

## **TEXT-BOOKS OF SOCIAL SCIENCE** (Meaning, Types and Characteristics of Text Book)

The process of education which every school going child wades through is midst of prescribed text books with which the child's satchel lies packed up. The prescribed books are everything for the learner. They are his main source of attention of studies both in the school and at home. They serve the purpose of a tool in the hands of the teachers. Thus they are able to carry on their routine of teaching in the class room situations. The school text books need be excellent through and through. Only then the teachers in the schools are able to discharge their duty more efficiently.

### **Meaning of Text-Book**

A text-book is a prescribed book for the student of a particular age group. It covers items as given in the syllabus. Such a book forms the basis of teaching learning in the class. Later on the students can revise their syllabus by studying that book whenever they feel like doing so.

Text-books are standard works or manuals of instruction in a subject of study. They are the never failing friends of the students as well as of the teachers. A text-book has been defined as a instrument of instruction that facilitates teaching learning process. It is written on the basis of a prescribed syllabus in which the major ideals of the subject matter are selected and summarised judiciously. They are organised logically according to the mental make-up and psychological requirements of the students so as to facilitate teaching, sometimes a text book is called "The teacher in print." Nevertheless, it can by no means, replace the teacher. Rather it is to be used to aid and supplement his work."

### **Definitions of Text-Book**

According to Webster's Dictionary, "A text-book is any manual of instruction, a book containing a presentation of the principles of the



subject used as a basis of instruction." The Shorter Oxford English Dictionary says, "A book used as a standard work for the study of a particular subject, a manual of instructions in a subject of study."

According to the Encyclopaedia Americana. "In the strict sense of the term, a text-book is a book that presents a body of knowledge in an organised, and usually simplified manner for purposes of learning. Text book is frequently the most important teaching tool because it can determine not only what will be taught but also how it will be taught. Although television and other new media are rivalling printed materials of communication, text books remain major resources in schools and colleges."

Education Commission Report (1964-66) puts forth the view, "A good text-book written by a qualified and competent specialist in the subject, and produced with due regard to quality of printing, able illustrations and general get up, stimulates the pupils' interest and helps the teacher considerably in his work. The provision of quality text-books, and other teaching and learning materials can thus be an affective programme for raising standards."

Among various instructional aids such as text-books, supplementary books, reference books, maps, charts, film strips, films; Misra says, "The text-book is presumably the most important because it is used in formal as well as in informal situations of instruction and also in situations of self study. This is the cheapest of all the aids enumerated above and this is the only aid available to a large majority of the pupils and also the teachers."

According to the writer's Handbook for the development of education materials; "Text-book is the term for a book used in a course as the base around which the course is built."

*L.J. Lewis* says that text-book is a tool both for the pupils and the teacher.

According to Mukerjee, "Text-book may be looked upon as the symbol of National Culture. They are not national symbols in the same sense as Ashoka Chakra, but they are perhaps more revealing of national ideas, ideals and values than the figures on our coins and flags."

The term text-book is broader than the term school book. To Hall-Quest it is "a record of racial thinking organised for instructional purpose."



To Lange, "It is a standard book for any particular branch of study."

Bacon means by text book "a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices.

According to Encyclopaedia of Educational Research (Third Edition), in the modern sense and as "commonly understood, the text-book is a learning instrument usually employed in schools and colleges to support a programme of instruction. In ordinary usage the text-books is printed, it is non-consumable, it is hard bound, it serves as an avowed instructional purpose, and it is placed in the hands of the learner."

About the text-book Dictionary of Education says, "It is any manual of instruction, a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction, and used as a principal source of study material for a given course."

### Characteristics of Text-Books

Analysis of the definitions of a text-book give us a few characteristics which are given below:

- (1) It is a standard book in the subject.
- (2) It is meant both for the teachers and the students.
- (3) It is a manual of instruction.
- (4) It is both content and technique.
- (5) It is used for formal as well as informal education.
- (6) It is the foundation on which the course is built up.
- (7) It is a tool for realising the instructional objectives of the subject.
- (8) It contains selected material.
- (9) It presents material in graded form.
- (10) It is a principal source of study material for a given course.
- (11) It is a learning instrument used by the students.

### Importance of Text-Books

Text-Book occupy a very important place in the field of education. In Indian situations, their importance is all the more as we have shortage of instructional materials like films, T.V., teaching machines etc.



