



12075

# Vistas

Supplementary Reader in English for Class XII  
(Core Course)



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

## 12075 – VISTAS

Supplementary Reader for Class XII

ISBN 81-7450-723-X

### First Edition

April 2007 Chaitra 1929

### Reprinted

November 2007, February 2009,  
December 2009, February 2010,  
January 2012, November 2012,  
October 2013, December 2014,  
December 2015, December 2016,  
November 2017, November 2018,  
December 2018, August 2019,  
July 2021 and November 2021

### Revised Edition

November 2022 Agrahayana 1944

### Reprinted

March 2024 Chaitra 1946

December 2024 Agrahayana 1946

PD 700T+200T BS

© National Council of  
Educational Research  
and Training, 2007, 2022

₹ 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  
D.P. Printing & Binding, B-149,  
Okhla-I, A-1, New Delhi-110020

### ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page, any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

### OFFICES OF THE PUBLICATION

#### DIVISION, NCERT

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

### Publication Team

Head, Publication Division : M.V. Srinivasan

Chief Editor : Bijnan Sutar

Chief Production Officer (In charge) : Jahan Lal

Chief Business Manager : Amitabh Kumar

Assistant Production Officer : Deepak Kumar

**Cover, Layout and Illustrations**  
Joel Gill



## 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 Supplementary Reader 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 Committee 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 Supplementary Reader; 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 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.

© NCERT  
not to be republished



## ABOUT THE BOOK

*Vistas* is a supplementary reader in English (Core course) for Class XII, based on the guidelines of the *National Curriculum Framework 2005*. The main objective of this book is to make extensive reading an enjoyable experience, lead students to appreciate some of the best examples of writing and understand the social milieu they live in.


An attempt has been made to attain these objectives by presenting varied themes and genres of writing. The themes range from scientific fantasy, political satire, and adventure, to ethical and moral issues and personal conflicts.

Jack Finney's 'The Third Level' is a scientific fantasy, while 'The Tiger King' by Kalki is a political satire. 'Antartica' is a travel piece, with a suggestion that the young reader could take part in the expedition by logging on to [www.studentsonice.com](http://www.studentsonice.com).

The two stories that follow are by Pearl S. Buck. Buck's story sets human fellow-feeling against national loyalty.

The play by Susan Hill is on the themes of disabilities while excerpts from Bama's 'Karukku' and an excerpt from 'The Land of the Red Apple', a story in Zitkala-Sa's, book 'The School Days of an Indian Girl'.

Each unit has questions. The question on the texts in the supplementary reader take the learner beyond factual comprehension to contemplating on the issues that the texts raise. Activities suggested take off from the texts.



**Read and find out**

What will now happen to the astrologer? Do you think the prophecy was indisputably disproved?

## *Gandhiji's Talisman*

*I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away.*

*M.K. Gandhi*





## TEXTBOOK DEVELOPMENT COMMITTEE

### CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN LANGUAGES AT THE HIGHER SECONDARY LEVEL

Namwar Singh, *Professor* and formerly *Chairman*, School of Languages, Jawaharlal Nehru University, New Delhi

### CHIEF ADVISOR

R. Amritavalli, *Professor*, English and Foreign Languages University (EFLU), Hyderabad

### CHIEF COORDINATOR

Ram Janma Sharma, *Professor* and Former *Head*, Department of Education in Languages, NCERT, New Delhi

### MEMBERS

Chaya Nautiyal, *Deputy Director*, Secondary Education, Directorate of Education, Allahabad

Gayatri Khanna, *ELT Consultant*, New Delhi

Indu Khetarpal, *Principal*, Salwan Public School, Gurgaon

Kirti Kapur, *Assistant Professor*, NCERT, New Delhi

Malathy Krishnan, *Professor*, EFLU, Hyderabad

Nasiruddin Khan, *Reader (Retd.)*, NCERT, New Delhi

Pranjit Dev Savema, *PGT*, J.N.V, Roing, Arunachal Pradesh

Rajendrasinh Jadeja, *Director*, H.M.Patel Institute of English Training and Research, Vallabh Vidyanagar, Gujarat

Saryug Yadav, *Associate Professor*, RIE, Ajmer

S.K. Shyamla, *PGT*, Demonstration Multi Purpose School, RIE, Mysore

### MEMBER-COORDINATOR

Meenakshi Khar, *Assistant Professor*, Department of Education in Languages, NCERT, New Delhi

## ACKNOWLEDGEMENTS

The National Council of Educational Research and Training is grateful to Professor Harish Trivedi and Professor Alok Rai from the Department of English Delhi University and Vandana R 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 Hindu* for 'Journey to the end of the Earth' by Tishani Doshi and for Macmillan India Limited for Bama, 'Karukku', Dalit writing and Translation by Bama; Penguin Books India Pvt Ltd for 'The Tiger King' by Kalki; and Blackwell Publishers for 'The Cutting of my Long Hair' by Zitkala-Sa.

The Council is grateful to the members of the Review Committee for Rationalisation of Curriculum constituted by Department of Curriculum Studies NCERT, from CBSE and Department of Education in Languages NCERT New Delhi for reviewing the textbooks and Supplementary Readers.

The Council acknowledges the services of Sunanda Khanna and G C Chandrakar, *Copy Editors*; Surender K Vats, *Proof Reader*; Mohd. Harun, *DTP Operator*; and Parash Ram Kaushik, *Incharge*, Computer Station. The efforts of the publication Department, NCERT are also highly appreciated.

It has not been possible to trace the copyright in all cases. The publishers apologise for any omissions and would be glad to hear from any such unacknowledged copyright holders.



## CONTENTS

	<i>Foreword</i>	<i>iii</i>
	<i>Rationalisation of Content in the Textbooks</i>	<i>v</i>
	<i>About the Book</i>	<i>vii</i>
1.	The Third Level <i>Jack Finney</i>	1
2.	The Tiger King <i>Kalki</i>	8
3.	Journey to the end of the Earth <i>Tishani Doshi</i>	18
4.	The Enemy <i>Pearl S. Buck</i>	24
5.	On the face of It <i>Susan Hill</i>	47
6.	Memories of Childhood	62
	• The Cutting of My Long Hair <i>Zitkala-Sa</i>	
	• We Too are Human Beings <i>Bama</i>	

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[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 <sup>2</sup>[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)