

Close
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Subts
E & P.H.

(194⁹) Department.

SERIES.

G.O. NO. Ms.No.3707 Education.

3707

p139 ch

Dated

2nd December 1949.

89

D. J. A. S.
ms 89-133 of 1949
p139 of 1949

[Despatch Abstract.]

Text Books - Schools - Objectives to be kept in view in preparation - Draft Instructions

Approved and preparation of a guide book - Authorized -

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
gpo	1156	Edn	7/8/44				
gpo	74	Edn	10/1/49				

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

SUBJECT.

Text-Books - Reorientation of.

R.O.C.No.118/48 T.B.C.

Station, M a d r a s, Dated the 23rd March 1948.
From (Name) SRI D. S. REDDI, M. A. (Oxon),
(Designation) Director of Public Instruction,
MADRAS.



To The Secretary to the Government of Madras,
Education and Public Health Department,
FORT ST. GEORGE.

Sir,

With reference to Government U.O.Note No.15283 G3/48-1, Edn., dated 4th March 1948, I have the honour to state that separate committees have been appointed by me to implement the suggestions made by the Hon'ble Minister for Education regarding reorientation of text-books. The committees have been asked to frame suitable rules to be observed by publishers in the matter of submitting books for the consideration of the Text-Book Committee and to revise the essential requirements for the approval of text-books as also the opinion form containing a number of questions against which reviewers of books have to offer their remarks. A report will be submitted to Government in due course on receipt of the recommendations of the two committees.

E.P.H(93)

I have the honour to be,
Sir,
Your most obedient servants,

the report promised by the D.P.S. may be awaited till 15.4.48 if necessary.
31/3/48
m.a./23-3.
30.3.48

S. Reddi
31.3.48
DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

3 5

R.O.C.118/48 T.B.C.

Station:- Madras.

13 MAY 1948

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35418

p. 3 ante.

C. G. E's
The ~~D.P.'s~~ drafts instructions
in the matter may be awaited
till 25-5-48.

13-5-48.
82
14-5-48

for
T.S.W.
CP/12-5. Jev

P.M. anganoyakulu
for Commissioner for Government
Examinations.
12.5.48

CP/12-5. New

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. AD = Ad-Darvida. I = Iamin.

H = Non-Brahman Hindu. C = Indian Christian. AD = Adi-Dravida. T = Tamil. (G) = Girl.

TIRUKKATTU- PALI (6 CANDI- DATES).		NEGAPATAM (24 CANDIDATES).	
1070	16109/39 Govindaswami, S.	1079	13183/43 R. Muthukrishnan
1071	17871/35 M. V. Krishnamurthy	1080	15716/39 Muthukrishnan, N.
1072	16331/40 B. Srinivasan	1081	15895/39 Thiruvengadam, R.
		1082	6697/33 M. Rajaraman
		1083	2066/25 S. Thyagasubramanya Desikar.
		1084	5484/31 S. Sadasivam
		1085	16397/36 M. David
		1086	13782/38 Ramalingam, T. K.
		1087	11903/34 C. Ramnujam
		1088	5747/32 D. Pichai Pillai
		1089	13173/43 R. Parthasarathi
		1090	2054/24 P. Ramachandra Aiyer
		1091	4423/44 S. Subramanian
		1092	2140/28 D. Grace Elizabeth (G)
		1093	15376/42 A. S. Puspai
		1094	13248/43 V. Muthu Ramalingam
		1095	4001/27 Natarajan, V.
		1096	17436/35 K. Rajarathnam
		1097	13210/43 C. Appaswami

V

E.P. 4(93)

Memo. No. 15283-93-48-3. Edu. 2/31-5-48.

Text-Books - Reorientation of.

Ref. from the D.P.I. R.O. no. 118/48 T.B.E.
dated 10.5.1948.

The Director of Public Instruction
is requested to expedite ^{the submission of the} draft
instructions promised in his letter cited
above.

27/4/48. 2. An extract of the minutes of H.M. (Cm)
regarding the utilization on the subject of
utilising text-books is forwarded to the D.P.I.
for report at an early date.

To
The D.P.I. (with encl) 29.5.48.
By P. 10/17

By
29.5.48

2/6
1/6
p 567
17

By P. 10/17
Specialist
29/5/48

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SUBJECT.

Madras Text Book Committee - Reorientation of the ideologies of text books - Report - Submission of.

