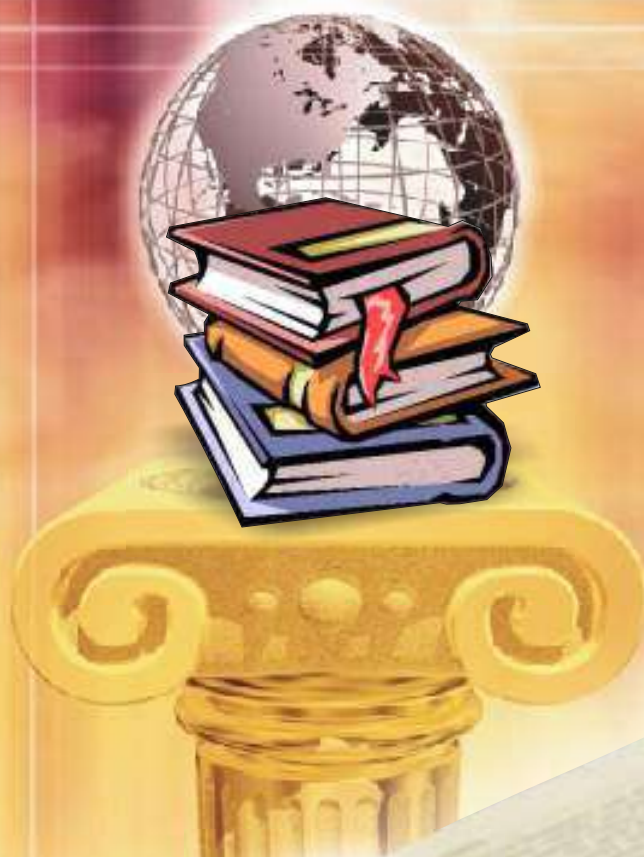


CLASS  
XI

# *Creative Writing* & TRANSLATION STUDIES



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi-110092

# *Creative Writing* **& TRANSLATION STUDIES**

**CLASS  
XI**



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi-110092



**Creative Writing & Translation Studies for Class 11**

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# Preface

*Development of curriculum is a dynamic process responsive to the society and reflective of the needs and aspirations of its learner. Fast changing society deserves changes in curriculum to establish relevance to emerging socio-economic environment. There is also a need to foster creativity and innovation in school education by formulating courses in unconventional areas such as Human Rights, Media Studies, Fashion Technology and Visual Art and Appreciation. It is in the spirit of such change that the Board is introducing a new course in 'Creative Writing and Translation Studies' under the academic stream as a new elective subject at the senior secondary level with effect from the academic session 2007-08 in class XI.*

*The course on Creative Writing and Translation Studies aims at integrating various sub skills of writing. It helps to promote critical thinking and analysis as well as interpretation of different texts. Understanding the process of creative writing and the issues underlying translation from the language to another are some of the basic concerns of the course. This is achieved by training the learners to deconstruct and understand the process of composition of fiction and non-fiction. The course would also develop the skills of translation of texts representing different registers and genres. This would be useful to a learner in a diverse and multi-linguistic setting. Linking the art and craft of translation will be of prime interest of learners who are recreating work from one language into another and also for those who are involved in creating their own work.*

*This textbook aims to develop an awareness among learners regarding the various nuances of creative use of language. That language can be humorous, playful, witty, philosophical, experimental, experiential and can be explored through analyzing critically different kinds of text. The course aims to provide opportunities to learners to be original and innovative in expressing their ideas, to create their own database of writing as part of the portfolio which they will develop during the two years course. For the sake of uniformity we have taken Hindi as the source language and English as the target language. In case teachers have multilingual classrooms and feel confident of working with other languages they are welcome to bring in other languages into 'their' own classes. The modules on Creative Writing and Translation Studies are presented separately but are interwoven together in the activities. The text book is merely suggestive. Teachers are encouraged to bring in additional resources into the classroom to foster creativity and develop skills of translation.*

*This course and the textual material have been made possible by the guidance, support and consistent effort of Prof. Kapil Kapoor and his team of material writers. I would also like to thank the Director (Acad) Smt. Chitralekha Gurumurthy and the efforts put in by the Education officer Dr. Sadhana Parashar for bringing out the Reader in record time.*

*Any comments or suggestions for further improvement of the course and the Reader are welcome and will be taken into consideration for further revision in subsequent editions.*

**ASHOK GANGULY**  
CHAIRMAN, CBSE

# ACKNOWLEDGEMENTS



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# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक '[सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में,

