Chapter II

THEORETICAL BASES OF TEXT BOOK COMPONENTS FOR PRIMARY LEVEL

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Chapter II

THEORETICAL BASES OF TEXT BOOK COMPONENTS FOR PRIMARY LEVEL

1. Instructional Objectives and Text Books

A text book is the chief means to achieve the instructional objectives of any subject. An instructional objectives—geared text book is the pre-requisite of objective-based teaching and learning programme. Therefore the potentiality of a text book for achieving the instructional objectives is a crucial point to be evaluated. The task of examining a text book against the criterion of conformity to instructional objectives should be done with the utmost care and thoroughness.

According to Bloom,¹ "Educational objectives are statements of desired changes in thoughts, actions or feelings of students that a particular course or educational

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¹ Benjamin S. Bloom, "Testing Cognitive ability and
programme should bring about. Educational objectives, as they have been related to evaluators, teachers and curriculum workers, are relatively specific statements of characteristics the students should possess after completing the course or programme.

Again Bloom, et al., 2 state that: "once objectives are defined clearly they can become models or plans that help shape and guide the instruction and evaluation processes".

Education is the process of making desirable changes in the individual. Instructional objectives are the behaviour changes that are expected to result from learning. These educational objectives are formulated from the philosophy of life, the needs of the society, the needs of the learner, psychology of learning and the nature of subjects to be taught. A teacher who has already defined his instructional objectives is sure about his goals.

Quillen and Hanna 3 observe, "objectives must be clearly and concretely stated so that both teachers and students will know the purpose for undertaking particular activities, for including specific subject matter, and for methods


and techniques employed in organising the class and undertaking educational experiences". They give the following guiding principles for formulating objectives:

1. Objectives should be formulated by those who use them.

2. Objectives should agree with the school's philosophy and democratic principles.

3. Objectives should be behaviourally stated.

4. Objectives need to be organised in a meaningful pattern.

Changes take place in the child in three domains, i.e., in thinking (cognitive domain), feeling (affective domain) and doing (psychomotor domain). The major objectives under cognitive domain are knowledge, understanding and application. Under affective domain, the objectives are related to interests, attitudes and appreciation. Attainment of skill comes under the psychomotor domain. Evaluation is the process of ascertaining the extent to which desirable changes have taken place in the pupil, it should measure the changes of the pupil in all these directions.

Objectives are immediate goals of instruction. In order to ascertain whether the objectives have been achieved we have to depend on behavioural changes. The behavioural changes or outcomes of learning are called specifications. Hence attainment of objectives are measured through their specifications.
Development of reading skill, comprehension and expression are the main language abilities aimed at in a language programme. Reading skill may include, the recognition of alphabets, sound clusters, mastras, words and sentences etc. Under comprehension come the abilities of reading and listening comprehension, whereas expression includes both written and oral expression. In addition to the language abilities, the text books of mother tongue also impart some useful information to the child. The author of text books of mother tongue is therefore, supposed to select, arrange and present the content in such a manner that it may help in achieving the above objectives in keeping with the requirements of the syllabus.

**Instructional Objectives of Mother tongue at Primary Stage (from Standard I to IV)**

1. To acquire the knowledge of (a) elements of language, (b) ideational content, (c) different forms of composition.

2. To acquire the ability of comprehending whatever he listens to.

3. To acquire the ability of comprehending whatever he reads.

4. To acquire the ability of expressing oneself orally.
5. To acquire the ability of expressing oneself in writing.

6. To develop interest in the mothertongue and its literature.

7. To develop healthy and desirable attitudes.

The following objectives have been found relevant to the preparation of lessons for mothertongue text books at primary level. These objectives have been arrived at after discussions with experts in State Institute of Education and also with language teaching experts.

Objectives

1. Knowledge of contents
2. Comprehension (i) Listening (ii) Reading
3. Expression (i) Oral (ii) Written
4. Skill of self-learning and discovery
5. Creative ability
6. Appreciation
7. Interest in the mothertongue and its literature
8. Healthy and desirable attitudes etc.

