

# Marigold

**Textbook in English for Class I**



0118



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

ISBN 81-7450-478-8

**First Edition**

February 2006 Phalguna 1927

**Reprinted**

November 2006 Kartika 1928

October 2007 Kartika 1929

January 2009 Magha 1930

November 2009 Kartika 1931

November 2010 Kartika 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

October 2013 Asvina 1935

November 2014 Agrahayana 1936

May 2016 Vaishakha 1938

December 2016 Pausa 1938

November 2017 Agrahayana 1939

December 2018 Agrahayana 1940

August 2019 Bhadrapada 1941

**PD 440T RPS**

© National Council of Educational Research and Training, 2006

₹ 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 Amit Printing Press, D-12 and 13, Industrial Area, Site-A, Mathura- 281 001 (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 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.

20 December 2005  
New Delhi

*Director*  
National Council of Educational  
Research and Training

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## Acknowledgements

National Council of Educational Research and Training is most grateful to the following for their valuable contributions in the development of this book – R. Amritavalli, *Professor*, CIEFL, Hyderabad, M.L. Tickoo, *Professor (Retd.)*, CIEFL, Hyderabad and Sonika Kaushik, *Primary Teacher*, Sanskriti School, New Delhi.

The Council also thanks the following authors, copyright holders for permission to use poems and stories included in this book.

*After a Bath* by Aileen Fisher; *The Bubble, the Straw and the Shoe* by Alexei Tolstoy from *Russian Tales for Children*, E.P. Dutton and Company Inc., New York; *One Little Kitten* by Carolyn Graham; *Lalu and Peelu* by Vineeta Krishna, Ratnasagar, 1994; *Mother Hen and the Chicks*, The Beacon Readers 'At Old Lobs' by E.H. Grassam, Ginn and Company Ltd., London, 1951; *Mittu and the Yellow Mango* by Chitra Narendran, Frank Educational Aids Pvt. Ltd., New Delhi; *Merry-Go-Round* by Dorothy W. Baruch; *Circle* by Manorama Jafa, Ratnasagar Pvt. Ltd.; *Our Tree* by Pranab and Smita Chakravarti, National Book Trust, India, 2005; *Sundari* adapted from 'Cleo' by Ruth Dixon in 'The Children's Treasury,' compiled by Marjorie Barrows, Consolidated Book Publishers, Chicago, 1947; *The Tiger and the Mosquito* by Mrinalini Srivastava, translated by Alaka Shankar, Children's Book Trust, New Delhi, 2003 and *Anandi's Rainbow* by Anup Ray, National Book Trust, India, 2004. We also acknowledge Bharat Gyan Vigyan Samithi *Picture Stories* by Nikolai Radlov, New Delhi 2004 for *Giant Rat* and *Umbrella Nest*; Central Institute of English and Foreign Languages (CIEFL), Hyderabad for *Beginning Reading Programme, 2000* and *Come on Everybody, Let's Sing* by Lois Birken Shaw Fleming.

Special thanks are due to Shveta Uppal, *Chief Editor*, NCERT and Vandana R. Singh, *Consultant Editor* for going through the manuscript and suggesting relevant changes.

The Council also gratefully acknowledges the contributions of Rituraj Sharma, *DTP Operator*; Keerti Lingwal, *Proof Reader*; Sunanda, *Copy Editor* and *Incharge Computer Station*, Parash Ram Kaushik in shaping this book. Last but not the least, the efforts of the Publication Department, NCERT are highly appreciated.

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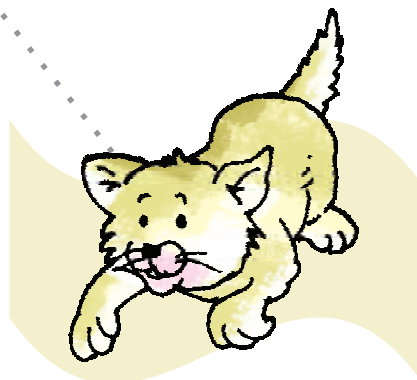
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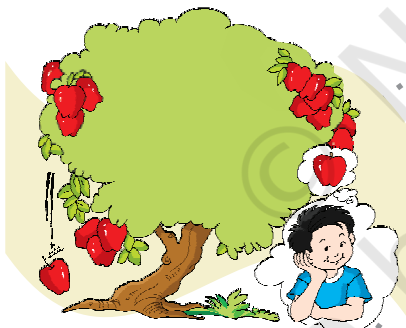
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# THE CONSTITUTION OF INDIA

## 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)