Creative Writing
& TRANSLATION STUDIES

CLASS XI

CENTRAL BOARD OF SECONDARY EDUCATION
2, Community Centre, Preet Vihar, Delhi-110092
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 multilingual 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 textbook 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
उदेश्य
हम, भारत के लोग, भारत को एक '[सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंचविंद्रव्य लोकतंत्रिक गणराज्य]' बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनीतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म,
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए,
तथा उन सब में,

थे की गरिमा और [राष्ट्र को एकता और अखंडता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

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

1. संविधान (बहालीस्वाभाविक संस्थिति) अधिनियम, 1976 को भारत 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रिक गणराज्य" के स्थान पर प्रतिष्ठापित।
2. संविधान (बहालीस्वाभाविक संस्थिति) अधिनियम, 1976 को भारत 2 द्वारा (3.1.1977 से), "राष्ट्र को एकता" के स्थान पर प्रतिष्ठापित।

भाग 4 के
मूल कार्य

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

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रीय और राज्यगण का आदर करें;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आदेशों को प्रतिष्ठा करने वाले उच्च आदर्शों को हम में संबंधित रखें और उसका पालन करें;

(ग) भारत की प्रभुत्व, एकता और अखंडता की रक्षा करे और उसे अनुकूल रखें;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की संरक्षण करें;

(ङ) भारत के सभी लोगों में समस्तता और समान भावत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी पंडीतों से परे हों; ऐसी प्रथाओं का लागू करे जो निर्देशों के समान के विरुद्ध हैं;

(च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परीक्षण करें;

(छ) प्राकृतिक पर्यावरण की जिसके बारे में ज्ञात कि जीवन, जीवन और ज्ञान जीवन, राशि करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखें;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और जानार्जन तथा सुधार की भावना का विकास करें;

(झ) सार्वजनिक संरक्षण को सुरक्षित रखें और हिंसा से दूर रहें;

(ञ) व्यवस्थापी और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष को करे और बढ़ाने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रगति 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 [unity and integrity of the Nation];

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

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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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
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 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.
Introduction to Creative Writing

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

Genres and Forms of Writing: Prose

The Craft of Writing Poetry

An Introduction to Translation Studies

Translating Different Registers