CHAPTER - I
THE PROBLEM
# CHAPTER I

## THE PROBLEM

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CHAPTER I
THE PROBLEM

1.1 MEANING OF LANGUAGE

Language includes all those verbal and non-verbal actions of human beings that are related to the communication of ideas. It is a complex system of communication with various levels of complexity involving intricate selection and ordering of meanings, sounds and larger units and managements. Language emerges from meaningful sounds. The moment we say something meaningful, we are saying it in some language. In this sense, body postures, gestures, written and printed symbols, etc., come within the definition of language.

Different linguists have defined language differently, stressing its various characteristics.

Malinowski (1999) defined language as, “a type of speech in which ties of union are created by a mere exchange of words”.

Jespersen (1999) mentions language as, “a set of human habits, the purpose of which is to give expression to thoughts and feelings.”


Bernard, Block and Trager (1999) write that, “a language is a system of arbitrary vocal symbols by means of which a social group operates.”

Gisdansk (1999) states, “Language as a set of arbitrary symbols which one places in an orderly relationship with one another according to conventions accepted and understood by the speakers, for the transmission of messages.”
According to Whatmough (1999) “Language is human”...a verbal systematic symbolism...a means of transmitting information...a form of social behaviour...with a high degree of conventions.”

Allen (1974) has given certain definitions of language in his book as follows:

“Language is a means of communicating thoughts and social control. Language is a social activity rather than as a means of individual self-expression”. Allen writes (1974) (to quote Ben Johnson), “Language most shows a man: speak, that I may be thee”

According to all these definitions, it becomes clear that language is used to give expression to thoughts and feelings of a social group.

Thus language is:

- a complex whole
- a kind of control
- an oral-aural communication
- essentially speech
- always relational
- a dynamic and not a static phenomenon
- an arrangement of oral and written signs, symbols and words
- a unity that is, it is an organic entity and not a compartmental piece
- evolutionary in nature
- a means to communicate one’s thoughts, feelings and experiences
- a tool through which human beings preserve, develop and prosper their knowledge
- the process of thinking
- having two main forms-oral and written.
1.2 NATURE OF LANGUAGE

Characteristics of languages can be summarized as:

- Language is means or vehicle for communicating ideas, thoughts, feelings, experiences and emotions.
- Language is a verbal communication or verbal interaction of thoughts and ideas among the members of society.
- Some signs, cries, laugh, smiles and body gestures are also used for communicating the same thing. It is known as non-verbal language or body language or non-verbal interaction. The verbal interaction takes place with the help of a verbal language.
- Language is the God given gift or boon for human beings, no other animal and species can use a language. Man alone uses language for communication.
- Language is signal system, which employs vocal sounds and is based on man's abilities and skills to speak. The written language is derivative and secondary aspect of a language.
- Language is speech, which is turn, means the production of meaningful sounds according to a system. It is an introduction to the study of speech.
- Language is the system of system, which includes philosophy, morphemes, semantics and syntax.
- Language is a powerful instrument or tool, which has made human civilization and culture.
- Language is a uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally.
- Language is purely human and non-instinctive method of conveying or communicating ideas, feelings, emotions, and desires by means of a system of voluntarily produced symbols or alphabets or words.
• Language is a social and cultural not a biographically inherited function. The skills of a language like reading, writing, speaking and listening are acquired.
• Language is a highly structured system, which permits an infinite range of permutations. The structure is based on semantics and grammatical relationship between words.
• Language makes use of non-verbal language or body language or silent language for an effective communication or verbal interaction. The feelings and emotions are expressed effectively by using body gestures. Thus, verbal language and non-verbal language are complementary to each other from an expression point of view.

1.3 SIGNIFICANCE OF LANGUAGE

Imagine, for a moment, a world without language. There will be no information, no exchange of views and no communication between people. There will only be signs and gestures and shouts as in the days of the cave dwellers. In those ancient times when life began, man obviously used a lot of sounds and signs to attract attention, to describe things and to get what he wanted. That was the only communication between people in those days. Even animals and birds communicate with one another through sounds and smells. They cannot speak. Deer are said to identify their herd through smells left on trees by other deers. Bees are said to communicate through their intricate dancing and peculiar buzzing. All communication among animals and birds has remained instinctive. But man has made a quantum jump from his primitive handicaps and acquired the power of using language with a marvelous effect.

Man alone of all creation is endowed with the power of speech. He seems to have an innate capacity for speaking. He has the ability to use his vocal chords,
tongue, lips and teeth to make specific sounds and sound clusters, words and word groups, and sentences. He has developed the ability to use his brain for identifying and naming objects, classifying them and using them for his needs. By means of speech he mixes with his fellowmen, cooperates with them and makes his life orderly and systematic. Of course, he also quarrels with his fellowmen at times and makes himself unhappy. All find expression first through speech. Speech alone, of all human activities, makes life on earth bearable or unbearable as the case may be. The word ‘Language’ itself means speech. Speech is thus a unique possession of man and distinguishes him from animals.

