

## URDU ELECTIVE

CLASS-XII (2025-26)

(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.



Section	Content	Marks
<b>Section A: Textbooks and Supplementary Reader</b>		<b>50</b>
<b>8. Prose</b>	All the lessons from the book, Gulistan-E-Adab are to be studied.	
	i. Two short extract one unseen and one from the prescribed lesson followed by Objective type questions for comprehension.	5X2=10
	ii. One essay type question in about 100 words on content/ theme (internal choice) (Value Based/ general)	05
	iii. Two short answer type questions on the content of the poem.	05
<b>9. Poetry</b>	All the poets and their works from the book Gulistan-E-Adab are to be studied.	
	(iv) Two short extracts one unseen and one from prescribed lessons followed by Objective type questions for comprehension.	5x2=10
	(v) An essay type question in about 100 words on the content/ theme (internal choice) (Value Based/ general)	05
	(vi) Two short answer type questions on the content of the poem.	05
<b>10. Suppl. Reader</b>	All the lessons from the book. Khayaban-E-Urdu are to be studied. <b>(Note (a): Detail is given in the end)</b>	
	(i) One out of two essay type question	04
	(ii) Two out of four short answer type questions	06
<b>Section B:</b>	<b>History of Urdu Literature</b>	<b>20</b>
1.	Three out of Five Long Answer type questions on the areas numerated be	15



	(i) Elementary knowledge of the origin and development of Urdu Language (Fort William College, Delhi school & Lucknow school)	
	(ii) Live and contributions of the authors and poets covered in the prescribed Text Book published by the NCERT.	
	(iii) Adabi Tehrihat (Sir Syed Tehreek and Taraqqi Pasand Adabi Tehreek)	
2.	Five Objective type question on History of Urdu Literature	5
<b>Section C:</b>	<b>Sanaye o Badaye</b> <b>Five out of eight short answer type questions</b>	10
	Matla, Makta, Qafiya, Radeef, Husn e matla, Sanat e tashbeeh, Isteyara, Sanate Tazaad, Talmeeh, Sanat e Taalli, Husn e Talil, Muratun Nazeer-	
	Total	80
<b>Section D:</b>		20
1.	Speaking and listening skill	10
2.	Project Work	10
	Grand Total	100

**Prescribed Books:**

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

**Note:** Following topics has been deleted: (1) Maktoob-e-Galib Haqeer ke Nam, (2) Umrao jan (Mazmoon), (3) Bijuka (Afsana), (4) Main, woh ( Afsana), (5) (Ghazal) Baani, (6) Mulke Be saharo-sham (Nazm), (7) Yadnagar (Nazm), (8) Waqt ka Tarana (Nazm). (9) GhalibJadeed shoara ki ek majlis mein ( Tanzo Mizah)

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

**Note:** Following topics has been deleted: (1) Bewa (Novel) Prem chand, (2) Yahoodi ki Larki (Drama) Agha Hashr Kashmiri, (3) Marhoom ki Yaad Mein (Inshayia) Petras Bukhari.

**References:**

1. Urdu Adab Ki Tareekh, Published by NCERT, New Delhi
2. Urdu Qawaid, Published by NCERT, New Delhi

**Section D-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 rangingissues 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 dopresentations.
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 D-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.**