According to the Encyclopaedia of Education; "Text-books have been associated with schools for as long as schools have been known.....Undoubtedly text-book is the core around which subjects are taught. In a very real sense, the text book is the curriculum.

1. They determine not only the subject matter to be taught but also the methods of teaching.
2. They are the only tools in the hands of teachers in Indian situations with which they are able to run their teaching programme smoothly.
3. They are good learning instruments for the students as they can revise their lessons whenever they want to do so.
4. They are the chief vehicles for attaining the goals of curriculum.
5. They indicate clearly what the teacher is required to know and what the pupils are supposed to learn.
6. They always focus the attention of the teacher as well as the learners. Thus chances of deviations are reduced to the minimum.
7. Text-Books give concrete form to the curriculum. Scope of any topic can be better known with the help of text-books.
8. Text-Books usually have graded material which is arranged according to the needs and requirements of the learners. They help the teacher in right planning of the yearly work.
9. They lead to economy in effort and save much time and emerge. Thus the teacher need not dictate notes in details.
10. Text-Books encourage the students for self-education.
11. They give uniformity to teaching in different classroom situations where text-books are used.

Thus the use of text-books, undoubtedly, have good many advantages. A few drawbacks are also there which are explained here below.



### **(Good Text-Books**

A text-book is called good one if it contains some specific and general qualities. General qualities are found in all type of similar books. The specific qualities refer to some books which are written with specific purpose. Usually in a books, the general qualities include binding, get up,, printing, quality of paper etc. The specific qualities are seen differently in different in different type of books. Thus the language text-books, Science text-books, Mathematics text books. History text book etc. Will differ from one another in many respects. Only merits of the book will win applause for it.

The general qualities are seen externally in a book whereas internal qualities are specific and they are known if we make efforts to find them out.

Physical aspect of the text book can be seen externally. We may see to it under the following heads: (1) Physical aspect and (2) Academic aspect of the text-book.

#### **(1) Physical Aspect of Text-Book**

##### **I. Size of the Book**

- (i) It is suitable for the learners.
- (ii) It is convenient in handling and carrying.
- (iii) It is neither too big nor too small for the students for whom it is meant.

##### **II. Printing of the Books**

- (i) The printing is neat and clean.
- (ii) It is free from any type of errors.
- (iii) The inking in the printing is balanced throughout.
- (iv) The blocks are clearly printed in the book.
- (v) There are sufficient margins on all sides of the page.
- (vi) The spacing between the words is even.
- (vii) The spacing between the different lines contained on a page is suitable.

(viii) The spacing between the different paragraphs is satisfactory.

(ix) Design of the pages is open rather than crowded.

(x) Each chapter begins on a fresh page.

(xi) Length of a line is within the eye span of the child.

### III. **Type Size of Text-Books**

(i) Different type size are used for the cover page, title, text and captions.

(ii) The type size used in the book is suitable for the age group.

(iii) A balance in the use of different type size is maintained.

(iv) It does not strain the eyesight of the pupils.

### IV. **Paper Used in Text-Books**

(i) Paper used in the book is of white colour.

(ii) It is adequately thick.

(iii) It is smooth.

(iv) It is durable.

(v) It is reasonable of good quality.

### V. **Binding of Text-Books**

(i) The binding of the book is sufficiently strong.

(ii) It opens flat easily.

(iii) The sides of the book are properly trimmed.

(iv) The folding of the paper is proper.

(v) The cover page of the book is durable.

### VI. **Price of Text-Books**

(i) The price of the book is reasonable. It suits the pockets of majority of the parents.

### VII. **Over all get up of Text-Books**

(i) The get up of the book is fine.

(ii) Its title page is attractive.

(iii) The material is presented according to some accepted norms.

### **Academic Aspects of the Book**

From academic point of view, a good text-book has the following characteristics:

#### **I. Thematic Content of Book**

1. The subject matter is according to the mental level of the learners.



2. It is capable of sustaining interest of the student.
3. It is related to the physical and social environment of the learners.
4. There is a variety of themes.
5. The facts given are correct and up-to-date.
6. It provides new information to the learners.
7. It is free from such incidents and references as may hurt the feelings of the children.
8. It inculcates the qualities of good citizenship.
9. It contains enough humorous material.