R.C.118/48 T.B.C.

Station:- Madras.

Dated 26-7-1948.

From (Name) : SRI. D.S.REDDI, M.A., (Oxon)., M.B.E.,
(Designation) Commissioner for Government Examinations,
M a d r a s.



The Secretary to Government,
Education and Public Health Department,
Fort St. George, M a d r a s.

56874

Ref: Government Memorandum No. 15283-G-3-48-2 Edn.,
dated 6-5-1948, and this office letter R.O.C.
No. 118/48 T.B.C., dated 10-5-1948. —

In continuation of the above letter, I have the honour to send you herewith the revised essential requirements prepared by the Chairman of the Sub-Committees of the Text Book Committee in the principal languages for the approval of text books, in Tamil, Telugu, Kannada, Malayalam and in the subject, viz., History and Civics.

A copy of the revised opinion form, is also enclosed.

The approval of Government to the enclosures may be obtained and communicated to me.

Yours faithfully,

P. Ranganayakulu
29.7.48
for COMMISSIONER.

CP/27-7.

Essential requirements for the approval of Text-books in Tamil.

1. CLASSIFICATION.

Books should be classified as suitable for use under one of the following categories:-

- (i) Books for class use: 'Detailed Texts', containing a selection of prose and poetical pieces.
- (ii) Books for 'Non-detailed Study', that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc., should be avoided.

- (iii) Books for Class libraries - These may be of the same type as books for Non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.
- (iv) Books for general libraries. These may include reference books, source books and longer books for silent reading by the more proficient pupils.
- (v) Books for Teachers.

2. CONFORMITY WITH SYLLABUSES.

Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:-

Text-books for lower classes should restrict their aim to the teaching of current Tamil as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhis.

The poetical selection should include verses from

உலகநீதி, சிவநிலை, கதாநயனவெட்டி, உயர்நியைக்க, பாக்கிண்டலம், பின்படி, பிள்ளை, சிவசுந்தரி, சிவநிலைக்கம்.

and didactic works from பதினாண் திருக்கணக்க besides narrative and lyrical poems, ancient and modern, especially Bharathi and Desikavinayakam Pillai.

In the more advanced stages of language study poetical or prose passages of older periods e.g. சேவாபம், சிவசுந்தரி, பாபாபம், பின்படிக்கம் may be chosen for their literary value, and the aim of teaching such passages should be appreciation, not imitation.

3. VOCABULARY.

The words used should be the most familiar and most useful in the language.

Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, jingles and puns should be avoided. Prose lessons should be in current, modern Tamil and should avoid archaic words, obsolescent words and sandhis and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

B = Brahman, H = Non-Brahman Hindu, M = Muslim, C = Indian Christian, Tel. = Telugu, T = Tamil, S = Sanskrit, Hin = Hindi
Note:—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

Register number.	Serial number of the Secondary School Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	English Composition.	Original Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Outlines of Modern History and Geography of India.	Outlines of Geography.	Movements in History and Geography of India.	Algebra and Geometry.	Third Language.	Agriculture.	Type writing.
866	12910/39	Prathipaty Bhushanram	C	1-7-1918	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
867	14102/37	Pulmi Sundara Ramji Reddy	H	5-7-1917	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
868	14167/40	Shakti Abdul Nabi	M	20-5-1914	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
869	14081/37	Sibbena Kondal Row	H	15-4-1917	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
870		V. Srinivasa Raghavan	B	1-7-1921	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)	(Tel.)
871	12259/41	Thotapalli Samuel	AA(C)	14-1-1917	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
872	3216/28	Thotapallepu Prakasam	C	1-7-1907	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
873	2970/44	Vemuru Subrahmanyam	B	3-7-1926	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
874																
875	18361/36	Konigapogu Lilly Robert	C	28-4-1917	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
876	17057/38	Ingareddy Sundararamma	H	5-1-1916	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
877	19467/39	Polur Anthiamma	C	9-5-1922	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
878	1629/27	Tritthula Ademma	C	15-7-1906	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
NELLORE DISTRICT—cont.																
NELLORE BOYS (33 CANDIDATES)—(cont.)																
879	15504/43	Allam Kantham	AA(C)	5-12-1919	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
880	7204/44	B. Janniah	C	24-4-1923	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
881	19403/39	Nellappa Lily	C	12-1920	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
882	13724/39	Allam Kanniah	C	8-5-1917	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
883	11599/38	Allam Jeeudass Manikyam	C	4-12-1913	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
884	4760/32	Arumachala Rao Munimudi	B	5-4-1903	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
885	11598/38	Avula Radha Krishniah	H	1-1-1919	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
886	15995/35	Balli Vijayaratham	C	14-8-1915	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
887	14794/37	Battala Zachariah	C	8-1-1916	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
888	5515/33	Benny Parimala	C	7-9-1913	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
889	14138/42	Dampella Christ Doss	AA(C)	1-7-1920	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
890	5503/33	James Nathanael Sreerama	C	1-7-1912	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
891	4649/31	John Devadoss Marella	C	1-7-1908	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
892	27093/21	B. John Dayaludu	C	6-1899	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
893	13644/36	Komandur Srinivasachari	B	13-3-1917	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
894	10578/34	Marella Rajaratnam	AA(C)	10-6-1913	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
895	14090/42	Mattha Venkatasubbabiah	H	1-7-1924	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
896	2996/44	Mudivarthi Kondamachari	B	15-7-1923	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
897																
898	16027/35	Nellore Paul Sundaram	C	27-12-1910	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.