1.4 HISTORY OF KANNADA LANGUAGE AND ITS LITERATURE

Kannada is a South Indian language spoken in Karnataka state of India. Kannada has originated from the Dravidian Language. Telugu, Tamil, Malayalam are the other South Indian Languages originated from Dravidian Language. Kannada and Telugu have almost the same script. Malayalam and Tamil have resemblance. Kannada is a Dravidian language, spoken primarily in Karnataka State in South India, and has a literature that dates from the ninth century. It has a population of 35,346,000 speakers, and is spoken not only in Karnataka, but to some extent in the neighboring states of Andhra Pradesh, Tamil Nadu, and Maharashtra. The literacy rate in Kannada is estimated to be about 60%. Kannada is written with its own script, which is similar to the script used also for Telugu. The Kannada script is also used for writing Tulu.

Kannada as a language has undergone modifications since centuries. It can be classified into four types:

- Purva Halegannada (from the beginning till 10th Century)
- Halegannada (from 10th Century to 12th Century)
- Nadugannada (from 12th Century to 15th Century)
Hosagannada (from 15th Century)

From epigraphical records we learn that Kannada was a full-fledged language of communication by the 5th century A.D. (Halmidi inscription). Verse form was quite popular among poets by the 8th century. Though Kavirajamarga refers to several earlier poets and their works, these are not traceable. Hence we may agree that Pampa (902-975 A.D.) was the first poet though he also suggests that his works excel all the earlier existing ones. 'Desi' and 'Marga' styles of native Kannada and then others influenced by Sanskrit had become demarcated clearly by then, and Pampa prided over assimilating both styles in his two great epics Adipurana and Vikramarjuna Vijaya or simply known as Pampa Bharata.

Both are in Champu style, a mixed form of prose and verse. Adipurana is a work in sixteen cantos dealing with the life and the attainment of Vrishabhadeva's salvation, the first among the 24 tirthankaras. Jainism was a great force and quite popular among the masses in the early centuries of Christian era and some of the greatest ancient classics are authored by Jains. Tenets of Jainism, Pampa's own religion, are dealt with in Adipurana. It deals with the story of Bharata and Bahubali, sons of Vrishabhadeva, who vied with each other for power and glory. The father divided the kingdom among the two. However, Bharata aspired to become the sole conqueror of Earth and challenged Bahubali. But he got defeated. However Bahubali renounced everything in favour of his brother and became a Kevalin. There are several Jain episodes narrated in-between. Human elements of love, friendship, loyalty, wealth, pleasure, and finally moral and spiritual messages are artistically portrayed.

Adipurana became a role model work for all succeeding Kannada poets and there are numerous Jain Puranas dealing with the life and attainment of Moksha of different tirthankaras, composed during the middle ages.
Pampa Bharata or Vikramarjuna Vijaya was written in honour of his friend and patron Chalukya Arikesari, a feudatory to Rashtrakuta kings. Because of the existing poetic norms, Pampa could not directly make his patron a hero. Only gods and superhuman could become heroes in an epic. Hence he made Arikesari a personification of Arjuna, the hero Pandava of Mahabharata. Though the poet was compelled to restrict himself to the poetic norms of the age, like the inclusion of eighteen descriptions, nine rasas and mythological sequences, he excels in vivid descriptions, imagery, idioms, powerful diction, and mostly in the depiction of the human character in its glory and weakness.

Ponna was a close contemporary (939-966 A.D.) of Pampa and wrote Shantipurana, dealing with the life and spiritual message of the 16th tirthankara, Shantinath. Ponna was a master in Sanskrit as well and was known as Ubhayakavi Chakravarti. The underlying current in his epic is the exposition of various tenets of Jainism. Another secular work of Ponna was Bhuvanaikaramabhyudayam which is not traced, but is supposed to deal with the achievements of his Rashtrakuta patron.

Ranna (949 A.D.) was the third great ancient poet. Known as Kavichakravarti, his three works are currently available: Ajita Tirthankara Purana, Gadayuddha, and Rannakanda. The first is the life story of Ajitaswami, the second among the 24 tirthankaras. The second work is a heroic poem dealing with the last phase of the Mahabharata war with Bhima as hero. Hence the classic is known also as ‘Sahasra Bhima Vijaya’. Ranna has used the technique of "flashback" of films and radio-plays. Though the epic deals with the combat incident between Bhima and Duryodhana, of a single day, the entire story of Mahabharata is narrated in dialogue or in a reminiscential way. Simhavalokana krama is the name given by Ranna to this flashback technique. Even today this word is used for bird's eye view, the nearest equivalent term in English. Only Ranna's coinage of
the word is more majestic and truly native! Even Duryodhana, the tragic hero, is taken to great heights by Ranna without lowering the status of Bhima. Rannakanda, the third work, is a composition in praise of Jina.

'Vaddaradhane' is the earliest prose work in Kannada. Some ascribe it to the 9th century. But from the linguistic form and the depiction of the existing society, most scholars agree to its belonging to the early 10th century. It is a collection of nineteen stories borrowed from the Sanskrit 'Brihatkathakosha of Harishena'. The author is supposed to be Shivakoti Acharya. The stories deal with the Karma theory and the tenets of Jainism and there are stories within stories. They stress on the need of ascetic practices for sages and pious life for householders. The language is suited to narrate stories and presents a well developed word form, idiom, structure, and texture indicating that Kannada was a full-fledged language for prose and poetry by the 10th century.