## **II. Organisation of the Contents and its Presentation**

1. The subject matter is divided into convenient units.
2. Length of each lesson suits the learners.
3. The reading material is graded in order of difficulty.
4. The presentation suits the nature of the contents.
5. The different themes are presented through variety of forms such as essays, stories, poems, dialogues and plays.
6. The style of presentation is simple and clear.
7. The title of each lesson is brief. Meaningful and suitable.

## **III. Textual Language**

1. The textual language is according to the mental level of the learners.
2. The language used is correct.
3. It is appropriate to the situation or context.

## **IV. Illustrations (Visual Aids) Used in Text-Book**

1. Abstract concepts of the book are clarified with the help of pictures and diagrams. It makes easy to comprehend.
2. The pictures used in the book are drawn well.
3. They are realistic.
4. They are relevant to the text.
5. They motivate the learners.
6. They are properly distributed throughout the book.

## **V. Textual Exercises in Book**

1. Every lesson is followed by exercises.
2. Instructions to do the exercises are clear.
3. There is a variety of exercises on each lesson.
4. They help the teachers in diagnosing the areas of difficulty.

5. The exercises for each lesson are purposeful and adequate.
6. They help the teacher to evaluate the achievements of the students.

### **Text-Book of Social Science**

The text book of social studies concerns the social aspect of life in its wider sense of the word. In academic as well as physical aspects, the books should possess the qualities discussed in the preceding pages of this chapter. Besides, it should possess a few more qualities which are explained there below.



(1) As far as subject matter of Social studies book is concerned, it is expected to deal with the environment of the learners very thoroughly. The subject matter has to be up-to-the-mark and up-to-date in every way.

(2) Since the main purpose of social studies is to reveal to the children where they are in time, space and society-contents dealing with all these things have to be there in the book in a very systematic way.

(3) Usually the subject of Social studies is taken up as dull and boring. The text-book for this subject has to be really a good one which should arouse interest in the learners.

(4) The text book writer of this subjects is expected to be fully aware of things all around the learners. He should be busy in modifications and revision of the book every now and then in this age when we are seeing a large number of changes almost in everything.

(5) The book should be free from any type of bias. It should not contain undesirable element.

(6) Facts supported by evidences should be given in the book. Truths and facts should not be concealed by any type of efforts.

(7) The style of the book should be such that it stimulates a spirit of further enquiry in the learners. They become fully well awakened students ever ready to add to their knowledge.

### **Types of Books**

There are four different categories of books which are given below :

1. Students' Text-Books,
2. Teachers' Text-Books,
3. Work Books,
4. Supplementary Readers.

#### **1. Students' Text-Book**

Students' Text-Book is a well known type of text-book. Almost everyone concerned with the sphere of teaching learning is well aware of it. Text-books of this type are used by the students community. They form the foundations mainly on which stand almost the whole of their knowledge. In school stages, text-book is considered to be the be all and end all of life for the students. They are called intensive readers



in the case of languages. The students do intensive study of these books. The main objective of such readers is to acquaint the students with books. The main objective of such readers is to acquaint the students with proper linguistic material. It is generally called the course book of the students. The course book need be taught to the students in such a way that they come out with all round development of personality. Sometimes the teachers use the students's text-book in such a way that the students know only that much what is given in the book. The text book should not be used as the be-all and end- all of life. It need be used as an aid for teaching-learning. It helps to revise and reinforce the material taught to the students.

Importance of text-book varies from subjects to subject. In some subjects, studies are not possible without the text-book. For example, study of a language is not possible without the text-book. In subject like History, Geography, Social Studies - the students may do without books for some time though at some later stage they may feel the necessity of the book. In Mathematics, the students may do without the text-book.

### **Place of Text-Book in School Curriculum**

A text-book is the central string round with the whole teaching-learning process is woven. It also fixes up the target for the teacher and the taught. It is useful in the following ways :

1. The text-book is as guide for the teacher. He is able to proceed along with the sequence indicated in the book.
2. The book prescribed for the class is a memory aid for the pupils.
3. It is a permanent record or measure of what has been learnt.
4. It serves the purpose of a uniting factor in the language learning of a wide area.
5. It is a means of extending linguistic experience beyond the local scene and the limited experience of the pupils.
6. It is an exercise ground for reading.
7. The examples given in the book serve a very useful purpose. The learners are able to learn a good deal from them.
8. It brings a system in the teaching work.
9. The text book check unnecessary repetition and omission.