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2. Nature of theme

Text book in languages consists of two kinds of contents, ideational and linguistic. Themes come under ideational content of the language text book. Themes are composed of ideas and feelings related with different aspects of life.

The following are the major themes recommended to be included in text books of mothertongue.


3. Psychological needs

When psychologists speak of a need they usually mean some very basic, fundamental even, incontrovertible goal of human behaviour. Thus the concepts of need denotes an

absolute necessity to human welfare, so that satisfaction of a need cannot be denied without the most dire results.

A need is a state of tension or disequilibrium that results from some lack within the person. According to Murray, "a need is a construct (a convenient fiction or hypothetical concept) which stands for a force (the physico-chemical nature of which is unknown) in the brain region, a force which organises perception, apperception, intellection, connation and action in such a way as to transform in a certain direction an existing unsatisfying situation". We can agree with Murray (a) that need is the immediate outcome of certain internal and external occurrences, (b) that it is not a static entity but comes and goes and changes, (c) that each need is unique and (d) that there are similarities among human needs. Broadly speaking, there are two kinds of needs, psychological and physiological. Physiological or organic needs are hunger, sex, rest, sleep etc. Psychological needs are less fixed and dependable than the organic needs, but they are of no less importance in life.

Psychological needs of children should be reflected in the presentation of themes in the lessons of text books.

The following are the major psychological needs:

1. Acquisition
2. Achievement
3. Recognition
4. Exhibition
5. Counteraction
6. Dominance
7. Aggression
8. Affiliation
9. Play
10. Security
11. Love
12. Independence
13. Sympathy
14. Social acceptability
15. Curiosity

4. Values in Education

Education is not only a process of instruction and training. Education is the realisation of the perfection already in man. For Gandhiji, "true education is the one in which the individual develops his character, trains his faculties and learns to control his passions in the service of the community". Education would unfold the innate capacities of the individual and would enable him to develop his powers to help himself as well as his society. A programme of education designed to help the child to develop his body, mind and soul will lead to a harmonious development of personality. The objective of education is the all-round development of the personality of the individual. Values are important and influential components of personality.


Barry and Wolf define value as "a learned belief so thoroughly internationalized that it colours the actions and thoughts of the individual and produce a strong emotional intellectual response when anything runs counter to it".

Values are the general and enduring preferences that govern human behaviour and decision in daily life. They not only give direction to human behaviour but serve as ideals or goals in themselves.

Values should be developed indirectly through the various branches of curriculum. It can be done through curricular subjects and co-curricular subjects. Values have a special significance in Indian society today, where young men and women are passing through character crisis.

Dr. Karan Singh, then Minister for Education and Culture, in his presidential address at the sixteenth annual general meeting of the NCERT* on November 1979, emphasised the importance of values in the education process. ".....The fourth point is the introduction of social values in the educational system. This is a very important point. It is not simply a question of teaching it through a subject in the ............

10. Education for All-round Development. New Delhi: NCERT, 1979, pp 4-5

* NCERT National Council of Educational Research and Training.
curriculum, it is a question of inculcating values. For example, the values of patriotism—not a narrow patriotism, a broad patriotism—the human values, values of beauty, values of truth which Gandhiji and the Buddha preached; of love, friendship and helping each other. How do we inculcate these values? Children must be taught to help each other, so that they will develop the capacity to help each other when they become adults. There is the social value of keeping the school and neighbourhood clean. There is no awareness of the importance of social values in our country. This is one of the greatest weaknesses although we have produced great philosophers, scientists and artists...

These are the values that have got to be woven into the curriculum, not necessarily as a separate subject. They can be integrated, for instance, with the teaching of geography, literature and other subjects”.

In the language text book value is the socially accepted equality which the writer wants to inculcate in children. One of the main sources of value content is language study. "Literature is a vehicle for training the character and inculcating the right sense of values through the study of literary masterpieces and communication with the spirit of great writers”.¹¹

There are many values that can be incorporated in a language text book.

