

Mridang

Textbook of English for Class 2



0223

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NCERT

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

0223 – MRIDANG
Textbook for Class II

ISBN 978-93-5292-434-9

First Edition

May 2023 Jyeshtha 1945

Reprinted

March 2024 Chaitra 1946

March 2025 Phalgun 1946

February 2026 Phalgun 1947

PD 160T BS

© **National Council of Educational
Research and Training, 2023**

₹ 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 Options Printofast, A-33/24,
Site IV, Sahibabad Industrial Area,
Ghaziabad-201010

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**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
Bangaluru 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 Business Manager : *Amitabh Kumar*

Chief Production Officer (In charge) : *Deepak Jaiswal*

Assistant Production Officer : *Deepak Kumar*

Foreword

India has a rich tradition of nurturing the holistic development of children during their most formative years. These traditions provide for complementary roles for the immediate family, the extended family, the community, and formal institutions of care and learning. In addressing the first eight years of a child's life, this holistic approach — which includes the cultivation of *sanskars* which are passed on from generation to generation — has a critical and positive lifelong influence on every aspect of a child's growth, health, behaviour, and cognitive capabilities in the later years.

Considering the importance of the early years in a child's lifelong development, the National Education Policy 2020 (NEP 2020) envisioned a 5+3+3+4 curricular and pedagogical structure as providing a much needed focus on formal education and childcare in the country during the first five years corresponding to ages 3-8, naming it the Foundational Stage. Classes 1 and 2 form an integral part of this Foundational Stage, continuing from the ages of 3-6 years, in which a child's holistic growth is taken care of in *Balvatika*. An individual's lifelong learning, social and emotional behaviour, and overall health depend deeply upon the experiences gained during this critical Foundational Stage.

The Policy thus recommended developing a National Curriculum Framework specifically for this Stage, which would comprehensively guide the whole education system toward providing high-quality education in children's early years, thereby carrying this momentum forward to the other later stages of school education. Based on the principles and objectives enunciated under NEP 2020 — as well as on research from a range of disciplines (including neuroscience and early childhood education), on experiences and accumulated knowledge from the ground, and on the aspirations and goals of our Nation — the National Curriculum Framework for Foundational Stage (NCF-FS) was developed and released on 22 October 2022. Subsequently, textbooks have been developed to bring to life the curricular approach of the NCF-FS. The textbooks attempt to connect to the children's real life by recognising their learning in the classroom and the significant learning resources in the family and the community.

The approach in the NCF-FS is also resonant with the *Panchkoshiya Vikas* (the development of the five sheaths of human personality) as elucidated in the *Taittiriya Upanishad*. The NCF-FS enunciates the five domains of learning, i.e., physical and motor; socio-emotional; cognitive; language and literacy; and cultural and aesthetic, which map to the Indian tradition of *Panchkosh* consisting of five *kosh* viz. *Annamaya*, *Pranmaya*, *Manomaya*, *Vijnanmaya* and *Anandmaya*. Besides, it also focuses on integrating a child's experiences at home with the knowledge, skills, and attitudes that would be developed within the school's precinct.

The NCF-FS, which covers Classes 1 and 2, also articulates a play-based approach to learning. According to this approach, books form an essential part of the learning process; however, it is also important to understand that books are only one among many pedagogical tools and methods, including activities, toys, games, conversation, discussion, and more. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what they do and learn becomes critical. Thus, the book in hand must be seen as an instrument to promote a play-based pedagogical approach in its entirety for this age group of children.

The present textbook attempts to provide competency-based content in a simple, interesting, and engaging manner. The endeavour has been to make it inclusive and progressive by breaking several stereotypes through the presentation of text and illustrations. The child's local context, which includes traditions, culture, language usage, and rootedness in India and is central to students' holistic development, has been reflected in the books. An effort has been made to make it engaging and joyful for the child. The book integrates art and craft to help children appreciate the aesthetic sense inherent in such activities. The textbook provides children with situational awareness to understand the underlying concepts relating to them in their own contexts. Though light in terms of content, this textbook is rich in substance, providing varied experiences and integrating play-way methods of learning through toys, games, and a variety of other activities. It includes questions that will help children develop critical thinking and problem-solving abilities. Besides, the textbook has rich subject matter and activities to help children develop the necessary sensitivity towards our environment. It also provides ample scope for our States/UTs to add/adapt content with local perspectives in the versions that they may develop as per the recommendations of NEP 2020.

NCERT appreciates the hard work done by the committee set up to develop the syllabus and learning-teaching material for the foundational stage. I thank the Chairperson of this committee, Professor Shashikala Wanjari, and all other members for completing this task in time and in such an admirable way. I am also thankful to all the institutions and organisations which have generously extended their help and assistance in making this possible. I am especially thankful to Dr. K. Kasturirangan, Chairperson of the National Steering Committee, and its other members, including those of the Mandate Group, its Chairperson Professor Manjul Bhargava, and members of the Review Committee, for their timely and valuable suggestions.