## 2. Teachers' Text-Book

Along with the students text-books some books are available which are meant for the teachers. Books of that category are called teacher's text-books. They provide a sort of guideline to the teachers for using the student's text-books. In a better way. Solutions to some problems which the teachers are likely to face are given in them. A few hints, guidelines, meanings of some specific words, answers to some typical type of questions etc., are given in that book. Naturally the teacher will then be able to teach better without facing any sort of problem. There has been shortage of such books, but now they are being made available along with the students' text-books.

Teacher's text-books are not popular as yet. In some subjects, teachers' text-books have not been prepared even. The controlling authorities should get such books written along with the students' text-books. That will help in the improvement of teaching being conducted by the teachers.

## 3. Work Books

These are practical type of books which help the learners to have a lot of practice in some selected items of learning. In books of this type, there are a large number of exercises. A few exercises may be reading exercises, learning exercises, writing exercises, testing exercises etc.

Teaching of languages provide more scope for work books. In languages, different language items may be practised by the students in different situations. In one chapter, vocabulary items may be the main teaching point. All exercises of practical nature may centre round vocabulary. In the next chapter, emphasis may be on the structures. Multiple type of learning exercises are provided there.

Work books are combination of book material and the note book. The students read the questions and they write the answers on the blank space provided in front of the question or in the next line following the question. Exercises like fill in the blank, correction of sentences, changes the narration, change the voice etc., are given in such a way that the students attempt their answers on the space provided in the book itself. Naturally a work book once completed




by a student cannot be used again. Of course, for revision purpose or for just consultation, the students may use it when he she feels like doing so.

But there is dearth of books of this type. There is a lot of scope in this area of producing books. Actually the diluting standards of languages teaching can be improved by providing the learners with more and more work books. Work books can also be produced in subjects other than languages. It is high time that the writers tend to produce books of this type.

#### **4. Supplementary Readers**

Supplementary reader is a variety of books used to supplement the material learnt in the text-book. Student text-book provides basic knowledge to the students. They study their text-book provides basic knowledge to the students. They study their text-book very intensively. The supplementary reader helps them to have a better grasp over the subject matter. The supplementary readers have their immense value in the case of languages. In the supplementary reader, the vocabulary and the structures are almost the same as are in the text-books. They are certainly according to the mental level of the students. The situations are different and the story element also is new one. When the learner goes over them rapidly, his interest in the language is aroused. The language items like vocabulary and structures do not create any problem for him. Rather he is able to have a revision of the language item.

According to Menon and Patel: "Supplementary Reader should be of a standard of language at least as simple as that of the book used for detailed study in the next lower class. It must be written within the vocabulary and structures of the next lower class." In supplementary reading, the learner is his own guide. He needs less guidance from the teacher than is needed in intensive reading. Further about supplementary reading programme. Menon and Patel have suggested: "One period a week should be set aside for supplementary reading. The teacher should not teach the supplementary reader as though it were a detailed text. It is his function to create in the pupil the capacity for and the habit of silently reading books for the thought and ideas they contain."





- way keeping in view the principle of selection and gradation so that learners don't face problems.
2. The story element and the situations in the supplementary readers have to be different. Some pictures/illustrations should be there to simplify the problems that the learners are likely to come across. The pictures should be colourful for the lower classes and for the senior students, they may be in black and white.
  3. The supplementary readers are meant for rapid reading, So they should contain good stories, incidents, or dialogues which might captivate the attention of the learners.
  4. A good supplementary reader always inspires and encourages the learners to read more and more. It should, therefore, serve the purpose of a means and not an end in itself.
  5. At the end of each chapter, there may be elementary exercises which should judge the overall grasp of the learners. These exercises should not be detailed ones because that will make the book an intensive reader.
  6. From technical considerations point view, the book should be attractive in appearance, get up etc. In this connection, the following points are important :
    - (a) The paper used in the book should be of good quality.
    - (b) The printing should be free from any error.
    - (c) The size of the print should be neither too big nor too small.
    - (d) The binding of the book should be strong.
    - (c) The size of the book should be neither too big nor too small. It should be in accordance with the age group of the learners for whom it is meant.