



Flamingo

Textbook in English for Class XII
(Core Course)



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to



opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the Textbook Development Committee responsible for this book. We wish to thank the Chairperson of the advisory group in Languages, Professor Namwar Singh and the Chief Advisor for this book, Professor Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairmanship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training



RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Content based on genres of literature in the textbooks and supplementary readers at different stages of school education
- Content that is meant for achieving Learning Outcomes for developing language proficiency and is accessible at different stages
- For reducing the curriculum load and examination stress in view of the prevailing condition of the Pandemic
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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ABOUT THE BOOK

This textbook for Class XII English course has been developed on the basis of the recommendations made in the *National Curriculum Framework* 2005. It follows the design of the Class XI textbook, *Hornbill*, published in 2006.

The prose selections aim to provide exposure to a wide variety of genres and themes, and writing from different parts of the world. They take into account the interests of young adults while making them aware of the socio-political issues that they will confront as they step into the world outside school. The tasks that follow the units provide opportunities for the development of language skills.

Three short stories, representative of fiction from different parts of the world - French, Swedish and British, have been included. Alphonse Daudet's *The Last Lesson* deals with the theme of language imposition and language loyalty, Selma Lagerlof's *The Rattrap*, captures the basic goodness in a human being in the face of material temptations and A.C. Barton's *Going Places* explores the theme of adolescent hero-worship and fantasising.

Two of the non-fiction pieces are biographical and two autobiographical. Of the two biographical pieces, *Indigo*, an excerpt from Louis Fischer's *Life of Mahatma Gandhi* portrays Gandhi in action, helping peasants secure legal justice and the excerpt from Anees Jung's *Lost Spring* is an account of the lives of street children, a contemporary reality that youngsters need to be made sensitive to.

The autobiographical piece by William Douglas, a lawyer who was a close associate of Franklin Roosevelt, deals with his personal experience of overcoming the fear of swimming. The second autobiographical account is by Asokamitran writing in a humorous vein about his years in the Gemini Studios.

The Introduction from *The Penguin Book of Interviews* edited by Christopher Silvester has been included to introduce pupils to the subject of media writing. This is accompanied by a recent newspaper interview with Umberto Eco by Mukund Padmanabhan.



Each Unit is interspersed with ‘Think as you read’ questions to check factual comprehension. This is followed by end-of-unit global questions and text-related issues to be taken up for discussion. Language work on vocabulary and sentence patterns is followed by writing tasks. Useful vocabulary is presented at the beginning of each unit for learners to notice them in the text and understand their meaning from the context. Annotations are added where necessary. ‘About the unit’ highlights the points of focus in the tasks section following each text.

The poetry section has five poems. A short excerpt from Keats’ *Endymion* has been chosen to give pupils a taste of classical poetry, lines which have universal appeal and eternal value. Robert Frost’s *A Roadside Stand* is on the rural-urban economic divide. The other four poems are by reputed contemporary poets including two women, Kamala Das and Adrienne Rich. While the theme of Das’ poem, *My Mother at Sixty-six* touches a personal chord of looking objectively at a close relative, Rich’s poem, *Aunt Jennifer’s Tigers*, gives expression to the voice of women stifled by the institution of marriage. The poems are followed by ‘noticing’ items which indicate the elements that deserve special attention in the classroom.

The tasks in the poetry section encourage pupils to enjoy aesthetic writing and evoke subjective responses to the language of poetry.



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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE 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)