CHAPTER – 1
INTRODUCTION

The future of a society depends upon its children, because they hold the future and constitute what it is to become. The famous sociologist, Hans Freudenthal, articulated this self-evident understanding in simple way.

A society is to control and direct its development (self and promote) social stability, social reconstruction, social order, etc. The future is the present; it is becoming greater. The present is the world is essentially a process of training in social structure, and the future is the existing structure.

In the contemporary world, children are considered as individuals. Each is distinct from others. Those who are at the age group between five and thirteen are generally grouped as "Children." During this span of life, cognitive talents and physical capacities are developed in these children. If the course of children are properly parented and tended during this period, there is the possibility of developing behavioral abnormalities.

Education is the key factor in the development and advancement of individuals, especially children. It affects and effects whole aspects of human development such as physical, mental, socio-economic, political, ethical and emotional. Concerning education and society is a life time process and everyday one recognizes this fact. Education does not consist of what is imparted in the class room, but it involves what children learn by themselves. Moreover, education should enable children to acquire knowledge by themselves and solve their problems.
So now I love only my children’s land, the undiscovered land in the farthest sea; I bid my sales seek it and seek it. I will make amends to my children for being the child of my fathers: and to all the future for this present!

Friedriche Nietzsche
(Thus Spoke Zarathustra)

The future of a society depends upon its children, because they herald the future and constitute what is to come. The famous sociologist, James Bossard, articulated this self-evident understanding in succinct way. “... if society is to control and direct its development (call the process social planning, social reconstruction or what you will) then the place to begin with is incoming generation. The remaking of the world is essentially a process of trading in social features... and the future is the child”.

In the contemporary world children are considered as individuals, different and distinct from adults. Those who are at the age group between five to fourteen are generally grouped as ‘Children’. During this span of age, creative talents and cognitive capacities are developed in them. Unless the energies of children are properly parented and guided during this period, there is the possibility of developing behavioral anomalies.

Education is the key factor in the development and advancement of individuals, especially children. It affects and effects whole aspects of human development such as physical, mental, socio-economic, political, ethical and emotional. Imparting education and learning is a life long process and every one recognizes this fact. Education does not merely consist of what is imparted in the class rooms but it includes what children learn by themselves. Moreover, education should enable children to acquire knowledge by themselves and take care of one self.
A child has to learn about this world, about himself and his relationship with this world, through his experience and from the experience of others. Experience of others are mainly transmitted through listening and reading. In fact, in one’s self learning and self perfecting processes, reading books plays an important role and it can be cultivated and pruned through proper library facilities and providing qualitatively preferred literature. Children are complex individuals growing up in a rapidly transforming world. Even in today’s technological age, books and reading them are indispensable for both early development and life long learning. The early access to literature is an essential part of any child’s early-reading experience and needs reinforcing as they become more sophisticated readers, learners and thinkers. Listening to orally transmitted narratives is quite often followed by reading books; especially children’s literature. It may be apt to briefly reflect on the central terms that moulds this thesis i.e. literature in general and children’s literature in particular.

1.1 Literature

The enjoyment, pleasure, inspiration and cultural development of human mind have been intimately bounded to production and reception of literature and art. The definition of literature is two-dimensional; these include both the book and the reader. Literature may be considered as the artistic arrangement of printed symbols. It may be viewed as the experience of an individual as she/he interacts with the text and attribute one’s own meanings.

Literature consists of not only plays, poetry, stories and novels but also letters, biographies, historiography, journal articles and even personal
It includes the oral traditions, legends, myths and sagas from classical time right down to the folk tales of present day non-literate societies. Children need access to literature from an early age to help them to meaningfully understand their lives and realities of society and environment. In many developing societies the oral tradition still dominates at all levels, often reinforcing the social strata. At the same time, books and reading of them have paralleled that tradition. The moment one opens them, the window to the new vistas are also opened. Books open new world, as an old Chinese Proverb informs us: "A book is like a garden that can be earned in the pocket!". Margaret Meek puts the same in the following way: "Reading can give people access to more experience than any one encompass, in a single life time... a book is a place where children can try on all the lives they haven't got".

1.1.2 Literature for children

The genre of literature for children covers a variety of themes and can be said to cover everything read by children. They are written especially for the enjoyment and pleasure of children. Children's literature exists as a portion of universal literature, which reflects excellence in writing and designing. The essential feature of modern children's literature is that, it can be distinguished from other branches of literature by the artistic representations and illustrations. The uniqueness of children's literature lies in the specifics of its addressees. Every child is curious about life and adult activities, and lives in the midst of tensions, love and hate within the family and the society. The author who can invoke these experiences with imagination, ideation and insight, and communicate them to children is the ideal author of children's literature.
Children's literature is a late arrival in any country's literary history. Literature for children as a distinct genre was our enlightened idea. This idea found universal acceptances as being basic to children's development and quality of human being. It broadens their mental horizons by making them aware of the past and the contemporary trends in the world. Children have to learn about this world, about himself and about one's relation with the world, and all these are enabled by the habit of reading books and absorbing the ideas contained in them.

