

MARIGOLD

Book Five



0526

Textbook in English
for Class V



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

0526 – MARIGOLD

Textbook for Class V

ISBN 978-81-7450-813-3

First Edition

February 2008 Phalguna 1929

Reprint Edition

January 2009 Pausa 1930

January 2010 Magha 1931

January 2011 Magha 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

November 2013 Kartika 1935

November 2014 Agrahayana 1936

November 2015 Kartika 1937

February 2017 Magha 1938

November 2017 Agrahayana 1939

January 2019 Magha 1940

August 2019 Bhadrapada 1941

January 2021 Pausa 1942

PD 215T RSP

© **National Council of Educational Research
and Training, 2008**

₹ **65.00**

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 110 016
and printed at Shagun Offset Press,
F-476, Sector – 63, Noida – 201 301 (U.P.)

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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.

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 at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha

Eapen (CIEFL, Hyderabad) 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 Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the 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
30 November 2007

Director
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Acknowledgements

The National Council of Educational Research and Training thanks the following authors and copyright holders for granting permission to use poems and stories included in this book. *Ice-cream Man* by Rachel Field; *Teamwork* by Jan Nigro. *A wise old bird* by Shivkumar changed to *Flying Together*, from *Stories from Panchatantra*; Children's Book Trust, New Delhi; *The Ant and the Dove*, Aesop's Fables; *Robinson Crusoe* adapted from Daniel Defoe's *Robinson Crusoe*; *Crying* by Galway Kinnell; *My Elder Brother* translated and adapted from *Bade Bhai Saheb* by Premchand; *Rip Van Winkle* adapted from the *Legend of Rip Van Winkle* by Washington Irving; *Class Discussion* by Gervase Phinn; *The Talkative Barber* adapted from the *Arabian Nights*; *A Lion* by Joseph G. Francis; *Topsy-turvy Land* by H.E. Wilkinson; *Gulliver's Travels* adapted from Jonathan Swift's *Gulliver's Travels*; *Nobody's Friend* by Enid Blyton; *The Little Bully* adapted from Enid Blyton's *The Little Bully*. *Sing a Song of People* by Lois Lbnski; *Around the World* adapted from *Around the World in Eighty-days* by Jules Verne; *Day by Day I Float My Paper Boats* by Rabindranath Tagore; *Malu Bhalu* excerpts from *Malu Bhalu* by Kamla Bhasin translated by Sandhya Rao, from the original Hindi — first published by Tulika Publishers, Chennai in 1999; *Who Will be Ningthou?* a story from Manipur by Indira Mukherjee, published by Tulika Publishers, Chennai in 1999.

The Council also gratefully acknowledges the contributions of Vandana R. Singh, *Consultant Editor*; Neena Chandra, *Copy Editor*; Arvind Sharma and Haroon, *DTP Operators*.

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