Chavundaraya Purana is ascribed to the great Ganga General Chavundaraya who installed the well known statue of Gomateshwara at Shravanabelagola in A.D.983. It is a prose work and is considered a handbook of Jaina religion. It deals with the life and the message of the 24 Tirthankaras, 12 Chakravartins, 9 each of Baladeva-Vasudevaprat  Vasudevas, a total of 63 Salaka-Purushas or the great men of the Jain Calendar. The cataloguing and dogmas do not make a pleasant reading but the work throws light on the religious beliefs and practices among Jains of the period.

Apart from written works, the inscriptions of the period illustrate many variations of meters and structural variety. The hero-stone of Manalera's dog Kali (943 A.D.), the details of the pologame of Rashtrakuta, on king Indra IV. The heroic fight of Nolambaraditya provide moving descriptions attesting the fact that well known poets were asked to compose epitaphs befitting the occasion. These
The rise of the 12\textsuperscript{th} century saw the versatile growth of Kannada literature. Jain, Brahmin as well as Virashaiva works which tried to depict true bhakti or devotion and self attainment (moksha) emerged. Attempts to glorify their patrons were forgotten for the time being. Works on kannada literature, medicine, veterinary science, and encyclopedic works like Lokopakaram dealing with science in every day life were composed. Verse form was popular and all these works are in poetry form only. Astrology, architecture, medicine, horticulture, cookery, perfumery, veterinary science are compiled in the Lokopakaram. Other Kannada works of the period include:

- Kshetraganita, Vyavaharaganita, and Lilavati by Rajaditya (11th Century A.D.)
- Jagaddala Somanatha's work on medicine Karnataka Kalyanakaraka (12 th Century A.D.)
- Govaidya by Keertivarma (1125 A.D.)

Poet Harihara and his nephew Raghavanka are recognized as trend setters in Kannada literature. Girijakalyana of Harihara adopted the story of the birth of Kumara or Shanmukha to propound Shaivism as visualized by him. Ragale or a form of blank verse is Harihara's creation. The lives and achievements of Shaiva saints and Veerashaiva saints were narrated by Harihara in forceful style. He is often compared to Chaucer of Canterbury tales for his narrative style and assemblage of characters.

Raghavanka established \textit{Shatpadi} or the six-lined stanza which became immensely popular in the following centuries as an indigenous metrical form. He wrote six works, all in Shatpadi meter. Harischandra Kavya, Siddhara Chanitra,
Veeresha Charite, Sharabha Charitre and Harihara Mahatwa. These works have dramatic elements, fine and artistic portrayals of Rasa (see: The Rasas) or sentiments, and rich Kannada vocabulary. Rudrabha has Jagannatha Vijaya written in classical style and deals with the life and the exploits of Lord Krishna. Nemichandra's Neminatha Purana deals with the life and message of the 22nd Tirthankara, Neminatha. Leelavati, his other work is better known as romantic Kavya. Vardhamana Purana of Achanna (1195) deals with the life and teachings of the 24th Tirthankara.

But the greatest Jain poet of the age was Janna who was given the title Kavichakravarti by Hoysala king Ballala. His book Yashodhara Charitre deals with Jain tenets, and Ananthnatha Purana deals with the teachings of the 14th Tirthankara. Janna is recognized for the depiction of love in all its multilateral facets. Though apparently religious both the masterpieces are intensely human. Supreme form, perverseness, and helplessness, pitiable and tragic forms of love are depicted. He greatly succeeded in pointing out the eternal values of life.

Sukti Sudharnava, an anthology by Mallikarjuna is helpful for a study of ancient Kannada poetry. The author quotes twenty poets, who preceded him as examples.

Mallikarjuna's son Kesiraja is the great grammarian. His Shabhamanidarpana is an exhaustive and authoritative work on Kannada grammar. Kesiraja was a great scholar in Sanskrit as well and quotes profusely all earlier authors. This work also points out the development of the Kannada language through the last three centuries.

Nayasena (1112 A.D) and Andayya (1235 A.D) also belong to this age. They laid stress on the pure usage of the Kannada language in their own way. Nayasena wrote more for commoners while Andayya tried desperately to use only
Kannada words. Nayasena’s ‘Dharmamrita’ is a collection of stories which reflects contemporary Jain beliefs and customs. The author uses hundreds of proverbs in vogue to stress the point. Every story has a moral, based on tenets of Jainism. The lucid and simple style makes one understand them without extra effort.

‘Samayaparikshe’ of Brahmasiva (1150 A.D.) is a unique work which gives comparative study of contemporary religions and tries to establish the superiority of Jainism, the author’s faith. He is a bitter critic of all the other sects and their beliefs. Jainism was on decline and Veerashaivism was gaining grounds, a very evident fact in this work.

Veerashaivism and The Vachanas

There were Vachanakaras prior to Basavanna like Devara Dasimayya, Madara Channayya, and Sakalesha Madarasa. The revolutionary spirit and social awareness ushered in by Basavanna gave strong impetus to the composition of Vachanas attracting large numbers of devotees who belonged to different strata of society. They gave expression to their own milieu, depicting imagery and symbolism revealing different professions to which he or she belonged.

Vachanas contain the thought and experience of Vachanakaras who strived for God realization through their own vocations. Vachanas are aphoristic in form and rhythmic in style and words. The language was the spoken word of the commoners. Vachana normally means spoken word or phrase. But now it came to indicate a special type of composition which was neither prose nor verse but pithy expression. The Vachanas do have rhythm, though non-metrical. Its style became immensely popular and has its own following till date.