The priority of values¹² to be reflected in text books in mother-tongue at elementary school level is as under:

(1) Cleanliness and orderliness (2) Co-operation (3) Honesty (4) love for living beings (5) love for younger persons (6) punctuality (7) respect for elders (8) truthfulness (9) alertness (10) cheerfulness (11) dignity of labour (12) dutifulness (13) equality (14) kindness (15) faith and devotion (16) forgiveness and (17) humbleness (18) courage (19) determination (20) inquisitiveness (21) initiative (22) leadership (23) patience (24) patriotism (25) self respect (26) sincerity (26) unity (27) love for beauty (28) consideration of others (29) resourcefulness (30) obedience (31) social justice (32) secularism (33) determination and (34) righteousness.

5. Text books and National Goals

The achievement of national goals through education is essentially a vital element of school curriculum. Educational goals of a country at any particular time are the

reflections of the national goals at that time. School curriculum thus has a great responsibility to help in the promotion of national goals. In the context of our country today text book is a prime element of school curriculum. The text book to a large extent, determine what the child should know and in what type of intellectual exercises the child should engage himself in. The written word in the text book carries a certain prestige with the child and it lends him intellectual and moral support for forming certain opinions or judgement putting across his point of view. For this purpose text books should be related to productivity, modernity, democracy, secularism, socialism national integration etc. Well prepared text books in all school subjects have the potential for contributing towards the promotion of national goals. "... In order to have an all-round achievement of national goals, we have to relate education to life and needs of the people and to make it an instrument of social change. For this purpose the school curriculum should be related to productivity, social justice, national integration, modernisation of the society and cultivation of moral and spiritual values". 13 Language is one of the most powerful tools to develop a catholicity of outlook and an appreciation of the basic values of the composite culture of India.

Text books in language and literature, especially mother-tongue text books should be developed keeping in view the national demands and position and purposes of language.

1. The themes to be included in a text book should fulfil the following national goals: 14 (a) National integration (b) Democracy (c) Socialism (d) Secularism (e) Modernity (f) Productivity.

2. Should be such as may bring the society and the school closer.

3. Should reflect the local environment and the environment of the whole country so that the students may develop in them a feeling of patriotism and the sense of belongingness to their culture and country.

4. Should be such as may develop international understanding in students.

5. Should inform the students of the latest scientific and technological development.

6. Should develop in students the feeling of curiosity for further learning.

7. Should expose the child to different contexts of life.

8. Should develop in students the personal qualities like courage, endurance, resourcefulness, the ability of

problem solving and decision making which may help both the individual and the society.

5. *Prose Lessons for Children*

The main function of language teaching is effective communication. For teaching purposes we can look on language from four aspects: sounds—hearing/speaking, symbols, reading/writing. These four aspects of language are all contained within the unity of language, that is, they are not separate and unrelated aspects but are closely connected like the two sides of a coin. A proper system of language teaching must deal with each of these four aspects—of hearing, speaking, reading and writing.

Prose lessons generally contain informative materials and present a specimen of a good language wherein the use of right words, phrases and idioms is made in addition to use of grammar. The text book material is generally representative type introducing the pupils to the history of literature, different trends therein, style of different writers, forms of prose etc.

The aim of teaching prose and prose literature of any language is to develop the intellectual faculties of comprehension and comparison of ideas. Actually the aim of teaching prose is mainly practical and utilitarian. The first
and foremost qualities of a good prose text are clarity and conciseness and the students are helped to learn what a good piece of literature should be with regard to these qualities. They should be able to appreciate a really good piece of Malayalam prose and try to embody its essential qualities in their style of composition.

"By the end of primary stage, the pupil should have acquired the competence to express orally, as also in writing, through the standard form of the mother-tongue, correctly within the limits of the structures and vocabulary normally expected at this level of development. The pupil should be taught to read loudly with correct pronunciation, modulation of voice, posture, proper speed and comprehension. The pupil should acquire the right habit of silent reading with comprehension. He should be able to listen with comprehension simple narrations at his level. At the middle and secondary stages a greater enrichment of all the above skills through more advanced linguistic and ideational content is expected."15

In 1958, the All India Council for Secondary Education sponsored an All India Seminar on the Teaching of Indian languages. The report of this seminar16 presents a good

picture of the confused thinking prevalent in the country. The four goals of teaching the mother-tongue set by this seminar are: (a) receptive (b) expressive (c) appreciative and (d) creative. This statement is more polemical than definitive. One of the interesting points that was raised in this conference is about the selection of books both for the mother-tongue and for the second and/or foreign language without due care for the needs, interests and maturity of the students at different levels. It was generally complained that the books selected for mother-tongue teaching at a particular stage were the same as those selected for the second language in higher classes. This certainly accounts for the prevalent sense of inferiority, the lack of interest and all-round frustration.