Books are essential to children if they are to enjoy their childhood and satisfy their quest for knowledge. The books help to develop fine feelings and good habit among children. Need to develop habit of reading among children is very vital to the success of education. Children's literature forms an important part of curriculum, because it develops the children's own language, it aids their reading habit and it enriches their activities in any field. Books can foster racial and multi-cultural understanding and offer children replicable role models from the stories where children of different ethnic groups can be seen participating as equals and co-operating together in a realistic way. Reading books inculcates curiosity among children to know about their country, its origin, the culture and language of their parents and grand parents which fosters them to strengthen a sense of belonging. Books can help children to a deeper understanding of themselves and others and lead them to mature as balanced personalities.

From pedagogical point of view the following statements can be postulated. Reading books often encourage the readers to love adventure and nature. The books make them imbibed with patriotic feelings and fervor; it makes them to aspire for higher and greater values of life.
Reading effectively shapes the abstracting power of the brain and besides develops its associative capacity to associate words with images. Hence reading is one of the most important skills that catalyses development of mankind. The development and growth of reading habit have certain pre-requisites. They are literacy, context to read and availability of materials to read. Books for children are to be entertaining, informative and instructive. We can introduce the desirable social awareness such as equality, fraternity, liberty, justice etc. by making children read books. Of course, we got to be vigilant about the contents of the books that they read. The objective is to make such books easily available to our younger generation. Our creative writers as well as serious writers should earnestly take to writing books for children as sacred service for the days to come. No doubt, writing books for children requires special skill, concern and talent. The writers of books for children should be endowed with imagination and must be able to write in such a way that a young mind can engage with it with passion.

Given the context, ethically, it is time for us to make an earnest effort to give our youngsters the books that they rightfully deserve; books that they are eagerly longing to read. Only a publishing sector can take a lead in this direction. They may earmark a portion of their capital for financing publication of children's books. If warranted, the governmental agencies should provide the required encouragement to the publishers of children's books. In promoting reading habit among children many publishers and institutions have been playing crucial functions. In India, National Book Trust, and Children's Book Trust have brought out quite good number of books for children. National Centre for Education Research and Training (NCERT), Kerala State Institute of Children's Literature, National Centre for Children's Literature etc. are other
publishers of children’s literature. This is one of the main reasons why this thesis pay attention not only to the diversity and growth of children’s literature, but also examines how this genre is linked to the processes of publication and institutions involved in enabling reading.

1.2 Relevance of the Study

Children's literature can play an important role in the educational as well as cultural development of a child. We can provide literature to children as supplement to the curriculum materials in various forms such as informative literature and creative literature. Even though we have considerable stock of children's literature, in Malayalam language, the quality stands far behind international standards. We have lot of books based on various subjects for children, but it is difficult to ferret out good literature from them. There is no standard written criterion for evaluating these works. Most of the publishers of children's books are after the commercial benefits. They publish more and more titles year after year, but still a dependable and comprehensive bibliography of this literature is not available. The relevance of this study lies, partially, in the fact that it attempts to fill this literature gap.

Kerala State has a population of about 3.57 crores and with the highest literacy rate. The Mass Literacy Programme has helped people of Kerala to achieve almost complete literacy. As a result, the number of printed materials has been increasing day by day. This situation is somewhat similar in children's literature also. The publication of children's literature in Malayalam has increased since 1979, the year when celebration of ‘The International Year of the Child’ began. In Kerala, the publishers and authors have concentrated on the production of literature for
children and as a result there was considerable growth in the production of children's books in connection with such celebrations. Many educational, governmental and voluntary organizations brought out literature for the new generation.

We can assess the growth of knowledge in any discipline by qualitative and quantitative approaches. The qualitative approach demands some structural or descriptive models. As there is no such models for evaluation and the lack of critical studies on children's literature in Malayalam, the qualitative assessment cannot be completely carried out. The quantitative approach is based on the consolidation of statistics and interpretations. Many such studies have been conducted on the growth of literature in various subjects except children's literature. That is why this study becomes all the more relevant.