4. STYLE.

Sentence-structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose e.g. models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

5. MATTER.

Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For lower classes the subject-matter should be (a) familiar to the average child, or (b) within its experience, or (c) easily pictured or imagined. Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold - should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided e.g., narrative, descriptive, reflective and lyric and poetry including devotional.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

LANGUAGE BOOKS - REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

9. ILLUSTRATIONS.

Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

7. EXERCISES AND NOTES.

Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. GRAMMAR.

Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.							Group C.					
					English.	Translation and Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and History of India and Geography.		Movement in History and History of India.	Agriculture.	Botany.	Physiology.	Physics.	Indian Music.
										Outlines of Modern History and History of India.	Outlines of Geography.						
NELLORE DISTRICT—cont.																	
KAVALI (15 CANDIDATES)—cont.																	
831	13917/39	Gouriparu Aurther Prasada Rao.	AA(C)	5- 9-1918	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
832	10643/34	James Duvvuri ..	C	1- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
833	3137/35	Kanasani Vengayya ..	H	1- 7-1903	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
834	13707/36	Marlapati Joshua ..	C	1- 7-1913	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
835	13789/36	Meeduri Shouri ..	C	15- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
836	3410/27	Naracuchi Adinarayanayya	B	7-1902	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Tel.
837	13737/36	Panchagnula Raghupathi ..	B	15- 6-1906	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
838	14078/40	Piduri Sree Ramulu ..	B	6- 4-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
839	13595/36	Ramachandruni Hanumantha Rao.	B	10- 5-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
840	11784/43	Ravinuthala Gopalakrishnamurthy.	B	15- 6-1922	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
841	14176/40	Thota Audiseshaiah ..	H	1- 7-1918	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
NELLORE (BOYS) (33 CANDIDATES).																	
842	14689/37	Alankaram Subba Rama Raju	H	28- 6-1917	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
843	12127/41	Badathla Chenchai ..	H	15- 7-1924	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
844	3434/27	Bhattaram Seshayya ..	B	7-1906	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
845	16056/35	Dara John Paul ..	C	24- 2-1912	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
846	14059/37	Depuru Seetharamayya ..	B	1- 7-1917	1 ..	..	Tel.	Tel.	..	..	..	..	..	..	..	..	..
847	13272/39	Donampudi Narasimhulu ..	AA(C)	1- 7-1918	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
848	3960/27	T. R. Gopalakrishnan ..	H	12- 6-1907	1 T	T	T	T	T	T	T	T	..	..	T	..	..
849	11509/38	Janga Subbarayudu ..	B	1- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
850	14161/40	Janga Subrahmanyam ..	B	1- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
851	11728/38	N. Joseph ..	C	15- 7-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
852	11577/38	Kadimpati Narasayya ..	AA	1- 7-1914	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
853	14121/42	Kakani Narasayya ..	AA	1- 7-1918	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
854	13680/39	Machavolu Gopalakrishnaiah.	B	25- 1-1918	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
855	11875/41	Munagapati Vijayarajnam.	AA(C)	1- 7-1924	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
856		Munshi Ghulam Mohamed.	M	9- 5-1904	1 U	U	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
857	4200/30	Nagesetti Sree Ramulu ..	H	3-1909	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
858	16034/35	Navulur Venkatachalaipathi Rao.	B	3- 5-1912	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
859	9963/34	Nimmagadda Vandanam ..	C	15- 7-1916	1 ..	..	Tel.	Tel.	..	..	..	..	..	..	..	..	..
860	3006/44	Patur Devavaram ..	C	1- 7-1925	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
861	15951/35	Paturi David ..	C	16-10-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
862	11587/38	Peddi Reddy Raghunatha Reddy nee Yanadi Reddi.	H	15- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
863	12073/43	Perika Priyanadham ..	C	1- 7-1925	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
864	4174/30	Peter Chemudugunta ..	C	25- 8-1912	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
865	15953/35	Pidugu Gurumoorthy ..	H	1- 7-1909	1 ..	..	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Tel.

