

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

**Class-XII**



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi-110092

**Creative Writing & Translation Studies for Class 12**

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# Preface

This is in continuation of the implementation of the subject of Creative Writing and Translation Studies as a new elective under the academic stream by the Central Board of Secondary Education from academic session 2007-2008 in Class XI. Now this has to be extended further in Class XII.

In a sequel to this, the current textbook has been prepared and will be effective from the session 2008-2009. The objectives of the course include analyzing different texts with a view to understanding the writers' purpose, the underlying meaning, the cultural nuances and attitudes and moods. It will also help them to develop an appreciation for literature and respond to a text intellectually, emotively and personally as individuals. The course would also develop the skills of Translation of texts representing different registers.

The present textbook deals with Drama, Fiction, Non-fiction and Poetry as forms of writing and also guides the learner through the process of developing skills to draft, edit and revise their written work. Translation of various registers which include scientific and technical writing as well as literary writing is a daunting task and requires a lot of practice. The course will help the learner to move cogently from translating text which is linguistically simple and lower order to more complex and intricate texts.

It is for the first time that a course is using the mode of Portfolio Assessment to record student achievement where it is hoped that assessment will combine instruction and learning and shift the emphasis away from comparison of achievements toward improving individual achievement through evaluative feedback, reflection and introspection.

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 on Creative Writing and Translation Studies.

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*  
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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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# *Introduction*

*Language is thought expressed through words in the spoken and the written mode. The Central Board of Secondary Education has brought out a course in Creative Writing and Translation Studies in Class XI in the session 2007-2008 and the first Board Exam for Class XII in this elective will be held in March 2009. Creative Writing as well as Translation involve the cognitive process of transfer and in the former it is from experience to words and in the latter it is the expression of cognition into another language. Both Creative Writing as well as Translation can be individual as well as public exercises. Creativity is an individual experience, a private act which can be transferred into the public domain. Similarly an act of translation can move from the private domain as for instance choosing a word to denote the cognition in another language and bringing it alive for an audience which may not be aware or competent in the original language.*

*The Reader for Class XII seeks to acquire in the learners meta cognition about the creative processes as well as translation procedures to enable them to refine their ability to write creatively and translate effectively. The basic assumption in both the Readers is that Creative Writing as well as Translation is a craft and the skills can be acquired by pursuing a course in the discipline.*

*The Class XII Reader focuses on the Advanced Processes of Writing of Short Story, Essay, Speech, Report and Review by building on the tools which were provided for in the Class XI Reader. It also helps to differentiate between texts of Fiction and Non-fiction as well as the various registers in which language is used while attempting to write varied genres of writing. The tools of translation, the process of translation, the problems faced by a translator which were given in detail in Class XI are now being supplemented by helping the learner acquire skills to translate the different registers.*

*Each unit is sub-divided into lessons which have a small component of theory followed by many activities. Each lesson ends with '**End of the Lesson Review Questions**' which have questions based on Comprehension, Vocabulary and Writing for the Portfolio. The section on Writing for the Portfolio provides specific exercises which a learner*

*needs to attempt throughout the year to acquire competency in the skills of Creative Writing as well as Translation. The end of the Unit has a section on 'End of the Unit Questions' which again are categorized under Comprehension, Vocabulary and Writing for the Portfolio. It is hoped that both the teacher and the taught will come together to make this course interactive, enjoyable and inspiring so that when the students who have taken this course go for higher studies they will have sharpened their writing and presentation skills to help them to tackle any area of study that they may wish to pursue.*

*Prof. Kapil Kapoor  
Convenor*

# About The Portfolio

## *Portfolio Assessment*

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.

## *What is a Portfolio?*

A portfolio is purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas of the curriculum. The collection must include the following:

- Student participation in attempting tasks
- Evidence of a student's self-reflection.

It should represent a collection of student's best work or best efforts, student-selected samples of written work and drafts of the same according growth and development toward mastering identified outcomes.

## *Why use a Portfolio?*

In this new era of performance assessment related to the monitoring of student's mastery of a core curriculum, portfolios can enhance the assessment process by revealing a range of skills and understanding, support instructional goals, reflect change and growth over a period of time; encourage student, teacher and parent reflection; and provide for continuity in education from one year to the next. Teachers can use them for a variety of specific purposes, including:

- Encouraging self-directed learning
- Enlarging the view of what is learned
- Fostering learning about learning
- Demonstrating progress toward identified outcomes
- Creating an intersection for instruction and assessment
- Providing a way for students to value themselves as learners
- Offering opportunities for peer-supported growth

**Portfolio Assessment is a multi-faceted process characterized by the following recurrent qualities:**

- It is continuous and ongoing, providing both formative (i.e., ongoing) and summative (i.e., culminating) opportunity for monitoring students progress toward achieving essential outcomes.

