

Class-IX

PANORAMA

ENGLISH READER

PART-1



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Ser NO	Course	Vacancies Per Course	Age	Qualification	Appln to be received by	Training Academy	Duration of Training
1.	NDA	300	16½ - 19 Yrs	10+2 for Army 10+2 (PCM) for AF, Navy	10 Nov & 10 Apr (by UPSC)	NDA Pune	3 Yrs + 1 yr at IMA
2.	10+2 (TES) Tech Entry Scheme	85	16½ - 19½ Yrs	10+2 (PCM) (aggregate 70 % and above)	30 Jun & 31 Oct	IMA Dehradun	5 Yrs
3.	IMA(DE)	250	19 - 24 Yrs	Graduation	May & Oct (by UPSC)	IMA Dehradun	1½ Yrs
4.	SSC (NT) (Men)	175	19 - 25 Yrs	Graduation	May & Oct (by UPSC)	OTA Chennai	49 Weeks
5.	SSC (NT) (Women) (including Non- tech Specialists and JAG entry)	As notified	19 - 25 Yrs for Graduates 21-27 Yrs for Post Graduate/ Specialists/ JAG	Graduation/ Post Graduation /Degree with Diploma/ BA LLB	Feb/Mar & Jul/ Aug (by UPSC)	OTA Chennai	49 Weeks
6.	NCC (SPL) (Men)	50	19 - 25 Yrs	Graduate 50 % marks & NCC 'C' Certificate (min B Grade)	Oct/ Nov & Apr/ May	OTA Chennai	49 Weeks
	NCC (SPL) (Women)	As notified					
7.	JAG (Men)	As notified	21 - 27 Yrs	Graduate with LLB/LLM with 55% marks	Apr / May	OTA Chennai	49 Weeks
8.	UES	60	19-25 Yrs (FY)18-24 Yrs (PFY)	BE/B Tech	31 Jul	IMA Dehradun	One Year
9.	TGC (Engineers)	As notified	20-27 Yrs	BE/ B Tech	Apr/ May & Oct/ Nov	IMA Dehradun	One Year
10.	TGC (AEC)	As notified	23-27 Yrs	MA/ M Sc. in 1 st or 2 nd Div	Apr/ May & Oct/ Nov	IMA Dehradun	One Year
11.	SSC (T) (Men)	50	20-27 Yrs	Engg Degree	Apr/ May & Oct/ Nov	OTA Chennai	49 Weeks
12.	SSC (T) (Women)	As notified	20-27 Yrs	Engg Degree	Feb/ Mar & Jul/ Aug	OTA Chennai	49 Weeks

वन्दे मातरम्

सुजलां सुफलां मलयजशीतलाम्
शस्य-श्यामलां मातरम् ।

वन्दे मातरम् ॥

शुभ्र-ज्योत्स्ना-पुलकित-यामिनीम्
फुल्ल-कुसुमित-द्रुमदल-शोभिनीम्
सुहासिनीं, सुमधुरभाषिणीम्
सुखदां, वरदां, मातरम् ।

वन्दे मातरम् ॥





राष्ट्र-गान

जन-गण-मन-अधिनायक जय हे,
भारत - भाग्य - विधाता।
पंजाब सिंध गुजरात मराठा,
द्राविड़ - उत्कल - बंग।
विंध्य - हिमाचल - यमुना-गंगा,
उच्छल - जलधि - तरंगा।
तव शुभ नामे जागे,
तव शुभ आशिष मागे
गाहे तव जय गाथा।
जन-गण-मंगलदायक जय हे,
भारत - भाग्य - विधाता।
जय हे, जय हे, जय हे,
जय जय जय जय हे।

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PANORAMA



ENGLISH READER

PART - I

A Supplementary Reader for Class IX



(Developed by SCERT, BIHAR, PATNA)

Bihar State Textbook Publishing Corporation Ltd.

**Approved by the Director (Secondary Education),
Education Department, Govt. of Bihar.**



Courtesy : SCERT, Bihar, Patna for Bihar State.

