

URDU ELECTIVE

CLASS XI (2024-25)

(Code No. 003)

Background

The course of Urdu Elective is intended to give students a high level of competence in Urdu with an emphasis on the study of literary texts. The course will provide extensive exposure to a variety of rich texts of world literature as well as Indian writings in Urdu, including classics; develop sensitivity to the creative and imaginative use of Urdu and give a taste for reading with delight and discernment. The course is primarily designed to equip the students to pursue higher studies in Urdu language and Urdu literature at the college level.

Objectives

The general objectives at this stage are:

- i) to provide extensive exposure to a variety of writing in Urdu, including some classics to develop sensitivity to literary and creative uses of the language.
- ii) To develop a taste for reading with sensitivity and pleasure.
- iii) To critically examine a text and comment on different aspects.
- iv) To develop proficiency in Urdu in receptive and productive skills.

At the end of this course, the learner

- i) Relates to the details provided in the text, for example, how the details support a generalization or the conclusion either by classification or by contrast and comparison.
- ii) Comprehends details, locates and identifies facts, arguments, logical relationships, generalization, conclusion in the texts.
- iii) Draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.
- iv) Assesses and analyzes the point of view of the author.
- v) Infers the meanings of words and phrases from the context; differentiates between apparent synonyms.
- vi) Appreciates stylistic nuances, the lexical structure; its literal and figurative uses and analyses a variety of texts.
- vii) Identifies different styles of writing like humorous, satirical, contemplative, ironical and burlesque.
- viii) Can produce text-based writing (writing in response to questions or tasks based on prescribed as well as 'unseen texts.')
- ix) Develops the advanced skills of reasoning, inferring, analyzing, evaluating and creating.
- x) Develops familiarity with the poetic uses of language including feature of the language through which artistic effect is achieved.

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SYLLABUS

CLASS – XI (APRIL 2024 – MARCH 2025)

Section	Content	Marks	Periods
Section A: Comprehension and Writing		32	55

1. Reading	Comprehension with literary appreciation of an unseen passage followed by five questions.	08	
2. Writing		24	
	(i) Essay on imaginative and reflective topics (internal choice)	10	
	(ii) Letter Writing: (Personal, Formal and Professional (Internal choice)	10	
	(iii) Precis Writing	04	
Section B: Text Books and Supplementary Reader		48	105
1. Prose	All the lessons from the book, Gulistan-E-Adab are to be studied.		
	2. One short extract from the prescribed lesson followed by short answer type questions for comprehension.	05	
	3. One essay type question in about 100 words on content/theme (General or Value Based)	05	
	4. Two short answer type questions on the content.	04	
5. Poetry	All the poets and their works from the book Gulistan-E-Adab are to be studied.		
	(i) One extracts for reference to the context and poetic comprehension.	05	
	(ii) An essay type question in about 100 words on the content of the poems or a Value Based Question (Long answer type)	05	
	(iii) Two short answer type questions on the content of the poems.	04	
6. Suppl. Reader	All the lessons from the book. Khayaban-E-Urdu are to be studied. (Note (a): Detail is given in the end)		
	(i) One essay type question	04	
	(ii) Two short answer type questions	06	
7. Literary Genre	Knowledge about the life and contribution of the writers and poets of the prescribed text.	10	
	Total	80	160
Section C:		20	20
1.	Speaking and listening skill	10	
2.	Project Work	10	
	Grand Total	100	180

Prescribed Books:

1) **GULISTAN-E-ADAB** (Gyarahvin Jama'at Ke Liye) published by NCERT, New Delhi

Note: Following topics has been deleted: (1) Yadash Bakhairia, (2) Sharab-e-Shauque seen Sarshar hain ham (Ghazal) Wali Dakkani, (3) Hai Ghalat gar guman mein kuch hai (Ghazal) Khawaja Meer Dard, (4) Raftagan mein jahan ke ham bhi hein (Ghazal) Meer, (5) Sun to sahi jahan mein hai tera fasana kaya (Ghazal) Aatesh, (6) Phir mujhe didaye tar yad aaya (Ghazal) Mirza Ghalib, (7) Albeli subh (Nazm) Josh Malihabadi, (8) Chand taro ka ban (Nazm) Makhdoom, (9) Tanhayee (Nazm) Faiz Ahmad Faiz, (10) Rubaiyan – Amjad Hydrabadi