As an organisation committed to reforming school education in Bharat and continuously improving the quality of all learning and teaching material that it develops, NCERT looks forward to critical comments and suggestions from all its stakeholders to further improve upon this textbook.

27 January 2023
New Delhi

PROFESSOR DINESH PRASAD SAKLANI
Director
National Council of Educational
Research and Training

About the Book

Language is not only a medium of communication but also a vehicle for the continuous development of human beings. As per the National Education Policy 2020, language plays an important role in promoting national development and contributes to the development of a just society. This policy has given much importance to the development of language and literacy in the education of children as these create a foundation for the learning of other subjects. NEP 2020 focusses on developing the skills of learning to learn, problem-solving, logical reasoning, critical thinking and creative thinking along with language development at the Foundational Stage.

In consonance with the approach advocated by the National Curriculum Framework (NCF) 2022 and for Language Education and Literacy at the Foundational Stage, children learn concepts rapidly in their home language. Therefore, the primary medium of instruction would optimally be the child's home language, mother tongue or familiar language. Hence, here English is considered as second language (L2). Accordingly a communication-focused approach has been adopted in the English textbooks. The aim of this book is to enable the child to develop strong oral language skills (adequate vocabulary and oral expression skills) by the end of Foundational Stage. In addition to oral language development, written language is also being introduced to the learner in a gradual and sequential way. The textbook takes into consideration the curricular goals, competencies and learning outcomes mentioned in the NCF-FS 2022 and the syllabus developed for the Foundational Stage.

Children learn through observation, imitation and collaboration. They also learn through concrete experiences, using their senses and acting upon the environment; this has been kept in mind while developing the textbook. The content included in this book is drawn from the experiences of children and is suitable for their developmental needs as it provides ample opportunities for imagination, storytelling, art, music and play. The content is also supported with art-integrated and cross-curricular based activities which makes learning fun for the child as well as reflects the life of and around the learner. Both prose and poetry are centered around the themes of self and society, toys and games, health and hygiene, cleanliness, environment, travel, culture,

national identity and patriotism and the values pertaining to Global Citizenship Education (GCED). Further, the textbooks also encourage the teachers to go beyond the content and use a variety of relevant learning-teaching material depending on the context and the cognitive appropriateness of their learners.

Illustrations are of primary importance and more so in a second language textbook, they are not mere add-ons to the textbooks, but are integral to it. Plenty of picture-stories as well as colourful and relevant illustrations support all the texts throughout the book to augment their comprehension. In addition to that, illustrations also provoke the learner's critical thinking.

The contents selected for learners are meaningful, engaging and provides scope for further discussion. Sight words are a crucial part of each poem and story to help the children with building their vocabulary. In Class 2, although instructed writing and shared writing constitutes a major part, independent writing has also been introduced.

An effort is made to present language-learning as a holistic process of thinking, listening, observing, speaking, reading, imagining and writing. So, a reading activity may be followed by a drawing task or an oral discussion or could be preceded by a discussion on a picture and so on. A variety of activities, tasks, songs, poems and stories help the learner comprehend and practice the concepts. These are done through various sections, like 'Let us Sing', 'Let us speak', 'Let us Read', 'Let us Draw', 'Let us Say' and 'Let us Write'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

The curricular goals (CG-as mentioned in NCF-FS) have been addressed in the textbook. CG 9.1 'listens to and appreciates simple songs, rhymes and poems' finds ample reflection in the action songs and engaging short poems given at the beginning of every chapter. Young learners are encouraged to think of rhyming words, which addresses CG 9.2. Words related to familiar objects and events from day-to-day life are found in all the lessons in this textbook. This is related to CG 9.7—'knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary'. Further, there are exercises provided for young learners to engage in meaningful conversation, which is very important in L2. CG 9.3 rightly addresses 'converses fluently and can hold a meaningful conversation'.

One of the highlights of the book is the focus on communication in each lesson/chapter/theme in the subsection titled 'Let us speak'. The objective of the activities is to encourage conversation and develop the child's confidence in speaking in English, so that the child will move progressively towards independent engagement with English language.

Activities such as 'Colour the hut' are examples of a series of instructions that the child needs to understand to complete a given task, as indicated in CG 9.4. Interesting stories in simple language

are provided in the textbook in accordance with CG 9.5 and CG 9.6 which covers comprehension and narration of stories and identification of characters. A lot of exercises related to phonological awareness have been introduced at regular intervals throughout the book, to address CG 11.1. Phonological awareness is the ability to discriminate between similar sounding words. Since a child who is phonologically aware is more likely to become a successful reader, it was important to find ways of developing this awareness through tasks given in the textbook. Most importantly, children are encouraged to have fun and play with words.