King- sage Basavanna (Basaveshwara) stood for equality for all and dreamt of a casteless society. He criticized all forms of social injustice, condemned vehemently several superstitions and animal sacrifice, and taught that the path of
devotion was the best way for self-realization. He advocated equal opportunity for women with men in all fields: social, religious, and economic. These reforms attracted devotees from the lower strata of society along with highly placed and educated people as well. Thus there were shoemakers (Madara Dhulayya), cowherds (Ramanna), tailors (Sujikayakada Ramitande), basketmakers (Medara Ketayya), and a carpenter (bachi Kayakada Basappa). All of them turned great devotees and Vachanakaras. *Kayakave Kailasa* work is worship -- became the mantra. Their Vachanas born out of their respective vocations are full of imagery and liveliness.

At last modern Kannada starts from Navodaya Literature and it followed by Navya, Pragatishala, Dalitha Bandhaya etc. The great poets of this period were Dr. Shreekanthayya, Kuvempu, Bendre, Gokak, Masthi, Shivaram Karanth, Ananth Murthy and Girish Karnad. Kannada Literature has got seven awards of Jnanpeetha by Central government.

Hence Kannada Language is taught as a first language in all Kannada medium schools of Karnataka State. Kannada is the regional language of Karnataka.

1.5 IMPORTANCE OF TEXTBOOKS

Textbooks have always been considered as standard means of instruction in a given subject of study. They can be used for self learning by the students either in classroom or at home. A textbook stimulates the interest of the student and provides extended and organized learning experiences. According to Buckingham (1960) the textbook in the modern sense is a learning instrument usually employed in schools and colleges to support a programme of instruction. Dave (1968) suggested a textbook is usually designed for producing variety of instruction
inside and outside the classroom, which ultimately results into learning. Thus, textbook is a powerful instrument for generating a variety of educational interaction. Taneja (1972) indicates that a textbook is equally important for the teacher as it defines and delimits the content of teaching. It helps in planning as well as conducting the programme stressing the importance of textbook. Drown (1978) has mentioned that there is no substitute for the textbook. Though there are new developments like tape recorder and television. They play secondary role. Therefore a textbook is one of the most widely used instructional aids to establish communication between the students and the teacher. Some of the advanced countries at present are making efforts to reduce over emphasis given to the textbooks. However, Gaind (1958) has pointed out that textbooks have become an inseparable and integral part of most of the education systems. In the developing countries like India, textbook is the only instructional material, which is easily available to the majority of the students. Textbooks are helpful in developing expected aptitudes, attitudes and concepts.

Textbook is one of the important curricular materials which helps in generating educative interactions in the classroom between the teacher and the learner and the co-learners, as a result instructional objectives can be achieved in some instances. Textbooks are used as a source of securing information for the students. In many situations, textbook is the course of study for a subject. Therefore a textbook may be defined as a systematic organization and presentation of selected and summarized instructional materials based on the prescribed syllabus keeping in view the needs and the interest of the pupils to facilitate teaching and learning for accomplishment of desired goals of the subject for a particular class.
The essential function of textbooks is to make the knowledge, which does not exist and available to learner in a selected in an ordered way. In fact textbooks are prepared in the manner so that they may be used by the teacher to fit his own particular teaching situation. It helps the teacher to organize and to develop major ideas, relationships, knowledge and skills in the students in the particular subject areas. Textbook can help in cultivating desired attitudes and the values in the learners mind. As a learning aid textbook can be used before the lesson, during the lesson be helpful even to the inexperienced teacher as it provides a guide for him in his teaching. It helps to reinforce learning that originates the classroom or laboratory, in the field trip or outside the school. Such reinforcement comes from self-study and homework as well as independent reading. In view of its important function textbooks are and will remain the most commonly used teaching aid in the schools. The importance of the textbook varies from country to country, still it is universally recognized as a basic teaching tool.

Special emphasis is being given increasingly where the additional reading materials are not widely available to the school children. This is almost true in the developing countries of the world. India being a developing country is not an exception in this regard.

Textbook of higher quality attempts to present the materials in consonance with the syllabus of a particular manner and language which can be easily understood by the children for whom the book is written. Moreover, it is built upon what the children have learnt previously and is a preparation for what they will be expected to learn at the next level ideally. Textbook serves as the thread of continuity and the central focus for learning that is expected to take place. It provides basis for learning, knowledge, attitudes and skills in a specific subject for which it is written and it may have to be supplemented by numerous other resources like practice books, work books, etc. A textbook cannot be prepared.
It needs the involvement of a group consisting of subject specialists, educationists, classroom teachers and so on.

1.7 WHY TEACHERS USE TEXTBOOKS?

Why do teachers use textbooks and how have they become the central focus of so many classrooms?

Sheldon (1988) identified three main reasons he believes why textbooks are so heavily utilized. Firstly, developing their own classroom materials is an extremely difficult, and on arduous process for teachers. Secondly, teachers have limited time in which to develop new materials due to the nature of their profession. Thirdly, external pressures restrict many teachers. Each of these is an accurate analysis of the strains teachers feel, and using a textbook is one of the most efficient and readily available ways in which to relieve some of these pressures. This lessens preparation time, provides ready-made activities, and concrete samples of classroom progress through which external stakeholders can be satisfied.