व्यक्ति की गरिमा और [राष्ट्र की एकता

और अखण्डता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

## भाग 4 क

## मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup> [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

# THE CONSTITUTION OF INDIA

## Chapter IV A

### Fundamental Duties

## ARTICLE 51A

### Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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## Appendix

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# *Introduction*

Language is the marker, the distinguishing property of human beings - it has been said that birds fly, fish swim and humans talk. Naturally all human action begins and ends in language and no human activity can proceed without language. Therefore, in every educational framework, language learning and learning to use language for different individual and societal purposes are given adequate space. India's Central Board of Secondary Education offers a number of courses in languages. The English language, for historical reasons, occupies a very important place in our education both as a medium for other subjects and as the object of study in itself. The English language is the medium for many academic / vocational courses that enjoy popularity among students because they meet some genuine need.

In that very mode, it has now been decided to introduce a course in Creative Writing and Translation Studies. Both these applications of language involve the cognitive process of transfer in one case from experience to words and in the other of the expression of the cognition into another language and that is the reason the two have been put together in one rubric. Both creative writing and translation are private as well as public exercises. Creativity is a personal experience that is sought to be transferred to the public domain; in the same manner an act of translation is a private act of choosing the word for a cognition and then putting it in the public domain with the hope that the experience encoded in the words will be successfully inscribed in the minds of the readers. We are all creative and in that we consummately translate our thoughts in both oral and written communication.

This course seeks to help the learners to think about their creative processes and to refine their ability to write creatively and translate effectively. We assume with some of the best minds that all art has an essential element of craft and therefore is teachable. Creative writing and translation share the cognitive process of transfer - of experience into words in one case and of worded experience into other words in the other case that involves choice and selection. We are all creative, each in our own way, and when we are making sense of our experience to ourselves or when we are sharing our experience with others, we are creatively translating in order to transfer. We hope that this new course shall be an enabling course and shall help the students to think about this process. They shall reflect on the cognitive and expressive dimensions of creativity, analyze creativity and in the process gain better control of this innate faculty and its expression into language.

The Course takes the students through different kinds of writing, introducing them to their nuances, followed by practical exercises that further clarify the issues and also act as self-check materials for mapping how much or how well one has understood and how much of



*that understanding has been translated into ability. This last part is important, as the overriding goal of this course is to sharpen the practical ability of the learners in these two domains. This is further reinforced by the questions that are asked at the end of the Lesson followed by further Review Questions at the end of each Unit. Each Lesson has a number of Activities which will reinforce the concepts and provide opportunities for specific writing tasks. The Reader has a workbook element built into it so that the learners can work through each lesson, sometimes in the Book itself.*

*At other times, the learners are encouraged to maintain a Portfolio. This provides an opportunity for both the teacher and the taught to see a gradual progression in the learning abilities. It provides the ground for revising and reinforcing skills.*

*We hope that the course will enable learners to move into the two areas of Creative Writing and Translation with adequate ease and confidence.*

**Prof. Kapil Kapoor**

Convener

# About The Portfolio

## Creating and Maintaining A Portfolio

A Portfolio is a collection of materials which are representative of the skills, ideas, thoughts and values of an individual as reflected in their work. The Portfolio needs to be maintained through the year. The gradual collection of material created by the learner over the year will reflect growth in thinking, an evolution in skills and also a change in attitude.

Each Module contains Writing Activities that have been earmarked for inclusion in the Portfolio. In any Creative Writing task, critical thinking skills also can be assessed. Thus it is essential to develop a writing task well. Collecting ideas, organizing, developing, editing and revising are important steps in writing.