Teaching of prose lessons also provides opportunities to develop power of comprehension and it also trains the hearing faculty as well. In real life situation it is very essential to understand each other, understand profitably the speeches etc. This enables one to successfully participate in discussion and similar activities.

7. Grammar in Early Stages

The instructional objectives of a grammar lesson are to develop understanding of the rules and principles of a language according to which it works and to achieve mastery
over certain linguistic items with reference to these rules and principles. Children learn language through suggestions and imitations. They learn it from those whom they hear speaking it around them and from the books they read. As the child gradually comes to adopt the speech habits that he finds in school, he is at the same time gradually building up a standard of judgement. This standard is not consciously present in the mind of the child. He should learn to speak and as a result, write correctly, entirely through conscious and unconscious imitation. Regarding the learning of grammar Ryburn\textsuperscript{17} observes: "it is necessary to do some grammar, when the child has gained a reasonable command of the language. Words and sentences are his tools and he must understand how they are used. He must know when one tool is used and when another, and such understanding increases his interest in the work that he is doing. Later, the understanding of grammar and its rules helps to develop styles and clarity of expression, as for example, when by learning the right use of connectives he escapes from an endless chain of ands".

The methods to be used in teaching grammar is the inductive method. The pupils should be helped to arrive at rules for themselves, after examining a number of examples.

\textsuperscript{17} W.N.Ryburn, \textit{The Teaching of Mother-tongue}. Bombay: Oxford University Press, 1963, p.94.
That is, grammar should be made an interesting work of discovery. Then should follow application and practice of the rules.

Proficiency in language is no longer dependent on how well students reproduce sentences, but the skill they show in generating new ones. Manipulation of language structure is one of the techniques so as to achieve the capability to carry on genuine conversation in the language.

There are good reasons why grammar remains and should remain, a viable part of the language curriculum. It belongs there because language is man's most important resource, the basis for his knowledge and the key to his power and the study of grammar helps to explain why and how it works. Grammar study also can be invaluable when viewed as an opportunity for students to learn how to learn. The cultivation of the spirit of enquiry is extremely important regarding language also. Pupils should know how answers are produced, how knowledge is generated, how learning is conducted. Jerome Bruner\(^{13}\) places inquiry at the very heart of the educational enterprise at all levels. No student is too young to be excluded, he argues in fact. "At the very first breath, the young learner should be given the chance to solve problems,

to conjecture, to quarrel..." No longer do grammar class-
rooms need be characterized by dull drills and parsing by
monotonous pigeon holing and underlining. With emphasis on
process rather than product, enquiries into the forms, struc-
tures and impact of language can convert them into lively,
rewarding places—places where grammar study has a real
reason for its presence. In the words of Keyser, 19 "... it
is possible to look at grammar as attempting to teach children
how to make, critically examine and reformulate hypotheses
about language—using as evidence of their own knowledge of
English. In other words, grammar can be viewed as an oppor-
tunity for students to learn how to engage in rational
inquiry".

The extent of formal grammar to be included in the
curriculum should be judged based on definite criteria taking
into consideration the total instructional time and the
instructional objectives at each level and the learning
readiness of children.

8. **Poetry for Children**

Poetry, the supreme expression of the human spirit,
is the fruit of a creative activity and is nearly as old as
language. It is capable of promoting in readers the emotion

19. Samuel Jay, Keyser, "The Role of Linguistics in the
Elementary School Curriculum", *Elementary English*, 1970,
pp.35-45.
of pleasure through language; this is the basis of a love for poetry.

Poetry comes from the conscious organisation of language in a form calculated to give pleasure and satisfaction itself.