- It is multidimensional, i.e., reflecting a wide variety of processes including ways for student's learning process(es).
- It provides for collaborative reflecting, including ways for students to reflect about their own thinking process and metacognitive introspection as they monitor their own comprehension, reflect upon their approaches to problem-solving and decision making and observe their emerging understanding of subjects and skills.

### **Characteristics of Portfolio Assessment :**

- They clearly reflect stated learner outcomes identified in the core or essential curriculum that students are expected to study.
- They focus upon students performance-based learning experiences as well as their acquisition of key knowledge, skills and attitudes.
- They contain samples of work that stretch over an entire marking period, rather than single points in time.
- They contain works that represent a variety of different assessment tools.
- They contain a variety of work samples and evaluation of that work by the student, peers and teachers, possibly of even parents' reactions.

### **Strategies of Assessment :**

In order for thoughtful evaluation to take place, teachers must have multiple scoring strategies to evaluate students' progress. Criteria for a finished Portfolio might include several of the following:

- Thoughtfulness (including evidence of students' monitoring of their own comprehension, metacognitive reflection, and productive habits of mind).
- Growth and development in relationship to key curriculum skills and indicators.
- Understanding and application of key processes.
- Completeness, correctness, and appropriateness of tasks and processes presented in the Portfolio.
- Diversity of entries (e.g., use of multiple formats to demonstrate achievement of designated performance standards).

It is especially important for teachers and students to work together to prioritize those criteria that will be used as a basis for assessing and evaluating student progress, both formatively (i.e., throughout an instructional time period) and summatively (i.e., as part of

a culminating project, activity, or related assessment to determine the extent to which identified curricular expectancies, indicators, and standards have been achieved). As the school year progresses, students and teachers can work together to identify especially significant or important activities in addition to those given in the Reader and to be captured in the Portfolio. Additionally, they can work collaboratively to determine grades or scores to be assigned, where appropriate. Finally, some form of oral discussion or investigation should be included as part of the summative evaluation process. This component should involve the student, teacher, and if possible, a panel of reviewers in a thoughtful exploration of the Portfolio components, students' decision-making and evaluation processes related to artifact selection, and other relevant issues.

### *Introduction to Portfolio Assessment*

Portfolio assessment programs represent a profound shift in attitudes about the role of evaluation in education. Teachers who use this strategy in their classrooms have shifted their emphasis away from comparisons of achievement (grades and marks) and towards student achievement through evaluative feedback and self-reflection.

The challenge is designing a Portfolio program that works, one that truly impacts teaching and learning in such a way that ultimately transforms the static, mechanical, disengaging moments when learning stops and testing begins into a continuum of moments combining assessment, instruction and learning. This is the promise of an effective Portfolio assessment program. No doubt it takes time, but in almost every case, it is time well spent.

Well, if you believe that students at all levels should be doing more than studying for tests; if you believe that teachers should be doing more than teaching to tests; if you believe that students should take a more active role in the learning process; and, if you believe in catering to wider variety of learners while maintaining high standards, then Portfolio Assessment is an idea worth exploring and implementing.

#### **Features of Portfolio Assessment**

- They allow the student to develop as an individual, each with his or her own unique set of characteristics, needs and strengths.
- They transform the role of the teacher away from generating comparative rankings of achievement (grade and marks) and toward improving student achievement through evaluative feedback and self-reflection.
- They help teachers standardize and evaluate the skills and knowledge that we expect students to acquire without limiting creativity in the classroom.

- They help students be more accountable for the work they do in class and the skills and knowledge we are asking them to acquire.
- They aid in the diversification of approaches to teaching and learning, thus increasing the connections with a wider range of learning and learning styles.
- They involve students in the assessment process, thus giving them a more meaningful role in improving achievement.
- They invite students to reflect upon their growth and performance as learners.
- They involve parents and the community in taking measure of their children's academic achievement in the context of the school curriculum rather than as meaning by more ambiguous standardized tests and grades.

### **What is Portfolio Assessment?**

In program evaluation as in other areas, a picture can be worth a thousand words. As an evaluation tool we can think of a portfolio as a kind of scrapbook or photo album that records the progress and activities of the participants and showcases them to interested parties both within and outside of the program. Portfolio assessment has been predominantly used in educational settings to document the progress and achievements of learners.

Portfolio assessment has become widely used in educational setting as a way to examine and measure progress, by documenting the process of learning or change as it occurs. Portfolios extend beyond test scores to include substantive descriptions or examples of what the student is doing and experiencing. Fundamental to "authentic assessment" or "performance assessment" in educational theory is the principle that children and adolescents should demonstrate, rather than tell about, what they know and can do. Documenting progress toward higher order goals such as application of skills and synthesis of experience requires obtaining information beyond what can be provided by standardized or norm-based tests. In "authentic assessment", information or data is collected from various sources, through multiple methods and over multiple points in time.