2) **KHAYABAN-E-URDU** (Supplementary Reader) Published by NCERT, New Delhi

Note: Following topics has been deleted: (1) Rotiyan (Nazm), (2) Meeraji (geet), (3) Manzooom Drama (4)Taweel Nazm

References:

1) Urdu Adab Ki Tareekh, Published by NCERT, New Delhi

2) Urdu Qawaid, Published by NCERT, New Delhi

Section C-1.

DETAILS OF LISTENING & SPEAKING SKILLS

LISTENING (SUGGESTIVE ACTIVITES)

1. To comprehend the explain content.
2. To do discussions on topics taken from the textbooks.
3. To listen to News bulletins and to develop the ability to discuss informally on wide ranging issues like current, National and International affairs, sports, business and any other relevant issue.
4. Formal group discussions and their reporting.
5. Development of art of formal public speaking.
6. Listening of lectures and talks and to extract relevant and useful information and to do presentations.
7. To listen to business news and to be able to extract relevant important information.

SPEAKING (SUGGESTIVE ACTIVITIES)

1. Organization of Debates.
2. Poem recitation
3. Group Discussions – Any relevant topic
4. Programme Anchoring
5. To present any event
6. Story Telling
7. Story Completion
8. Role Play
9. Reporting
10. Picture Narration – Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a Rubric.
11. Picture Description – A single picture may be given to student/ group of student's and they may ask to describe the picture.
12. Organization of a Seminar.
13. Presentation of a book review/ a play a short story or any other given by the teacher to be followed by a Q & A session.
14. Poetry Reading and reciting to be followed by interpretative tasks based on literary analysis of the content.
15. Critical review of a film or a play.

Note:

1. Teacher's may develop their own rubrics to assess the performance of student objectively. 2. It is recommended that listening & speaking skills should be regularly practiced in the class.

GUIDELINES FOR ASSESSMENT IN LISTENING & SPEAKING SKILLS

Parameters for Assessment – The listening & speaking skills are to be assessed on the following parameters:

- i) Interactive competence (Institution & turn taking relevance to the topic) ii) Fluency (cohesion, coherence and speed of delivery)
- iii) Pronunciation
- iv) Language (accuracy & vocabulary)

Note:

1. The practice of listening & speaking skills should be done throughout the academic year. 2. The final assessment of the skills is to be done as per the convenience and schedule of the school.
3. The record of the activities conducted and the marks given must be kept for three months after the declaration of result for any random checking by the Board (No recording of the speaking skill is to be done).

Section C-2

DETAILS OF PROJECT WORK

GUIDELINES FOR THE EVALUATION OF PROJECT – 10 MARKS

1. Content (Max, Word limit 1000) 2 Marks
 2. Language & Vocabulary 1 Mark
 3. The Pictures and data presented based on the topic 1 Mark
 4. Presentation 2 Marks
 5. Viva on the project 4 Marks
- TOTAL= 10 MARKS

SOME SUGGESTIVE PROJECTS

1. Review of any prescribed textbook
2. Critical review of any poem included in the prescribed textbook
3. History of Urdu literature
4. Nationalism
5. Freedom struggle of India
6. Secularism
7. Environmental projection
8. Rivers of India
9. Mountains of India
10. Seasons and their Impact on life
11. Our Soldiers
12. Our Freedom Fighters (any one may be given)
13. Our Villages
14. Farmers of India
15. Biography & contribution of any author of the prescribed text book
16. Global Warming
17. Industrialization
18. Role of technology in today's life
19. Role of multimedia in Education
20. Condition of Education in India
21. Inclusive Education
22. Population Explosion
23. Co-operative learning
24. Importance of Skill development
25. Importance of Sports in life
26. Importance of Science and Technology in life
27. Cyber Safety
28. Merits and demerits of advertisement
29. Importance of Newspaper and Magazines
30. Swachh Bharat Abhiyan

Note: Emphasis may be given on the use of computer in the preparation and presentation of project.