Compared to the number of production of other genres of literature, the rate of production of literature for children is relatively low. There are no quantitative studies undertaken in the field of children's literature in Malayalam. Therefore, it is worthwhile to study the rate of production of various forms of children's literature in Malayalam. The lack of previous studies in the field of children's literature in Malayalam and the personal interest of the investigator in Malayalam language and literature together have given an encouragement to the conduct of the present study.

1.3 Title of the Study

The title of this study is "Children's Literature in Malayalam: A Survey and Bibliometric Study".
1.4 Definition of Key Terms

Let us now proceed to define select terms that are indispensable for the present study. For this purpose the key terms that appear in the title and methodological description are delineated.

1.4.1 Children's Literature

According to the New Book of Knowledge Encyclopedia, "... children's literature consists of an enormous and exciting array of books written and published especially for young readers and listeners".\(^{13}\) According to the New Encyclopedia Britannica, children's literature is "... the body of written works and accompanying illustrations produced in order to entertain or instruct young people. The genre encompasses a wide range of works, including acknowledged classics of world literature, picture books and easy-to-read stories written exclusively for children, and fairy tales, lullabies, fables, folk songs and other primarily orally transmitted materials".\(^{14}\) The Funk and Wagnell's New Encyclopedia defines, 'children's literature exists as a portion of universal literature, which reflects excellence in writing and designing. They are especially for the enjoyment and pleasure of children".\(^{15}\) We can observe that these lexical meanings do not contradict each other. Therefore, the characteristics common to all these definitions, which are suitable for the study, have been chosen.

1.4.2 Malayalam

Malayalam is the language spoken predominantly in the State of Kerala, in South India. It is one of the 22 official languages of India,
spoken by around 37 million people. A native speaker of Malayalam is called a 'Malayali'. Malayalam is also spoken widely in the union territories of Lakshadweep and Mahe, the Kanyakumari district of Tamil Nadu State and the Kodaga and Dakshina Kannada districts of the State of Karnataka. Malayalam language belongs to the family of Dravidian languages and considered to be one of the four prominent Dravidian languages of South India. Malayalam has a script of its own, covering all the symbols of Sanskrit as well as special Dravidian letters.16

1.4.3 Survey

The Collins Cobuild English Language Dictionary defines survey as a "... detailed investigation of something".17 According to the Oxford English Dictionary, survey is "... the examining or inspecting in detail especially for some specific subjects."18 In the present study, literature for children published in Malayalam language is surveyed.

1.4.4 Bibliometric Study

The British Standard Glossary of Documentation of Terms explained Bibliometrics as the "... study of the use of documents and patterns of publications in which mathematical and statistical methods have been applied".19 Alan Pritchard defines Bibliometrics "... as the branch of information theory that attempts to analyse quantitatively the properties and behaviour of recorded knowledge".20 Sengupta gives another definition as “... the organisation, classification and quantitative evaluation of publication patterns of all micro and macro communications along with their authorship by mathematical and statistical calculus”. Quantitative
analysis of various forms of children's books published in Malayalam language is subjected to bibliometric study.

1.5 Objectives of the Study

The main objectives of the study are:

1. to assess total number of the children's books in Malayalam published up to 2006;
2. to assess the growth rate of children's books in Malayalam from 1824 to 2006;
3. to assess the subject-wise distribution of children's books;
4. to identify the major publishers of children's books in Malayalam;
5. to identify the authorship pattern in each of the subject-group;
6. to decompose the total number of translated books into Malayalam in terms of their original languages;
7. to estimate the rate of increase in the cost of children's books over the period up to 2006;
8. to estimate the price per page of children's books and to find out the price - page correlation;
9. to assess the quantity of illustrations in children's books in Malayalam; and,
10. to find out the determinants of publication output of children's literature in Malayalam.

1.6 Hypothesis

The following hypotheses are formulated in this study.
1. The growth in the production of children's literature in Malayalam fluctuates between years.

2. There are significant variations in the production of books in various genres and subject-groups within children's literature.

3. The contribution of government and public sector publishers in the field of children's literature is higher than that of publishers in private sector.

4. The translations of children's literature into Malayalam from other languages are relatively less.

5. There is a positive correlation between the number of pages and the price of children's books in Malayalam.

6. There are socio-economic factors such as population, total literacy, female literacy, real State Domestic Product and Per Capita Income which determined the growth of publications of children's literature in Malayalam.

1.7 Methodology

Methodology applied in the present study involves Survey of Literature and Bibliometric Analysis; they are schematized in the following sub-sections.

1.7.1 Survey of Literature

A comprehensive survey of children's books in Malayalam including books and primary sources like indices and bibliography, are undertaken. In addition, the CD-ROM database of 'LISA Plus' was searched for relevant studies. There is no bibliometric study conducted on children's literature in Malayalam. However, the literature search provided
a lot of background information such as studies on literature, bibliometric studies on other genre, studies about Malayalam language etc.

