

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....



Literature Reader

English Elective

CBSE

Class XII



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India

Literature Reader - English Elective CBSE

PRICE: ₹

First Edition 2014, CBSE, India

Copies:

**This book or part thereof may not be reproduced
by any person or agency in any manner.**

Published By : The Secretary, Central Board of Secondary Education,
Shiksha Kendra, 2, Community Centre, Preet Vihar,
Delhi-110301

Design, Layout : Multi Graphics, 8A/101, W.E.A. Karol Bagh,
New Delhi-110005 • Phone: 011-25783846

Printed By :

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹प्रभुत्व-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

²और राष्ट्र की एकता और अखंडता
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 परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र 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;
- ¹(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

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 the² 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)
-

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;
- ¹(k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

-
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

The CBSE's English language Curriculum in the classes IX to XII, in particular XI & XII, stands out for its strong dynamism and continuous evolution and development. In the current climate of psychological, social and economic changes, the trend is influenced by explosive knowledge creation and exponential technology growth. Thus, the need to modify and infuse changes in the English Curriculum at the +2 level is a necessary step in the upgradation and updation of the earlier English curriculum. The aim is to bring it at par with other academic, competency and skills-based disciplines, in its rigor and content. It should be borne in mind that the methodology used in the classroom will be automatically followed by some alterations in the language teaching and learning process. The increasing use of audio- visual aids and the internet also impacts our objectives to give our learners greater autonomy in their learning, enabling differentiate instruction, and, its transformational impact on teaching methods and deployment of assessment tools, consistent with those objectives.

At the + 2 stage, students begin to contemplate and introspect on their choice of subjects for higher study, and the mastery of the language forms the foundation for their higher education. They may choose either advanced, specialized courses -including English Language&Literature, among courses offered in leading universities in India and abroad. At the later stages of their academic tenure, students' levels of competency can also notably influence their career path.

1. The **Literature Reader** is divided into three parts: prose, poetry and drama. Leading writers in English, from India, UK, Australia, Canada etc., have brought in a range of styles which infuse variety, along with a range of values-based themes that can be easily understood and appreciated by the age group. The learning experiences offered through the activities are exhaustive as they cover literary appreciation, along with the development of the four language skills.
2. The **Novels**: Inculcating habits of extensive and independent reading among youth has always been a concern for all stakeholders. The two prescribed novels serve the purpose of creating independent individuals with the ability to not only create their own knowledge, but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring greater proficiency in the language and higher level of skills in language use. Sample questions are provided at the end of the book as practice materials that are broadly reflective of the typology.
3. The **Language Skills Book** is a value added feature of the class XII English curriculum, and is based on a set of five themes, which students can relate to. The units offer a wide range of sub-themes and skills -based activities that will equip students to introspect, research, analyse and evaluate knowledge content independently, extend and apply such

knowledge and skills in a number of academic and professional contexts. Sample questions are provided at the end of the book as practice materials that are broadly reflective of the typology. By the end of the course, students will read, write and use grammar structures and a wider set of vocabulary effectively and, learn to speak and listen efficiently.

4. **Speaking and Listening Skills:** Speaking and listening skills need a very strong emphasis and is an important objective leading to academic and professional competence. To this end, speaking and listening skills are overtly built into the material, namely, the workbook, to guide teachers in the actualization of the skills. As good communication skills raise the self-esteem and give a student confidence to face the challenges of life, it is desired that the student acquires proficiency in it by the time he or she completes school education

The teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, lesson planning, deployment of electronic technology for teaching, management of group work and independent individual work, managing large classes, appropriate use of assessment tools and, grading and record keeping to benefit their students.

The seamless integration of the language skills will provide students more focused language skills necessary for their successful upward mobility academically and professionally as a result of their higher standard of English proficiency. This will enhance the total Learning Experience of our students, who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English.

The revision of this book would never have been possible but for the sincere effort and devotion put in by Ms. P. Rajeswary, Education Officer (Academics) and her team, under the leadership of Dr. Sadhana Parashar, Professor and Director (Academics, Research, Training & Innovation), CBSE.

