

SNAPSHOTS

*Supplementary Reader in English
for Class XI
(Core Course)*



11073



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition*April 2006 Chaitra 1928***Reprinted***October 2006 Kartika 1928**October 2007 Kartika 1929**January 2009 Pausa 1930**January 2010 Magha 1931**June 2011 Jyaishta 1933**February 2012 Phalguna 1933**November 2012 Kartika 1934**November 2013 Kartika 1935**December 2014 Pausa 1936**December 2015 Agrahayna 1937**October 2016 Kartika 1938**December 2017 Agrahayana 1939**December 2018 Agrahayana 1940**August 2019 Shravana 1941**January 2021 Pausa 1942***PD 300T RSP**

© **National Council of Educational
Research and Training, 2006**

₹ 40.00

*Printed on 80 GSM paper with
NCERT watermark*

Published at the Publication Division
by the Secretary, National Council
of Educational Research and
Training, Sri Aurobindo Marg,
New Delhi 110016 and printed
at Punjab Printing Press, C-92,
Okhla Industrial Area, Phase-I,
New Delhi- 110 020

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Foreword

THE National Curriculum Framework (NCF), 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 of 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 supplementary reader 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 book 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 R. Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this book; 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, materials 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 Chairpersonship 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 refinements.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

About the Book

THIS supplementary reader, based on the English syllabus for Class XI, is prepared on the lines suggested by the National Curriculum Framework for School Education, 2005.

For young adults, awareness of personal development and growing independence begins at the higher secondary stage. It is during this period that they seek to understand themselves and the society in which they live. Literature plays an important role in moulding young minds. The choice of stories and biographical sketches in *Snapshots* by contemporary writers exposes learners to the various narratives of life that the literatures of the world offer.

The stories deal with a range of human predicaments: moral choices in adolescents, as in William Saroyan's 'The Summer of the Beautiful White Horse'; the poignancy of personal loss and reconciliation that follows war in Marga Minco's 'The Address'; language and imperialism invading the rural setting in 'Ranga's Marriage' by Masti Venkatesha Iyengar; and professional commitment in A.J. Cronin's 'Birth', an excerpt from the novel *The Citadel*. We also have J.B. Priestley's play, 'Mother's Day', an early comment on the acceptance of (and rebellion against) the assumed roles of men and women at home. Amitav Ghosh's 'The Ghat of the Only World', is a touching tribute to Aga Shahid Ali, a Kashmiri poet who wrote in English, while Vikram Seth's 'The Tale of Melon City' is a humorous satire set in verse.

The language of these stories allows learners to read on their own with only occasional support from the teacher or reference to the dictionary. Learners should be encouraged to read the stories at home and the themes, narrative patterns and stylistic features including use of punctuation can be discussed in the classroom. It is hoped that this gateway to extensive reading will help learners imbibe language unconsciously.

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)

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Constitution of India

Part IV A (Article 51 A)

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, wildlife 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;
- * (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

Acknowledgements

THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore; Geetha Kumar, PGT, The Mother's International School; and Vandana Singh, *Consultant Editor* for going through the manuscript and making valuable suggestions.

For permission to reproduce copyright material in this book NCERT would like to thank the following: Harcourt, Brace and Company for 'The Summer of the Beautiful White Horse' by William Saroyan from *Great Short Stories*; Peter Owen Publishers for 'The Address' by Marga Minco from *The Other Side*; Katha Classics for 'Ranga's Marriage' by Masti Venkatesha Iyengar; Ravi Dayal Publisher and Permanent Black for 'The Ghat of the Only World' by Amitav Ghosh from *The Imam and the Indian*; A. J. Cronin for 'Birth' extracted from *The Citadel*; Penguin Books India Pvt Ltd for 'The Tale of Melon City' by Vikram Seth from *The Collected Poems*.

The National Council of Educational Research and Training, New Delhi, acknowledges the services of Sunanda Khanna, *Copy Editor*; Surender K. Vats, *Proof Reader*; Mohammad Harun and Uttam Kumar, *DTP Operators*; and Parash Ram Kaushik, *Incharge*, Computer Station. The efforts of the Publication Department, NCERT are also highly appreciated.

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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