### **Advantages of Using Portfolio Assessment**

- Allows the evaluators to see the student, as individual, each unique with his own characteristics, needs and strengths.
- Serves as a cross-section lens, providing a basis for future analysis and planning. By viewing the total pattern of individual participants, one can identify areas of strengths and weakness and barriers to success.
- Serves as a concrete vehicle for communication, providing ongoing communication or exchanges of information among those involved.

- Promotes a shift in ownership; participants can take an active role in examining where they have been and where they want to go.
- Portfolio assessment offers the possibility of addressing shortcomings of traditional assessment. It offers that possibility of assessing the more complex and important aspects of an area or topic.
- Covers a broad scope of knowledge and information, from many different people who know the person in different contexts (eg. Participants, parents, teachers or staff, peers, or community leaders).

### How to Use Portfolio Assessment?

Three main factors guide the design and development of a Portfolio:

- 1) **purpose**
- 2) **assessment criteria and**
- 3) **evidence**

#### 1. *Purpose*

The primary concern in getting started is knowing the purpose that **the portfolio will serve**. This decision defines the operational guidelines for collecting materials. For example, is the goal to use the portfolio as data to inform learner development? To report progress? To identify special needs? For learning accountability? For all of these? Although many variations of portfolio assessment are in use, most fall into two basic types; process portfolios and product portfolios. These are not the only kinds of portfolios in use, nor are they pure types clearly distinct from each other. It may be more helpful to think of these as two steps in the portfolio assessment process, as the learners reflectively select items from their process portfolios for inclusion in the product portfolio.

**Step 1 :** The first step is to develop a process portfolio, which documents growth over time towards a goal. Documentation includes statements of the end goals, criteria and plans for the future. This should include baseline information, or items describing the participant's performance or mastery level at beginning of the program. Other items are "works in progress", selected at many interim points to demonstrate steps towards achievement. At this stage, the portfolio is a formative evaluation tool, probably most useful for the internal information other the participant(s) as they plan for the future.

**Step 2 :** The next step is to develop a product portfolio (also known as a "best pieces Portfolio") or program. These also include "final evidence", or items which demonstrate attainment of the end goals. Product or "best pieces" Portfolios encourage reflection about



change or learning. The program participants, either individually or in group, are involved in selecting the content, the criteria for selection and criteria for judging merits and "evidence" that the criteria have been met. At this stage, the Portfolio is an example of summative evaluation and may be particularly useful as a public relations tool.

### **Distinguishing Characteristics**

1) **Authentic** (context and evidence are directly linked)

The items selected or produced for evidence should be related to program activities given in the Reader.

2) **Dynamic** (capturing growth and change)

An important feature of portfolio assessment is that data or evidence is added at many points in time, not just as "before and after" measures. Rather than including only the best work, the Portfolio should include examples of different stages of mastery. At least some of the items are self-selected. This allows a much richer understanding of the process of change.

3) **Explicit** (purpose and goals are clearly defined)

The students or program participants should know in advance what is expected of them, so that can take responsibility for developing their evidence.

4) **Integrated** (evidence should establish a correspondence between program activities and life experiences)

Participants should be asked to demonstrate how they can apply their skills or knowledge to real-life situations.

5) **Based on ownership** (the participant helps determine evidence to include and goals to be met)

The Portfolio Assessment process should require that the participants engage in some reflection and self-evaluation as they select the evidence to include and set or modify their goals. They are not simply being evaluated or graded by others.

6) **Multipurposed** (allowing assessment of the effectiveness of the program while assessing performance of the participant).

A well-designed Portfolio Assessment process evaluates the effectiveness of your intervention at the same time that it evaluates the growth of individual learners. It also serves as communication tool when shared with family, other staff, or community members. In school settings, it can be passed on to other teachers or staff as a child moves from one grade level to another.

## **Portfolio And Self-assessment**

A sizable number of authors and researchers indicate that students can and do improve in their ability to assess their strengths and weaknesses in reading and writing and their progress in these areas. They tell how students improve in their awareness of what they know, what they are learning, areas that need improvement and so forth. Students learn how to interact effectively with their teachers and parents to gain an even fuller picture of their own achievements and progress. In order for students to use Portfolio Assessment to grow in their understanding of themselves as learners, they need guidance and support from their teacher.

The syllabus document of CBSE clearly states that 20 marks will be earmarked for Portfolio Assessment. These are meant for continuous assessment. It is recommended that the teacher allocate at least five marks for each term and five marks for the inclusion of drafts and revised written work in the Portfolio. Of the five marks in each term the learner will need to attempt the activities given at the end of each lesson and unit. To ensure that the Portfolio is taken seriously the Board has also provided for an external monitoring mechanism by experts nominated by the CBSE on a random sampling basis.