Poetry makes use of the most refined form of language to give expression to the trivial and every day thoughts as well as the intensive experiences of life. So poetry itself is refinement, an organisation, a selection of the best in human experience.

Poetry for children differs little from poetry for adults, except that of comments on life in dimensions that are meaningful for children. Poetry appeals to children's sensory experiences and helps them think about the different things in a creative, imaginative way. The scope of poetry for children passes all the feelings, all the experience of childhood.

Poetry is the music of thought and fancy and noble feeling. Young children want their poems to be simple, vivid and to the point, much the same pattern that they demand of stories they read. Each poem should present one clear thought or image or a succession of such thoughts. Children will accept poems they do not completely understand but they are not interested to learn poetry that is vague and deliberately confusing. They cannot digest too many figures of speech,

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long descriptions or much philosophizing.

Children of primary classes appreciate poems which are full of melody, simple in language, easy to understand and preferably able to leave an image in their minds. Abstract poems do not appeal to them. Children can remember and retain a poem well if they understand it and appreciate it too. Therefore, care is to be taken that poems should be composed in the language children know. It is better to compose the poems for primary classes as there are many restrictions on their linguistic and ideational content. Ryburn\textsuperscript{21} has given certain guidelines in this regard. "Poems for children, even if very simple, should have beauty of thought and beauty of expression. They should have a good rhythm. They should not be sentimental nor should they be morbid. With young children special attention should be paid to rhythm. It appeals to practically all children and is the best medium of introduction to poetry. Children love rhythm in movement, music and words".

The initial objective of the poetry lesson is that it must delight. Good poetry lessons help to increase the capacity of the students to appreciate and benefit more from the other literature lessons.

We should provide children poetry that:

- Gives children an exhilarating sense of melodious movement.
- Makes the everyday experiences of life distinctly uncommon.

Touches their emotions vibrantly
Release healthful laughter
Tells wonderful stories
Carries them into exaggerated or
fruitful situations.
Extends their appreciation of their natural world.
Creates memorable characters and personages.
Sings its way into their memories.

9. Exercises in Text Books

Exercises have always been one of the most useful yet
the simplest tools to stimulate and consolidate learning. It is
not uncommon to find in language text books assignments after
each lesson under two different heads: 'questions' and 'exer-
cises'. Questions are set on the factual content of a lesson,
asking 'why', 'what', 'how' and 'when' about the things mentioned
in the lesson and under the exercises, such tasks are set for
the pupils which imply the attainment of proficiency in the use
of language items through practice.

The active involvement of the learner in response to
an exercise is very important for its meaningful functioning.
An exercise activates the pupil physically or mentally or both.
Therefore, in the educational context, an exercise may be
defined as a task undertaken by the pupil to evolve a controlled
response with the purpose of bringing about learning or its
reinforcement. All the questions, pattern practice drills,

22. Virgil E. Herrick and Leonard B. Jacobs, Children and the
written assignments and other activities which are employed in the classroom or outside in connection with a teaching-learning programme may be called exercises.

Text book exercises are meant to help students as well as teachers. They provide material for self-learning, classroom teaching, home work, testing, reinforcement and enrichment. Exercises should, therefore, form a very important part of the text book content.

(a) Principles for the Preparation of Exercises

The factors that are to be considered while framing the exercises are the nature of contents, the instructional objectives, the learner, the teaching technique including the testing technique, the total programme of teaching the mother-tongue, the teacher of the mother-tongue and the total curriculum. Exercises are that part of presentation, where the teaching technique should be emphasised by further elaboration in respect of forms of questions, nature of exercises and techniques of questioning. Hence the coverage of content, instructional objectives, different forms of questions, nature of exercises, techniques of questioning, the learner and the amount of exercises in the whole book should be kept in mind while framing the exercises.

Under coverage of content, both the amount and the characteristics of exercises of an individual lesson are
important. As each and every teaching point cannot be covered in the exercises given at the end of the lesson, their amount in the lesson and their importance should decide their proportion in the exercises. The exercises should be so planned that they cover the main teaching points and related teaching points from the previous lessons.