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FOREWORD

Education Department, Government of Bihar has introduced new syllabus for the Class-IX from April, 2009. Books for all languages, Arts & Commerce developed by S.C.E.R.T., Bihar, Patna has been printed with new cover designs by the Bihar State Textbook Publishing Corporation Ltd.

We are extremely grateful to Shri Nitish Kumar, Hon'ble Chief Minister Bihar, Shri P.K. Shahi, Hon'ble Education Minister, Education Department, Bihar and Shri R.K. Mahajan, Principal Secretary, Education Department, Bihar, for their guidance.

We are thankful to the Director S.C.E.R.T., Bihar, Patna for his co-operation.

B.S.T.B.P.C. as an organisation is committed towards systematic upgradation and continuous improvement of its Textbooks. Valuable suggestions from students, guardians, teachers & educationists will be appreciated.

Bishwa Mohan Patel, I.T.S.

MANAGING DIRECTOR

Bihar State Textbook Publishing
Corporation Ltd.

PANORAMA SUPPLEMENTARY READER

PART - I

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Former Additional Director, SEIMAT (SCERT), Patna, Bihar

Preface

Panorama English Reader Part -I is a supplementary book for class IX. In consonance with the spirit of the NCF – 2005, the State Council of Educational Research and Training (SCERT), Bihar, Patna has developed a new series of instructional materials in English (core course) for the **secondary stage**. It comprises a textbook and a supplementary reader.

The new series of instructional materials in English caters to the need of a composite course, at the secondary level, that can be used effectively in the actual classroom situation. The objective is to inculcate language skills as well as the skill of thinking in the learners so that they can effectively compete with any one in any field of life where we need to use language.

Panorama English Reader Part-I has been developed keeping in mind a specific issue - social justice and empowerment. A conscious effort has been made to provide interesting reading materials on this theme. The success stories of the people of socially marginalised class have been included with priority. The stories of successful women especially of marginalised class have also been included.

The entire course has been devised to facilitate maximum participation of the learners. The work that went into the preparation of the present course will be amply rewarded if the book proves to be a useful tool in the hands of the teachers in helping the vast majority of learners of English at the secondary level in Bihar. We feel that there is always room for improvement. We, therefore, are open to suggestions and will be pleased to entertain any suggestions in the subsequent editions.

We are grateful to the Textbook Development Committee for preparing the textbook at such a short notice. Dr. Shaileshwar Sati Prasad (**Chairman**), Dr. Subodh Kumar Jha (**Coordinator**), Emteyaz Alam, Dr. Baban Kumar Singh, Dr. Ashok Kumar Singh, Mr. Shashi Bhushan Dubey, Mrs. Mamta Mehrotra, Mr. Arshad Nizam, Mr. K.M. Tarique and Dr. Abhay Kumar deserve special mention for their painstaking efforts.

Thanks are due also to Gyandeo Mani Tripathi without whose painstaking efforts the entire process of designing curriculum, syllabus and developing textbooks accordingly would not have been so feasible.

We are also thankful to the Bihar State Textbook Publishing Corporation Ltd. for making best efforts to ensure the publication of the textbook as flawless as possible.

I will be failing in my duty if I do not mention the efforts made by Mr. Syed Abdul Moin (Head, Dept. of Teacher Education) and his faculty members in realizing the dream of

writing textbooks for the children of Bihar. Thanks are due also to Dr. Quasim Khurshid (Head, Dept. of Languages) and his faculty member Dr. Surendra Kumar for their active support.

We are grateful to the copyright owners of the texts we have reproduced or used otherwise in **Panorama English Reader Part -I**. Every endeavour has been made to contact copyright owners to seek their permission to reproduce text and apologies are expressed for any omissions. We owe our indebtedness to NCERT, New Delhi, Publications Division (GOI), Sahitya Akademi and the Bihar State Textbook Publishing Corporation Limited for the pieces we have taken from them.

Hasan Waris
Director
SCERT, Bihar, Patna

A Word to the Users

Panorama English Reader Part -I, the supplementary reader for class IX, is based on the new syllabus framed in the light of the recommendations suggested in NCF - 2005. As such, it seeks to provide as much opportunity as possible to the learners to analyse, interpret and most importantly to apply their learning to life. One way of achieving this objective is to encourage the learners to read and enjoy the pieces included in this Reader on their own as far as possible. The teacher's intervention should be reduced to the minimum.