However, there are other less positive reasons for textbook use. Often rather than choosing course books that fulfill the goals of the curriculum, "an approved textbook may easily become the curriculum in the classroom" (Lamie, 1999). Any time a programme or classroom allows this to occur it is unfortunate because the learners' needs are subjugated in favour of the limited possibilities of the text. Course material for Kannada should be seen as the teacher's servant and not his master, which leads to the issue of how texts are or should be used in a classroom.
1.8 HOW TEACHERS USE TEXTBOOKS?

Experts advocate a variety of methods for how teachers should use textbooks. Many authors believe textbooks are only a starting point from which teachers are stimulated and provoked to create lessons for their classes. Allwright (1990) views texts as "resource books for ideas and activities rather than as "instructional material" (Kitao, 1999). This perspective is supported, believes that published material provides the initial framework, which must be adapted by each individual teacher to match the needs of their students. While these viewpoints may represent the ideal model of how texts can simply enhance the teachers' effectiveness, they probably do not reflect actual classroom practices.

Most teachers tend to follow the text's sequence, methodology, pacing and vocabulary to the letter. This situation occurs for a variety of reasons: ease of organization of lessons, to provide stability for students, or by the will of programme administrators to assure that comparable instruction is being presented across courses. While few experts would advocate such adherence to any text, O'Neill believes that course books may meet students' needs although they were not specifically designed for any particular group of students and therefore benefit both the instructor and the learner (Kitao, 1999).

Although the beliefs on textbook use may be as dichotomous as ever bringing them into the classroom to using every page each day, the middle ground between these two is the most practical and useful approach for teachers and most reflective of what primarily occurs in ESL classrooms. Teachers need to be increasingly knowledgeable and sophisticated concerning textbooks in order to sort through the masses of books available. Rather than chastising instructors for using texts, experts need to be offering them advice on how to select best course books.
1.9 CHARACTERISTICS OF TEXTBOOKS IN GENERAL

Textbook should be so simple that the dullest child should be able to read it with ease, yet it should be so scholarly that professors of the subject matter should approve it. It should be organized so lightly and ingeniously that each lesson should apply what has been taught before and prepare for what is to follow, yet the organization should be so adaptable and flexible that chapter five or chapter ten may be presented first to fit any local course of study.

Any Kannada language textbook is supposed to begin with an introductory section with an attempt to define aesthetic sense, describe expected development of literature attitude, in addition to an overview of the content of the book and a list of abbreviations/symbols used (through pretext pages).

Regarding the structure of textbooks, instead of chapters only, there can be a few sections containing several chapters in each. These sections are similar to unit plans built around specific topics, thus a textbook becomes a course of study which can be used entirely or with certain deletions or additions according to teachers’ and pupils, needs, and its content organization should set a stage for the years’ programme.

In each section or unit, there should be some provision for activity that can prepare the readers for the work to follow. Through this activity or otherwise, the readers should be able to recall the past experience (pre requisite/entry behaviour). In order to establish the foundation upon which later learning will be built up, or the introduction may also be in the form of a brief historical background to relate the developments to the present knowledge.

The body of each section/chapter should provide printed information, in a logical order, which should be sound contentwise and it should be supported by small stories, personalities, dramas, poems, etc such as additional language and references should be made to the original works of Kannada through foot notes.
Ideally each chapter should end with a list of expected learning, a list of new terms, summary, questions for formative self evaluation, suggestions for out of school activities and a list of further readings.

Finally keeping in mind that India is still a developing country, next to teacher education programme, textbook preparation and production programme is most important especially in the field of Kannada language and literature. Textbook is the only thing that can reach each and every student in any educational process.

Discussions made so far in the earlier section about the textbooks may convince anybody about its importance and hence this investigation on Kannada Language textbooks, the discussion also gives a general idea of the criteria for evaluation of textbooks chosen.

1.10 CHARACTERISTICS OF GOOD LANGUAGE TEXTBOOKS

We hardly need to assert that our textbooks are not written from the child's viewpoint. Neither the mode of communication, nor the selection of objects depicted, nor the language conveys the centrality of the child in the world constructed by the text. This last dimension of language deserves some elaboration. The vocabulary and syntax used in the textbooks are critically referred to by a number of individuals and groups during the course of its deliberations. Not just the textbooks used for the teaching of the natural and the social sciences, but even the textbook used for the teaching of the mother tongue is written in such stylised diction and sentence-structure, that children cannot be expected to see the language used in them as their own. Words, expressions and nuances commonly used by children and others in their milieu are all absent from textbooks. So is humour. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life. The language used in textbooks, thus, deepens the sense of 'burden' attached to all school-related knowledge.
Hence for the good desirable textbook in language following characteristics should be kept in mind:

1. **Adequate Subject Matter**
   a. It should be according to psychological needs and requirements of the child
   b. It should be related to pupils' environment
   c. It should have a link with the Indian culture and tradition
   d. It should have varied topics
   e. It should be of practical utility as well as informative

2. **Picture and Illustrations**
   a. It should have illustrations
   b. Pictures and illustrations should be relevant and correct to the subject matter

3. **Opportunity of Oral work**
   a. It should provide sufficient opportunity for oral work
   b. The lessons should be based on the possibility of introductory oral work