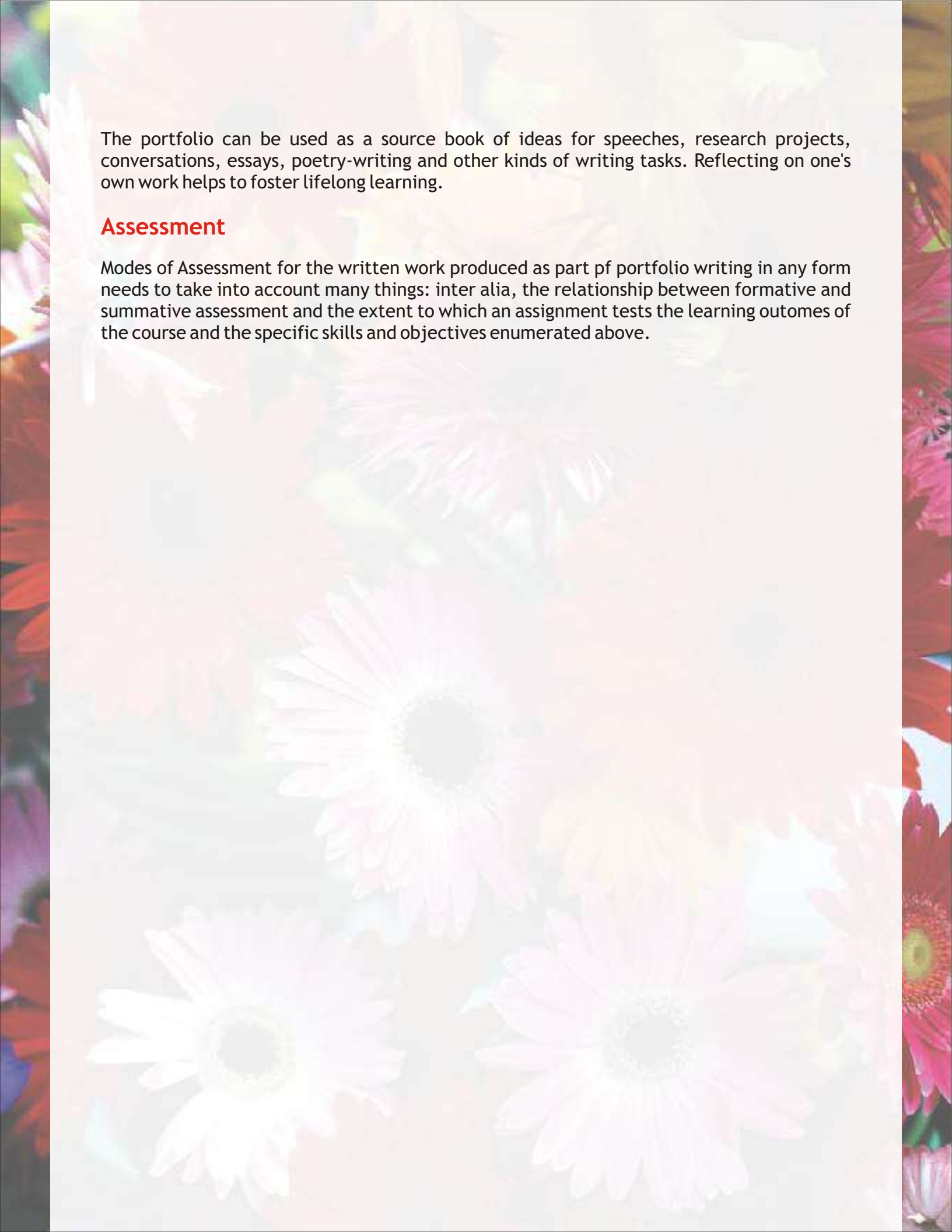
The drafts of all writing tasks should be a part of the portfolio as they are important milestones in the learning process. All drafts must be dated. A portfolio helps each learner to think about their writing as well as their thinking. It helps learners to reflect on their work in progress and make judgements about the quality of their own work.

It helps each learner to set goals and strategies for future growth.

*The specific objectives of a portfolio are:*

To enable a learner to develop the ability to:

- create an original piece of work
- organize ideas coherently and fluently
- be imaginative in an innovative way
- think critically on issues related to the task
- continuously reflect on one's own work
- monitor and assess one's abilities over a period of time
- identify one's own strengths and weak spots in creating written work.
- analyse the structural components of a piece of writing
- deconstruct the available forms and types of writing to understand their ideological stand as part of a larger socio-cultural context.

The background of the page is a soft-focus photograph of several daisies. The flowers are primarily light pink and white, with dark centers. They are scattered across the page, with some in sharp focus and others blurred, creating a dreamy, naturalistic feel. The lighting is bright and even, highlighting the delicate petals.

The portfolio can be used as a source book of ideas for speeches, research projects, conversations, essays, poetry-writing and other kinds of writing tasks. Reflecting on one's own work helps to foster lifelong learning.

## **Assessment**

Modes of Assessment for the written work produced as part of portfolio writing in any form needs to take into account many things: inter alia, the relationship between formative and summative assessment and the extent to which an assignment tests the learning outcomes of the course and the specific skills and objectives enumerated above.

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