(b) **Exercises and instructional objectives**

All the instructional objectives prescribed for the grade, viz., knowledge, comprehension, expression, appreciation etc. should be covered in the exercises. The coverage of the objectives should be proportionate to their weightage given for that grade. The coverage of the objectives should be adequate in two respects. First, the amount of exercises should be given keeping in view the difficulty level of the objectives from the point of view of the learner, e.g., comprehension relatively need more exercises than merely knowledge or information. Secondly, an objective should be taken as covered only if all the specific expected behaviours given under it are adequately covered.

(c) **Exercises and types of questions**

All the three form of questions, viz., objective, short answer and essay type should be included in the exercises. One should not insist on the inclusion of all the forms in the
exercises of a lesson, as they should depend on the basis of their appropriateness to the content and the instructional objectives. The content having the potentiality of developing oral or written expression in the students may be used for essay type questions. The content appropriate for developing comprehension may be used for short answer questions, but for objective type questions, it is desired to separate the two objectives—comprehension and expression. All these forms of questions should be adequate and proportionate, but these characteristics concerned with the amount of different forms of questions should be checked in respect of the whole book.

(d) The nature of Exercises

The nature of exercises depending upon different purposes may be recapitulatory, incremental, inferential and diagnostic. The factors related to the nature of exercises are the nature of content, the instructional objectives, the learner and the teaching technique. All these types of exercises should be framed based only on the content which is suitable for this purpose. The first three types of exercises are based on the specific behaviours included under instructional objectives, viz., knowledge, comprehension, expression etc. The last one is to diagnose the strength and weakness of the achievements of the students to plan future teaching and study, and hence is related to the teaching technique. The
incremental and inferential exercises should be framed keeping in view the mental level of the learner, as these exercises take the learner beyond whatever he learns from the textual matter given in the lesson. All these types of exercises should be included, whatever necessary and possible, but the incremental and the inferential types should be fewer than the recapitulatory and diagnostic ones.

(e) Exercises and techniques of questioning

Exercises may also be planned from the point of view of the techniques of questioning, viz., oral, written and activities depending upon the type of response to be got from the students. In the first type, the students give oral responses; in the second, they express themselves in writing, and in the third, they are expected to do something either individually or collectively. The factors that decide the inclusion of the techniques of questioning and the characteristics of this inclusion are the nature of the content, the instructional objectives, the learner and the teaching technique. The teacher is free to ask the students to respond to a question verbally or in writing. Then, these should suit the forms of questions, e.g., the short answer questions are more suitable than any other form of questions for oral response. The activities proposed to be taken up by the students should be practicable. All these techniques should be included in the exercises of a text
book but their proportion should be according to the grade, e.g., greater use should be made for the oral technique in the primary and middle classes.

A very important consideration that has to be kept in mind about each question is that it should be framed in a manner as to involve the learner. The two basic ingredients of such questions are: a stimulating context and language suitable to the learner of a particular grade.

Since the instructional objectives of language differ at different school stages, text books for these stages, too, differ in many respects and it is quite logical to have different types of exercises for text books for different stages. 23

10. Illustrations

The quality of illustrations 24 depends upon the content, instructional objectives, the learner, the teaching techniques and the teacher. An illustration should not only be relevant to the content, but also be given only when it is necessary for the content otherwise, it unnecessarily distracts the attention of the learner. Illustrations should fulfil different functions, viz. attracting and motivating the learner, concretising abstract information and giving additional

and accurate information to the learner. It should also develop an aesthetic sense in the learner.

The factors that decide the placement of illustration in a text book are the content, the learner and the teaching technique. Illustrations should be placed as near the related content as possible, but the actual place should depend upon the relationship to the content from the point of view of teaching technique, e.g., if a reference is made once or twice, the illustration may be placed in a corner, but if the content refers to it again and again, and the illustration is being used as the focus, it may be placed in the middle of the page with content on both sides.

Illustrations can also be categorised according to the size: stamp, passport, card and full-page size.