Any further suggestions are all welcome and will be incorporated in the future editions.

Vineet Joshi
Chairman, CBSE

Acknowledgement

Advisory Panel

Sh. Vineet Joshi, IAS, Chairman, CBSE

Prof. Kapil Kapoor, Pro-Vice Chancellor (Retd.), JNU, New Delhi

Dr. Sadhana Parashar, Professor & Director (ART&I), CBSE

Committee of Courses

- i. Prof. Kapil Kapoor, Pro-Vice Chancellor (Retd.), JNU, N. Delhi, Convener
- ii. Prof. Sumanyu Satpathy, Department of English, Delhi University, New Delhi
- iii. Dr. Kirti Kapoor, Asstt. Professor, NCERT, N. Delhi,
- iv. Dr. Usha Ram, Principal, Laxman Public School, New Delhi
- v. Ms. Anita Vats, Principal, RPVV Kishan Ganj, Directorate of Education, Delhi
- vi. Dr. Savita Arora, Principal, Bharti Public School, Swasthya Vihar, Delhi
- vii. Ms. Pramila Mishra, PGT [English], KV, Pitampura, New Delhi
- viii. Ms. P. Rajeswary, Education Officer, CBSE, New Delhi
- ix. Ms. Neelima Sharma, Consultant, CBSE, New Delhi
- x. Dr. Praggya M. Singh, Joint Director, CBSE, New Delhi

Co-ordination

Ms. P. Rajeswary, Education Officer [Academics]

Editorial Board

- | | |
|-------------------------------------|----------------------------------|
| • Ms. Lakshmi Srinivasan, Principal | • Ms. Sandhya Awasthi, Principal |
| • Ms. Nirmal Bhalla, Vice-Principal | • Ms. Renu Anand, ELT Consultant |

Selection and Development of Materials

- | | |
|---------------------------|--------------------|
| • Ms. Lakshmi Srinivasan | • Dr. Usha Ram |
| • Ms. Valsa Balaji | • Dr. Savita Arora |
| • Ms. Vijayalakshmi Raman | • Ms. Alka Rai |
| • Ms. Gayatri Khanna | • Ms. Renu Anand |
| • Ms. Kanta Vadhera | |

Where ever possible the copyright permission has been applied for. Any information about the other pieces which has not been possible to trace will be highly appreciated. Appropriate acknowledgement will be made in the future editions of the book.

Content



Prose

An Introduction to Non-fiction and Fiction		1
Unit 1 : What 's Your Dream	<i>Ruskin Bond</i>	6
Unit 2 : A Devoted Son	<i>Anita Desai</i>	15
Unit 3 : The Hum of Insects	<i>Robert Lynd</i>	23
Unit 4 : The Judgment of Paris	<i>Leonard Merrick</i>	29
Unit 5 : On Education	<i>Albert Einstein</i>	39
Unit 6 : I Can Play Schools	<i>May C Jenkins</i>	46
Unit 7 : The Last Letter	<i>Pt. Jawaharlal Nehru</i>	53



Poetry

An Introduction to Poetry		60
Unit 1 : a) The Darkling Thrush	<i>Thomas Hardy</i>	64
b) Hope is the Thing	<i>Emily Dickinson</i>	69
Unit 2 : Survivors	<i>Siegfried Sassoon</i>	73
Unit 3 : At a Potato Digging	<i>Seamus Heaney</i>	76
Unit 4 : Ode: To Autumn	<i>John Keats</i>	82
Unit 5 : Hamlet's Dilemma	<i>William Shakespeare</i>	89
Unit 6 : Curtain	<i>Helen Spalding</i>	96
Unit 7 : A Walk by Moonlight	<i>Henry Derozio</i>	100



Drama

An Introduction to Drama		106
Unit 1 : Remember Ceasar	<i>Gordon Daviot</i>	108
Unit 2 : The Monkey's Paw	<i>William Wymark Jacobs</i>	120



Sample Questions for Practice

136