B = Brahman.

H = Non-Brahman Hindu.

M = Muslim.

U = Urdu.

Note.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupils' experiences give unreality to the lessons exercises should be concerned with current Tamil.

9. PRINTING ETC.

Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted:-

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient, uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided. No line should begin with a pure consonant.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. SERIES.

When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(NOTE:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

CP/27-7.

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.							Group C.						
					English.	Translation and Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography of India.		Movement in History and Geography of India.	Third Language.	Physiology.	Book-keeping.	Agriculture.		
										Outlines of Modern History of India.	Outlines of Geography.							
SOUTH GUNTUR DISTRICT—cont.																		
NARASARAOPET (31 CANDIDATES.)																		
764	11473/43	Abbaraju Narasinga Rao ..	B	1-7-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
765	2514/36	Bethamcherla Hanumayya..	H	1-1-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
766	13570/40	Boggaram Venkata Nara- simha Rao.	B	8-5-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
767	15751/35	Bokka Prakasam ..	C	17-10-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Hin.	..	..	..	
768	13254/36	Chennaboyina Narasimham.	H	10-1-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..	
769	14361/32	Chunduru Chellamraju ..	B	6-7-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
770	11507/43	Garlapaty Anjaneyulu ..	B	1-7-1921	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
771	13861/42	Ghorakavi Satyanarayana	B	24-12-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
772	13588/37	Guntupalli Venkateswara Rao	B	24-6-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
773	13940/39	Inavolu Venkata Subbaiah.	B	1-7-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
774	11085/38	Javangula Veera Ragha- vayya.	H	5-8-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
775	1408/25	Juluri Seetha Rama Rao ..	B	1-7-1905	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
776	1252/23	Kancherla Venkata Hanu- mayya.	B	1-7-1904	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
777	3947/30	Lakkepogu Benjamin ..	C	1-7-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
778	2799/44	Nimmaraaju Venkateswarlu	B	15-7-1923	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
779	13539/39	Nutalapaty Satyanarayana.	B	1-7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Hin.	..	..	..	..	
780	13422/36	Pandula Joshua ..	C	1-7-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
781	4989/33	Pilli Joshua ..	C	15-7-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
782	13850/42	Ponugupaty Lakshmi- narayana Rao.	B	10-10-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
783	13554/40	Pullagura Job ..	C	15-6-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
784	11416/43	Pullagura Satyaveda Pra- sanga Rao.	C	1-7-1923	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
785	13056/39	Pullagura Viswanadham ..	C	9-4-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
786	4395/32	Rayankula Venkayya ..	H	15-7-1901	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
787	13702/42	Rayasam Viswanadham ..	B	3-5-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
788	13737/42	Shaik Farid Saheb ..	M	10-7-1923	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
789	7616/42	Tivari Nagarnani Prasada Rao.	B	7-1900	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
790	4216/31	Vamaraju Hanumanta Row.	B	1-7-1902	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
791	12192/41	Vayyakanti Venkata Subbayya.	B	1-7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
792	2818/44	Vinjanampati Satya Nara- yana.	B	1-7-1928	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
793	2476/33	Gadde Raja Vijamma (G)	C	4-10-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
794	2403/33	Linganguntla Mariamma (G)	C	1-7-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
NIDUBROLE (6 CANDIDATES.)																		
795	4023/30	Mannava Anba Rao ..	B	-12-1900	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..	
796	15727/35	Mathukumalli Viswanatha Sarma.	B	12-4-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
797	15525/35	Mogasetti Purushothama Moorthy Raju.	H	19-2-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
798	11059/38	Putla Somaiah ..	AA	18-2-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	
799	13531/39	Thumati Ranga Rao ..	H	1-7-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Tel.	
799A		Ponnappalli Lakshminarasimhamurti.	B	1-7-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..	