4. **Suitable Vocabulary and Structures**
   a. The vocabulary should be properly selected and graded
   b. The introduction of vocabulary should be progressive within the series of Readers
   c. The word pattern, phrase pattern and sentence pattern or structure should also be selected and graded carefully
   d. A new word or pattern must be repeated
   e. Sufficient pattern practice be provided through sufficient exercises

5. **Developing Language Skills**
   a. It should provide necessary facilities for developing the necessary language skills of speaking, reading and writing in the young learners.
6. Style
   a. The style should be based on the principle of ‘Simple to Complex’
   b. The subject matter should be presented in a logical manner
   c. The style should be appealing to the students

7. Content
   a. The instructions for each exercise should be simple enough for students to understand

8. Cultural content
   a. A good textbook in languages must also contain cultural content about the regions of India
   b. Suitable pictures be given to illustrate such lessons

9. Technical characteristics
   a. The paper used should be white and durable
   b. The print should be attractive with no mistakes
   c. The size of the type should be bold for juniors and small for seniors
   d. Symmetry, margin and spacing should be proper
   e. The heading and sub-heading should be in a very bold type
   f. It should be bound properly
   g. The cover should be thick and durable with some interesting illustration over it
   h. A jacket should be added to the cover
   i. The book should be handy.
   j. It should be moderately priced

10. Teacher’s Handbook
    A good textbook of languages should be supplemented by teacher handbook. It will guide the teachers. Teaching of language can be made more effective and useful and the teachers can go a long way in the improvement of linguistic attainment of the students with the help of teachers Handbook.
1.11 TEXTBOOKS IN THE WORLD

In the ancient time when there was no technique of writing, only the spoken language was the medium of education. After the invention of writing in India, Vedas were taught and learned in formal education. The modern idea of textbook for schools and universities developed from the Greek and Latin texts of the ancient writers. In old Greece, Homer's Poems (500 BC) were the first textbooks, perhaps the actual grammar, book the first surviving explicit description of Greek language the "Greek Tongue" was written by Dionysins Thrax (100 BC) set out the terms still used today.

In ancient time a book was valuable. Most of the books were written on leather, bark or leaves of trees, tablets made of mud or on the surface of stone. Most of the active Roman production of books, was in rolls papyrus and vellum (a type of fine parchment). In the ancient world making extra copies of manuscripts was a common practice. There is some evidence of such treatment of manuscripts in Athens in the 5th century BC but production of books in great quantity had to await till the introduction of printing was invented in China, where the first book was printed in 9th century and was introduced to Europe in the 15th century.

During ancient period no book was written as textbook but books were used as text because as there was no uniform systematic textbook nor even graded system of education. After the development of printing technique in 18th century a revolutionary change took place in the education system throughout the world. Since then textbook has taken an important part as a medium of education, slowly and gradually schools developed and more textbooks were available in all the subjects. After 1875, with the increase in the number of schools and students, competition grew up between the rival system of instructions and between the printers. This resulted in the production of more attractive books using better paper, clearer type, improved maps and graphics, attractive illustrations and contents interesting to children. Later on free public education, the development of
common courses of study and separation of pupils into grades occurred. This brought about the necessity to have the uniform textbook covering all schools under the same jurisdiction of the authority. This resulted into more systematic teaching and learning procedures. After the World War - II, the textbook maker emerged with the function of surveying the markets arranging for distribution and assembling the experts necessary to produce good textbooks.

In USA, the National Science Foundation and in UK the Nuffield Foundation provided massive finding to support this development of curriculum and textbooks. In Canada, the Toronto Board of Education, the then and in India the National Council of Educational Research and Training, have taken steps to develop textbooks.

1.12 TEXTBOOKS IN INDIA

Before 1925, the selection and prescription of textbooks was done by the heads of the education departments of different states. Besides this there were many private publishers. In 1935, the Central Advisory Board of Education (CABE) was established. The effect was there during 1943 and later on the books produced were excellent in certain areas, but on the whole they did not maintain the proper standard, it did not fulfill the educational requirement of the country. The books did not maintain proper quality. It was found that many of them, who were not experts in the subjects were engaged by publishers to write the books on poor remuneration. The publishers developed a tendency to make profit in the school books which ultimately resulted in high prices of textbooks. Those days private publishers did not take any interest in bringing out teacher’s handbook or teacher’s guide or workbooks nor they were interested in doing in any research for preparation of textbooks. With an increase in demand of education there was an increase in demand of textbooks. This gave rise to expansion of the textbook production. But private publishing houses showed lack of interest in the
appointing scholars in writing textbooks, moreover there arose corruption. The society felt a need for good quality textbooks at reasonable prices, which resulted in the nationalization of textbooks. For this, textbook improvement programme was started. After independence textbooks played a major role in our educational system. In textbook improvement programme the first step was establishment of Central Bureau of Textbook Research (CBTR) in the year 1954 during the First Five Year plan. The main objective behind the establishing CBTR was to remove the defects by undertaking research in textbooks and supplying the findings to the states. The CBTR published various reports which are:

- Textbook selection procedures in India (1958)
- Textbook production in India (1959)

In 1961, the CBTR merged with NCERT and was named as Department of Curriculum, Methods and Textbooks (DCMT). In 1966, the functions regarding textbooks were shifted first to the Department of Curriculum and Education and then to the Department of Textbooks.