11. Forms of Presentation

A particular form of presentation is desirable for a particular type of content. Moreover, forms of presentation go a long way with particular age groups. Therefore, the form of presentation should suit the content as well as the age group for which a lesson is being written. The forms of presentation may be poetry, essay, story, biography, anecdote, memory, letter, diary, report, dialogue, one-act play, drama, etc.

26. Adapted from ibid., chapter XIV. p.?
12. **Preliminaries**

The preliminaries\(^{27}\) to be given in the beginning of a text book include the 'preface', 'foreword', 'a word to teachers' and 'a word to students' and 'a word to parents'.

The preface in a text book should indicate the purpose of the book, the nature of the Readers, the name of the prescribing agency and the acknowledgements due to the concerned. In the foreword of a text book the writer should discuss the nature of contents, the organization of the contents and the relationship of the contents to the text book. The suggestions given to teachers should be presented in a form and language which can be easily understood by the teachers. The text book writer may also give some suggestions to the students regarding their approach to the text book, method of studying the individual lessons or doing the exercises so as to improve their method of study.

13. **Other aspects**

The other aspects\(^{28}\) in a text of mother-tongue, are dictionary, language exercises based on the total linguistic content included in the text book, notes including explanations and references, or any other such items. A dictionary of the

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words used in the text book is a good tool for providing students training in consulting a dictionary in the mother-tongue. The points to be considered about the dictionary are the number of words, the nature of selection, the meaning of the words and the arrangement of the words. The factors that decide the characteristics of all these points are the nature of the content, the instructional objectives, the learner and the teacher of the mother-tongue.

Language exercises on the linguistic content in the whole book should include exercises on vocabulary, grammar, structure and composition. The factors deciding the characteristics of language exercises are the nature and amount of the linguistic content, the instructional objectives, the teaching technique and the teacher of the mother-tongue.

Notes to be given in a text book of mother-tongue may include explanations of technical words selected from the topics drawn from the subject areas. The points to consider about the notes are the number, type of selection, characteristics and arrangement. The factors deciding the qualities of notes, are the nature of the ideational content, the instructional objectives, the learner, the teaching technique and the teacher of the mother-tongue.
14. **Physical aspects of a Text book**

   If the content of a text book is its soul, the physical aspect\(^{29}\) of a text book is its body. Children like text books which are attractive in get-up, beautifully illustrated and nicely printed. The layout of the book, its get-up, type size and printing and binding are the physical aspects of a text book.

   The layout of the book should be well planned. Each lesson should commence on a new page; illustrations should be placed in appropriate places and in an attractive manner, there should not be too much blank space at the end of a lesson. Meaningful paragraphing, double space between two paragraphs, the width of margins, size of the book etc., are the factors to be considered.

   The get-up of the book should be attractive. The book should be flat when it is opened. The paper used should be of good quality. The paper used for the cover should be thick enough to last long and should be attractive.

   The binding of a text book is an important factor. It must be done by section stitching to make the book durable.

   In the printing of a text book for school children, type size is a vital factor, and needs to be carefully considered and selected. The following type sizes are recommended

   \(^{29}\) Adapted from *ibid.*, Pp 26 - 27.
for text books for different classes. Class I - 36 pt.,
Class II - 24 pt., Class III - 18 pt., Class IV--V - 16 pt.,
Class VI-VIII - 14 pt., Class IX-XI - 14 pt. or 12 pt.

15. Malayalam Text books for primary classes as outlined in
the Prescribed Syllabus in Kerala

Text books are the most important tools for teaching
and learning a language. The language of the text book should
be simple and be arranged in such a manner as to suit the needs
of the concerned class. The lessons should throw light into
man and his environment and it must kindle the curiosity,
aesthetic ability and descriptive power of the children. The
major portion of the lessons should be stories and the rest
must be comprised of description, dialogue, drama, autobiog-
raphy, etc. Essays should be included with a view to giving
general knowledge in science and social sciences. Autobiogra-
phies of great personalities in different walks of life and
adaption of world literature should be included.