One of the major recommendations of NCF-FS 2022 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible and acceptable way. This has been achieved through aptly placed illustrations with Indian local games and Indianised form of Cricket i.e. bat-ball in 'Out! Out!', and with the simple yet meaningful portrayal of regional diversity in 'We are all Indians'. 'Little Drops of Water', a short yet an important poem is reflective of the Indian value of cooperation and peaceful co-existence.

In Unit 1 titled 'Fun With Friends', children get a glimpse of having fun by oneself in 'My Bicycle' and the joy of playing a variety of games like Bat-ball, *gilli-danda* with friends during holidays

In Unit 2 titled 'Welcome to My World' young learners are exposed to a variety of verbs through the actions they do in 'It's Fun' whereas 'Seeing without Seeing' sensitises them towards differently abled people. It also introduces the idea of belonging to home and beyond in 'This is My Town'.

Unit 3 titled 'Going Places' focuses on the concept of travel and modes of transport—the journey of reaching school from the perspective of a young learner.

Unit 4 'Life Around Us' brings forth the skill of observation, imagination and perception in the poem 'A Show of Clouds'. It also includes a story of a fly that has forgotten its name.

The poem "The Crow" brings out the concepts of self-esteem and the idea of self in a subtle way. Hygiene and cleanliness is the central idea of the story "The Smart Monkey" which brings into discussion the necessity of taking care of oneself and of the surroundings. Chapter 8 focuses on regional and National identity, patriotism and togetherness. The chapter aligns with the Indian ethos of 'Unity in Diversity'. The chapter ends with a short play on 'Charkha' and its association with Mahatma Gandhi.

Multilingualism has been interwoven into the tasks and activities with specific guidelines to the teacher, wherever required. This facilitates the learner to move progressively from the home language to English. It also helps to shift from teacher-driven classroom to learner-centric classroom.

This book aids in the holistic development of the learner. The chapters aim at stimulating development of socio-emotional domain of children, through poems and narratives related to their family, neighbourhood and community.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teacher may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' sections given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources.

This textbook is not the only source of learning, children learn much more while observing the environment around them, talking to peers and elders including grandparents, making things of their interest, watching TV, playing with mobile, toys and games, listening stories, poems, doing projects, visiting places of cultural importance and travelling. Therefore, we, as teachers or parents, need to value this learning which goes beyond the textbook and try to map it with the competencies and curricular goals identified for this stage. Education of our children is seen as our collective responsibility.

Development Team

ADVISOR

Dinesh Prasad Saklani, *Director*, NCERT, New Delhi

GUIDANCE

Shashikala Wanjari, *Professor (Retd.)* and Former VC, SNDT Women's University, Mumbai (Chairperson, Syllabus and Learning-Teaching Material Development Committee)

Suniti Sanwal, *Professor and Head*, Department of Elementary Education, NCERT, New Delhi (Member Convenor, Syllabus and Learning-Teaching Material Development Committee)

CONTRIBUTOR

R. Savitha, *Coordinator*, Samvit Research Foundation, Bengaluru

REVIEWERS

Manjul Bhargava, *Member*, National Steering Committee and *Chairperson*, Mandate Group

Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru

Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi

Jyotsna Tiwari, *Professor and Head*, Department of Gender Studies and Department of Education in Arts and Aesthetics, NCERT, New Delhi

K.V. Sridevi, *Assistant Professor*, Department of Curriculum Studies and Development, NCERT, New Delhi

ACADEMIC COORDINATOR

Varada Mohan Nikalje, *Professor*, Department of Elementary Education, NCERT, New Delhi

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)

Acknowledgements

The text 'We are all Indians' is inspired by *We Indians* published by the National Book Trust (NBT) which the Council gratefully acknowledges. The lesson 'Out! Out!' has been taken from the graded reading series *Barkha* published by NCERT.

The Council also acknowledges the efforts of Soumma Chandra, *Editor* (Contractual), Publication Division, NCERT, for editing the handbook. The Council is thankful to Pawan Kumar Barriar, *In charge*, DTP Cell, Publication Division, NCERT; DTP Operators (Contractual) Upasana, Publication Division; Kishore Singhal, Rohit Kumar, Department of Elementary Education, NCERT, for giving this document its final shape.

The Council is grateful to Akil Mohammad, Kadeem Ahmed *Illustrators* (Aries Designing Studio); Henu Mehtani, Sanya Jain, and Joel Gill, *Artists*; and Neelu and Amandeep Singh, artists and graphic designers of CIET for providing the illustrations for the textbook; Bharatheesha P., *Graphic Designer*, Rashtrotthana Parishat, Bengaluru, and Joel Gill for creating the layout of the textbook. The efforts of Kalpana Manwal, *SRA* (Contractual), Vidhi Joon, *JPF* (Contractual), Shivangi Lohumi, *JPF* (Contractual), Onshangla Zimik, *JPF* (Contractual), Department of Elementary Education, NCERT, Ilma Nasir, *Editor* (Contractual), and Chanchal Chauhan, *Assistant Editor* (Contractual) are appreciated for providing support in the development of the textbook.



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