However, the improvement of textbooks has been one of the important area of the work in NCERT. Various departments of NIE have been engaged in the task of improving the quality of textbooks. The studies undertaken by NCERT include surveys regarding nationalized textbooks in the 1969-70, 1971, 1975-76, 1977-78, 1978-79, 1979-80, 1980-81, 1982-83, 1983-84, 1985-86. These developments indicate a keen interest of the authorities to improve the textbooks. But till 1968, only preparation, production and distribution was done but no planned programme of improving the quality was thought of. Therefore Dave (1968) remarked that we have worked more for structural changes than substantial changes.
1.13 NATIONALISATION OF TEXTBOOKS

Krishnamurthy (1966) reports that the state governments wanted to promote uniformity in standards, improve quality of textbooks and lower the prices. While Pal (1973) describing the situation remarks that various states have nationalized the textbooks because of the defects in textbooks. Nationalisations of textbooks contemplate complete control of all aspects of textbooks. Nationalisation of textbooks in different states took place at different times. The quality of books has improved in several instances although the general level of books still remains poor. Shortcomings like failure to revise books for long period, misprints, poor production to supply books in time still remains to be overcome. As visualized by the Education Commission (1964-66) the main reason for this failure is inadequate organization of the agencies, which have taken over the responsibility of textbook production.

Therefore Education Commission (1964-66) emphasized on the urgency for the state education departments to organize themselves properly for the great educational responsibility. Uttar Pradesh state was the first to nationalize the textbooks in 1942. Various reports of NCERT also indicate that different types of agencies are set up in different states for textbook production.

1.14 TEXTBOOKS IN KARNATAKA—PUBLISHED BY DIRECTORATE OF TEXTBOOKS

1. Historical Perspective: In the 1950s a state level committee used to select and prescribe textbooks submitted by private authors and publishers. The State Educational Research Bureau (ERB) was established in 1959 to bring uniformity and quality in prescription of textbooks to various classes. The textbook production was nationalized by the state in 1964 and a separate
Directorate of Textbooks was established in 1969. In 1983, the Director's post was abolished but the entire Directorate was attached to DSERT. The Director, DSERT was also designated as Director of Textbooks. After the introduction of National Policy of Education 1986, curriculum was revised for I to X standard twice – once in 1988 and again in 1999. Private sector participation was introduced for the first time in printing and distribution in 1993-94.

2. Revision of Curriculum: The Directorate of Textbooks looks after the preparation, production and distribution of 360 titles of textbook for standards I to X in 10 languages (Kannada, English, Marathi, Telugu, Tamil, Hindi, Urdu, Sanskrit, Persian and Arabic). It also beings out these titles in seven media. Based on the National Policy of Education (NPE) 1986, the revised curriculum was introduced for the first time in the state in 1988 – 1989. The curriculum has been revised keeping in view the 10 core elements and 84 core values stressed in the NPE 1986. The revised curriculum has also kept in mind the states' pre-eminent position in the fields of information technology, biotechnology and allied fields. Care has been taken to keep the curriculum child centered also. The 10 common core elements are: the history of India's freedom movement; the constitutional obligations; the content essential to nurture national identity; India's common cultural heritage; egalitarianism, democracy and secularism; equality of sexes; protection of environment; removal of social barriers; small family norms and inculcation of scientific temper. The three language formula which was previously introduced from V standard, has been introduced from the VI standard from 2003-2004, even though English continues to be taught as a second language from the V standard as before.
3. Revision of Textbooks:

Based on this revised curriculum, new textbooks were introduced in phases for standards I to X, during the period 1989 – 1990 to 1994 – 1995

- IV, VI, IX standards - 1993-1994
- VII and X standards - 1994-1995

Taking into consideration several innovations in the field of education (activity based teaching pedagogy, child centered learning, DPEP experiments, new continuous comprehensive evaluation techniques), and advancement in the field of science and technology, this curriculum was again revised in 1999.

Based on the revised curriculum, textbook revision is again taking place in phases from 2000-01 to 2004-05. These revised textbooks are based on the philosophy of making learning joyful for the child. A number of successful practices in the field have also been incorporated in the textbooks-Nali-Kali practices, activity based methodology, child centered learning etc.

- I and II standards - 2000-2001
- III, IV and V standards - 2001-2002
- VI and VIII standards - 2002-2003
- VII and IX standards - 2003-2004
- X standard - 2004-2005

Every year these textbooks are also reviewed, updated, edited and reprinted. Textbook production is complicated process, which requires a lead time of one year for preparation of a textbook. The 360 titles from I to X standards are divided into different packages and tendered as per the
Transparency Act. The High Power Committee under the chairmanship of the Commissioner of Public Instruction, supervised the tender process and monitors the printing and distribution of textbooks.

4. Free Textbook: Free textbooks are given to all children (70.75 lakhs) studying in government schools from I and VII standards and also to all girls studying in VIII to X standards in government schools. SC/ST boys studying in VIII standard in government schools are also covered under the free textbooks scheme from 2004-2005 under SSA. Cost of free distribution of textbooks to the state is Rs. 35 crores.

