दोहे



कबीरा कहरा बरार में मान्गें सब की खैर
 न कहूँ मैं दोस्ती न कहूँ मैं बैर

चलती चक्की देख के दिया कबीरा रोश
 दुई पाटन के बीच में साबुत बचा न कोई

काल करे सौ आज कर आज करे सौ अब !
 पल में परलौं होरमी, बहुरी करौंग कब

बड़ा हुआ लौ बया हुआ जैसे पीड़ खजूर
 पंथी को छाया नहीं फल लागे अति दूर