

Marigold

Book Two

Textbook in English for Class II



0218



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

ISBN 81-7450-670-5

First Edition

February 2007 Magha 1928

Reprinted

January 2009 Magha 1930

December 2009 Agrahayana 1931

June 2011 Jyaishta 1933

January 2012 Magha 1933

November 2012 Kartika 1934

October 2013 Asvina 1935

December 2014 Pausha 1936

May 2016 Vaishakha 1938

March 2017 Phalguna 1938

November 2017 Agrahayana 1939

December 2018 Agrahayana 1940

PD 400T RPS

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and Training, 2007

₹ 60.00

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 Shiva Printtech Pvt. Ltd.,
Pocket No. 1, Plot No. 59, Sector 5,
Bawana Industrial Area, Delhi - 110 039

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Henu Mehtani

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
20 November 2006

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Acknowledgements

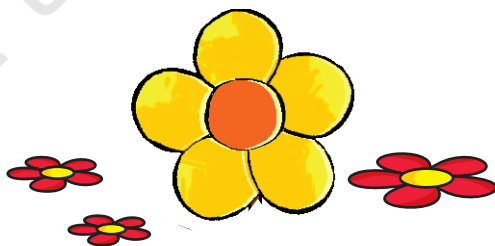
The National Council of Educational Research and Training is grateful to Nandana Reddy, *Director*, The Concerned for working children, Bengaluru; R. Amritavalli, *Professor*, Central Institute of English and Foreign Languages (CIEFL), Hyderabad and Vandana R. Singh, *Consultant Editor* for going through the manuscript and making valuable suggestions.

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

First Day at School by Aileen Fisher; *The Paddling Pool* by Ann Berry, University of London Press, 1959 from *Poetry from Africa*; *Bells* by Margret S. Russell, Collins, 1964 from *My First Book of Rhymes*; *I Want* by Judy Ling, Times Publishing, Hong Kong; *The Wind and the Sun* from Aesop's Fables; *A Big Wind* from Beginning Reading Programme, 2000, CIEFL, Hyderabad; *The Rain* by Robert Louis Stevenson; *Counting Clouds* by Santhini Govindan, Children's Book Trust, New Delhi; *Storm in the Garden* by Sandhya Rao from Tulika Publishers, Chennai; *Zoo manners* by Eileen Mathias; *Picture stories* by Nikolai Radlov, New Delhi 2004 for *Three Rabbits*; *Make it shorter* from Akbar and Birbal stories; *Mouse and the Pencil* by V. Suteyev from Eklavya, E-1/25, Arera Colony, Bhopal; *Granny Granny Please Comb my hair* by Grace Nichols; *The Grasshopper and the Ant* from Aesop's Fables; *Strange talk* by L.E. Yates.

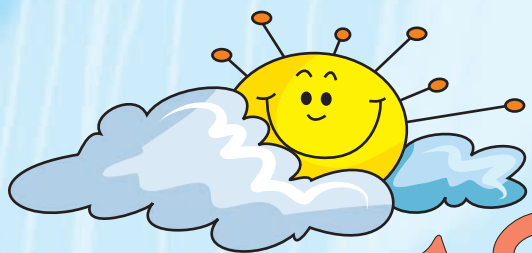
The Council also gratefully acknowledges the services of Ritu Sharma, *DTP Operator*; Bhagavathi Ammal, *Copy Editor* and Parash Ram Kaushik, *Incharge*, Computer Station.

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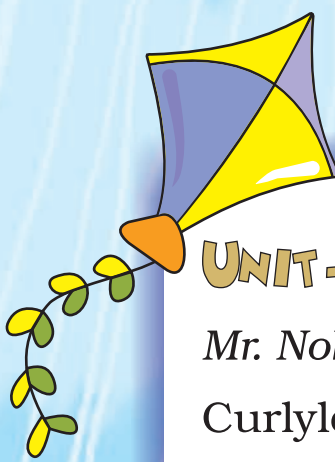
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