The selection of pieces in **Panorama English Reader Part -I** has been made keeping in mind the issues of social justice, social empowerment and social marginalisation. Priority has been given to the pieces which can inspire the learners of emulate the persons who achieved success despite all odds against them or learn to fight against odds.

A number of pieces have been adapted to facilitate comprehension or edited for clarity and to ensure that there is little room for any unwarranted controversy.

Unlike **Panorama Part -I**, the core textbook for class IX, **Panorama English Reader Part -I** does not contain extensive exercises. In fact, there is no such division as *pre-reading tasks*, *while- reading questions* and *post-reading activities*. Here, emphasis is chiefly on enjoyment, comprehension and discussion of the issues under consideration. Exercises are mostly given to hone as well as test the learners' comprehension. However, some of these questions also seek to encourage the learners' ability to evaluate or apply their learning to their immediate surroundings. The topics for discussion are related to the lessons and are meant to stimulate logical thinking in learners, expose them to varying opinions, and encourage them to go beyond the text. The learners at this stage must develop their ability to communicate creatively in a variety of situations.

In **Panorama English Reader Part -I**, attempts have been made to include a variety of questions so that the learners feel encouraged to read the text for a variety of purposes: reading for facts, identifying the central point and supporting details, for developing reasoning and drawing inferences. Some of the exercises are activity-based and they have been introduced to encourage the learners to take help of reference books, an ability which has become so important in the age of globalisation. Once they cultivate a habit to go to the libraries, look up encyclopaedias, read magazines, journals, newspapers and search the Internet for information, they will gradually learn to collect and collate information and write well-knit pieces and present them in the class.

The entire course has been devised to facilitate maximum participation of the learners. The hints and suggestions, offered here, have only one purpose and that is to familiarise the users with the aims and objectives that underlie the preparation of the present supplementary reader so that it is used in the contemporary classroom situations as effectively and rewardingly as possible. The teachers have complete freedom to come out with innovative ideas of their own to meet the objectives. Our efforts will be amply rewarded if the book proves to be a useful tool in learning English at the secondary level in Bihar.

We thank all the esteemed members of the Textbook Development Committee without whose active cooperation the book would not have been in this form. No words can describe the painstaking efforts of Emteyaz Alam, Dr. Baban Kumar Singh, Dr. Ashok Kumar Singh, Mr. Arshad Nizam, Mr. Shashi Bhushan Dubey, Mrs. Mamta Mehrotra, Mr. K.M. Tarique and Dr. Abhay Kumar.

Thanks are due also to Gyandeo Mani Tripathi, the Academic Coordinator of the Syllabus and Textbook Development Committee. The entire process of designing curriculum, syllabus and developing textbooks accordingly would not have been so smooth without his painstaking efforts. He worked round the clock to realise the dream of developing textbooks for the children of the state.

We are thankful to Dr. Shiva Jatan Thakur (University Professor, Department of English, Patna University, Patna) and Dr. Mahjabeen Nishat Anjum (Head, Department of English, Gautam Buddha Mahila College, Gaya) for reviewing the textbook very minutely and incorporating their valuable suggestions.

Thanks are due also to Dr. Amarendra Kumar Sinha (S.M.D. College, Punpun) and Mr. Shamsul Hoda 'Masoom' for going through the manuscripts and providing us with valuable suggestions.

The cooperation of Dr. Syed Moin (HOD, Teachers' Education, SCERT), Dr. Quasim Khurshid (HOD, Department of Languages, SCERT) and Dr. Surendra Kumar deserves special mention. We are thankful also to Mrs. Archana and Dr. Snehashish Das (both Teacher Education, SCERT).

Last but not least we thank Shujauzzaman of Ideal Computers for the layout and Ankita of Vision Computers, Patna for providing great help in composing the manuscript.

Dr. Shaileshwar Sati Prasad

Chairman

Dr. Subodh Kumar Jha

Coordinator

Syllabus and Text Book Development Committee For English

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