The poems of the lessons should in all ways suit the
class and should contain the Dravidian and Sanskrit metres.
The theme, images, etc. should be able to cater to the needs
and interests of the pupils. Rhythmic style, simplicity in
composition and language should be the criteria for the selec-
tion of poems.
The lessons should be followed by various types of exercises. For prose lessons there should be exercises in comprehension, language items, grammar etc. A list of vocabulary should be given at the end of each prose lesson in larger type of letters. Regarding poetry lessons exercises should be such that they develop the aesthetic ability of the pupils. The notes given at the end of lessons should be useful both for pupils and teachers.

Text book for Standard I

The design and appearance of the Standard I Reader should be attractive. The paper should be thick and durable. The type size of letters in the first half of the Reader should comparatively be larger and in the second half small type size can be used. Binding should be strong enough. The Reader should contain two or three picture compositions. Twenty children's poems having 4 to 20 lines and some stories having potential for catering to the needs and interests of pupils should be included.

Simple letters should be introduced first and pupils should be taught to write words with the help of pictures of the familiar objects. The introduction of letters should strictly adhere to pedagogical principles. After each set of 5 or 6 lessons, there should be lessons for repetition and revision. In such lessons should introduce new words
containing the letters already introduced in the previous lessons. After this, some sentences containing the words they have already learnt can be introduced. Pupils should acquire abilities to write down the letters of the mother-tongue in alphabetic order after the second phase of the Reader.

The poetry lessons should be rhythmic and interesting to recitate. The story lessons should contain fairy tales, animal stories, nature stories, folk stories etc. The length of them should be limited within 20 sentences and should not exceed one or two pages.

The vocabulary and concepts should include the areas of social sciences and general sciences and should be introduced in appropriate manner. 600 new words can be introduced.

*Text book for Standard II*

**Prose:** The Reader for Standard II should contain 35 to 40 prose lessons having two pages each. Majority of the lessons should be stories in nature. Lessons from social sciences and general sciences should also be introduced. The nature of lessons should include description, narration, story, dialogue etc.

**Poetry:** The poetry lessons should not exceed the limit of 200 lines all the poetry lessons taken together. Each poetry lesson should contain 12 to 16 lines. Lullabies tullals, gaatha, folk song, etc. and simple poems with Sanskrit metres can be included. All the poems should be learnt by heart.
500 new words can be introduced in this Reader.

Length of the Reader should not exceed 100 pages. The type size of the letters in the last pages of Standard I Reader can be used in this Reader. There should be a vocabulary list containing newly introduced words at the end of each lesson.

**Text book for Standard III**

**Prose:** The Reader may contain 35 to 40 prose lessons having two pages each. Half of the lessons should be stories. Others should be description, narration, dialogue, drama, letter, animal stories and so on. Lessons should represent different areas of man’s cultural heritage.

The Reader should contain 200 pages.

**Poetry:** The poems included in the Reader should not exceed the limit of 20 lines per lesson. The language, theme and concepts of the poems should possess a wide variety in presentation should be comparatively higher in standard than the previous standard lessons. Poems should be selected from the areas of Dravidian metres such as gaatha, paana, tullal annanata, kurattippattu etc. Regarding selection of poems, due representation should be given for classics and modern poems. Every poem should be learnt by heart.

Nearly 700 new words can be introduced in this Reader.

The length of the Reader should not exceed the limit of 100 pages. 14 point type size of letters can be used. A
list of vocabulary including the newly introduced words and idioms is a must at the end of each lesson.

Grammar: Nouns, verbs, adjectives, adverbs, subject, predicate, and the gender forms of nouns should be included.

Text book for Standard IV

Prose: 25 prose lessons having three pages each can be included in the Reader. As to forms of literature, different forms of lessons other than stories can be included. The prose lessons should include autobiographies, dramas and portions from literary works.

Poetry: Regarding poems, a maximum of 200 lines can be included. Selection procedure of poetry lessons is similar to that for Standard III Reader. The length of a poetry lesson should be limited within 40 lines. Both in images and in language the poems may possess a higher standard than that of Standard III Reader.

The Reader may have nearly 120 pages. Nearly 1000 new words can be introduced.

Grammar: Subject, object, verb, tenses, preposition, conjunction, exclamation, punctuation marks such as fullstop, interrogative, exclamatory etc. should be included. 30