For the collection of data various sources have been consulted. The most important and dependable among them was the Malayala Grantha Soochi published by Kerala Sahithya Akademy, Trichur. It is an authentic bibliography which provides a comprehensive account of books in Malayalam upto 1995 in Seven Volumes. The seventh volume was published in 1997. The compilation of Grantha Soochi was started under the editorialship of K.M.Govi and A.K. Panikkar. The first volume came out in 1973, and the second volume in 1974. The first volume was exclusively devoted for literary works and the second volume for non-literary works. The other five volumes contain both. Entries were arranged alphabetically with the name of the author under each subject. The Grantha Soochi also provides the name of the author, subject and title index. The CD-Rom version of Malayala Grantha Soochi came out in 2006 which includes books published in Malayalam up to 2000. The investigator had to depend for the details about books published between 2000 and 2006 on publisher’s catalogues, various book exhibitions that were conducted all over the State and information provided by the leading publishers.

In addition, the children's section of Trivandrum Public Library, collections of other major children’s libraries and Kerala Sahithya Akademy library were examined to fill information gaps and for searching titles of children's literature in Malayalam which are not entered into the sources mentioned above.
1.7.2 Bibliometric Analysis

In order to carry out the bibliometric analysis, the details of 7497 books were consulted. The variables such as form, author, subject, title, publisher, place of publication, year of publication, price, page number, size of the book, illustration etc. are dealt with for the analysis and interpretation of the base line data using the SPSS programme.

1.8 Scope and Coverage

In children's literature, as in any other literature, there are multiple classificatory schemes. For the purpose of the present study, various genre of literature for children are identified and examined. Therefore, they are classified into poetry, plays, stories including fiction, biographies, science, social science, language, religion, music, folk tales and folk songs, sayings and proverbs, history of literature, fine arts, general books, translations, essays, philosophy, education and so on. They together accounted for 50 subjects.

Since the study is about the literature produced in a regional language, it was considered apt to follow the pattern followed by Ranganathan in Colon Classification (6th Ed.). For the analysis, the 50 subjects are classified into eight subject- groups in a logical sequence. They are Generalia, Science, Linguistics, Social Science, Humanities and Religion, Arts, Malayalam Literature and Biographies.

The data collected for the present study is confined to a period of 184 years. ie, from 1824 to 2006. It was found that the first Malayalam book for children was published in 1824, hence the initial year under focus of this study is that year.
1.9 Limitations of the Study

As the study covers 184 years from 1824 to 2006, right from the appearance of the first printed book for children in Malayalam, physical verification of all the books was impossible. Therefore, published bibliographies had to be employed to a certain extent. Though every effort has been made to compile a comprehensive database of children's literature in Malayalam, there may be some gaps in the list due to the lack of bibliographic control after 2000.

1.10 Organisation of the Thesis

The present study is organised under the following six chapter headings.

Chapter 1: Introduction

The context and relevance of the study, the title, definition of key terms, objectives, methodology, hypothesis, scope and coverage, limitations and organisation of the study are discussed in this chapter.

Chapter 2: Review of Related Literature

Review of the related literature gives an overview of the major studies conducted in this field. They are grouped under various subject headings such as Studies on Children's Literature, Studies on Malayalam Language, Bibliometric Studies, Documentation and Bibliographic Control of Children's Literature. The reviews under each of the headings are further classified and presented under various sub-headings.
Chapter 3 : Children's Literature : Genesis, Development and Proliferation

The genesis, development and scope of children's literature are discussed in this chapter. The major genres and classification of forms of children's literature and their characteristics are also explained.

Chapter 4 : Children's Literature: An Overview

This chapter discusses about the international scenario of children's literature in general and the historical development of literature for children in Indian and particularly, in various regional languages. Further, this chapter focuses on the literature produced for children in India in English language and on various international and national organizations which are engaged in publishing for children.

Chapter 5 : Children's Literature in Malayalam : Bibliometric Analysis

In this chapter, a detailed bibliometric analysis of children's books published in Malayalam language using various bibliometric variables is presented. The central analytical concern of this chapter is the analysis in terms of subject-wise distribution, decade distribution, districts covered, major publishers, translations, estimation of price per page, price and page correlation, amount of illustrations and determinants of published output of children's literature in Malayalam.
Chapter 6: Findings and Conclusion

This concluding chapter contains the summary of the major findings derived from the analysis of data. The hypotheses are taken up to be tested and proved. The possible trajectories of research potentials, and suggestions and recommendations are also discerned.
REFERENCES


5. Ibid p. 11.