1.15 RATIONALE OF THE STUDY

Textbooks plays a vital role in education. It enjoys a unique position of teaching, learning process as it is addressed to students and is used by teachers as a vital instructional material. Hence textbooks once prepared should not be considered as final and rigidly set. There is always scope for change and improvement. But this cannot be effectively done unless the textbook programme is supported by adequate research. Textbooks itself fully explain to the students inside as well as outside the classroom. The teachers use it for the planning and preparation of their lessons. A textbook can be used as an effective tool in instruction only when it fulfills the purpose for which it is written. Evaluation of any kind is carried out to check the extent to which programme achieves the predetermined goals. Textbook evaluation furnishes evidences of weaknesses and strengths of a textbook, it is to judge as to how best the textbook serves as an instructional material, to its users – the students and the teachers.

The present study is undertaken to evaluate the Kannada textbooks for standards VIII, IX and X students studying Kannada as first language published by Directorate of Textbooks Government of Karnataka.
The textbooks are widely in use by the students and Kannada teachers of standards VIII, IX and X since 2000 and 2001. It is still in early phase of use. This may be called as an experimental phase or testing period of its use. It can still undergo changes, if necessary. It can still bring about completion, if there are inadequacies. Hence, the investigator found it worthwhile and interesting to take an evaluative study of the Kannada textbooks of standards VIII, IX and X published by Directorate of Textbooks, Government of Karnataka. The evaluation of these textbooks under study will help to find out the extent to which the textbooks are in correspondence with the prescribed syllabus. The study will also help in finding out the appropriateness, adequacy, organization and suitability of presentation of the content of the textbook under study. The evaluation of Kannada textbooks will lead to the judgement as to how best are the textbooks in conformity with the teaching–learning process. The evaluation of Kannada textbook provides basis and guidelines for the further improvement.

The present study is a modest attempt to find answers to a few questions regarding various aspects of the textbook as follows:

1. Do the textbooks cover all the topics suggested in the syllabus prescribed by Karnataka State?
2. Do the textbooks provide the adequate content?
3. Are the academic and physical aspects of the textbooks suitable?
4. Do the textbooks cater to the needs of the teachers and students?
5. Do the textbooks provide appropriate exercises to the learners to learn and the teachers to teach?
1.16 STATEMENT OF THE PROBLEM:

The title of the present study is “Evaluation of Kannada Textbooks of Standards VIII, IX and X Published by Directorate of Textbooks, Government of Karnataka”.

1.17 OBJECTIVES OF THE STUDY

1. To study the views of teachers regarding Kannada textbooks with reference to the following aspects:
   a. Content
   b. Organisation
   c. Presentation
   d. Language
   e. Illustration

2. To study the views of students regarding Kannada textbooks with reference to the following aspects:
   a. Content
   b. Organisation
   c. Presentation
   d. Language
   e. Illustration

3. To interview the teachers with respect to the following aspects of Kannada textbooks:
   a. Typographic complexity
   b. Text material
   c. Size
4. To interview the students with respect to the following aspects of Kannada textbooks:
   a. Typographic complexity
   b. Text material
   c. Size

5. To make a content analysis of the Kannada textbook for std VIII, IX and X regarding following aspects:
   a. Introduction
   b. Content
   c. Presentation
   d. Illustrations
   e. Length of the Chapters/Poems
   f. Language
   g. Exercises

6. To study the significant difference between male and female teachers with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.

7. To study the significant difference of teachers belonging to different age groups with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.

8. To study the significant difference between married and unmarried Teachers with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.

9. To study the significant difference between teachers belonging to different types of management with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.
10. To study the significant difference between post graduate and undergraduate teachers with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.

11. To study the significant difference between the teachers with different teaching experiences (1-10, 11-20, 21+ years) with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.

12. To study the significant difference between the teachers belonging to different age of schools (1-20, 21-40, 41-60 years) with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks.

13. To study the significant difference between the teachers teaching in urban and rural schools with respect to their perception about Content Selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects in Kannada Textbooks

14. To study the significant difference between boys and girls students with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance in Kannada Textbooks

15. To study the significant difference between students belonging to different age groups (13-14 years, 15-16 years) with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance in Kannada Textbooks

16. To study the significant difference between students belonging to different types of management of schools with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance in Kannada Textbooks
17. To study the significant difference between students belonging to different standards (VIII, IX and X) with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance in Kannada Textbooks.

18. To study the significant difference between students belonging to urban and rural schools with respect to their perception about Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance in Kannada Textbooks.

1.18 DEFINITIONS OF TERMS

a. Textbook: A systematic organization and preparation of selected and summarized instructional material based on the prescribed syllabus keeping in view the needs and the interests of the pupils to facilitate teaching and learning for the accomplishment of the desired goals of the subject for a particular level or class (NCERT 1970).

Kannada textbook means Kannada textbook prepared by Karnataka State Directorate of Textbooks of which Textbooks implemented from June 2002 (VIII) June 2003 (IX) and June 2004 (X).

b. Evaluation of Textbooks: Evaluation is a process of determining the value of an attribute or a thing in relation to pre-determined objectives. Textbook evaluation, therefore, means finding out the worthiness of a book as a teaching/learning tool in relation to the course of study and the objectives of course assigned to the age group.
1.19 DELIMITATIONS OF THE STUDY

The study will be limited to the present Kannada textbooks for standards VIII, IX and X published by Directorate of Textbooks, Government of Karnataka in June 2002 (VIII) June 2003 (IX) and June 2004 (X).