B = Brahman.

H = Non-Brahman Hindu.

AA = Adi Andhra.

C = Indian Christian.

M = Muslim.

Tel. = Telugu.

(G) = Girl.

Hin = Hindi.

that the candidate is coming up for that subject.

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. M = Muslim. Tel. = Telugu. Hin = Hindi.
AA = Adi Andhra. (G) = Girl.

NOTE.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

Essential requirements for the approval of Text-books in Telugu.

1. CLASSIFICATION.

Books should be classified as suitable for use under one of the following categories:—

(i) Books for class use: 'Detailed Texts' containing a selection of prose and poetical pieces.

(ii) Books for 'Non-detailed study' that is for silent rapid reading. No book under this class should be of great length. Topics may include imagenative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge graded according to the age and interests of the pupils for whom they are intended. Details of research and too many references to dates, names, figures etc., should be avoided.

(iii) Books for class libraries; These may be of the same type as books for non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries. These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for teachers.

2. CONFORMITY WITH SYLLABUSES:

Books for class use should be in harmony with the syllabus issued by the Department. The following points may be noted in particular.

(i) Text-books in Telugu for lower classes should restrict their aim to the teaching of current Telugu as a vehicle of expression and should avoid obsolete words, obsolete grammatical device and obsolete sandhis.

(ii) In the treatment of 'sringaram' the author has to avoid such descriptions of bodily beauty and bring in matter as can be read by pupils of mixed schools. It should be such as can be read by boys in the presence of girls and by girls in the presence of boys.

(iii) Literary forms of all aspects of modern life should be developed and taught. Biographies that would instill an international out look of life should be introduced.

(iv) In the elementary stage the author himself may write the lessons in prose as far as possible instead of selecting them from other sources. The writing should be in 'visandhi' as far as possible.

(v) Poetical selections for standards 3 to 5 may include easy portions from classical Dwipada poetry, Sumati, Vemana and other sathakams.

(vi) Detached didactic sayings should be avoided.

(vii) Easy lyrics from home lore and rural life, reproduction and imitation may find a prominent place in the elementary stage.

(viii) Lessons in prose may include stories from Hitopadesa, Panchatantra, Mahabharatam, Ramayanam, Bhagavatam and other puranams, Andhra folk tales, stories to illustrate morals and stories of children in other linguistic areas and countries. Abstract lessons on honesty, truthfulness etc. should be avoided. The matter should be interesting to pupils.

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					English.	Translation and Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography.		Agriculture.	Physiology.	Movements in History and History of India.	Third Language.	Botany.
										Outlines of Modern History and History of India.	Outlines of Geography.					
SOUTH GUNTUR DISTRICT.																
BAPATLA (22) CANDIDATES.																
694	13281/39	Annum Venkatachalam ..	H	1- 7-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
695	5374/33	Aramandla Prasada Rao. ..	C	19- 5-1913	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
696	13834/37	Bheema Kotiah	H	16- 2-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
697	2825/44	Bollapalle Ismael	C	1- 7-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
698	10591/34	Gaddam Gopalakrishnamoorty.	B	27-11-1911	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
699	24638/20	Jitta Ramayya	H	- 7-1901	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
700	15785/35	Kaki Venkata Subbayya ..	H	20- 7-1914	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
701	13019/39	Kapudasi Sundaram ..	C	15- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
702	2719/44	Kuntam Esusevakudu ..	C	1- 7-1924	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..	..	..
703	13531/40	Muppalla Suryanarayana ..	H	1- 7-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..	..
704	5061/33	Muppaneni Lakshmaiah ..	H	4- 5-1911	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
705	13454/36	Naligala Ananda Rao ..	C	27-12-1910	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
706	13406/36	Pillilli Ramaiah	H	10-12-1912	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
707	13301/39	S. V. Raghavendra Rao ..	B	3- 5-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
708	1851/44	Rajaratnam Sadhu ..	C	1- 7-1917	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
709	3227/28	Siginara Yellamanda ..	H	- 7-1910	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
710	13403/36	Thurimella Joseph ..	C	1- 7-1910	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
711	4672/32	Veeranapu Devashayam ..	C	1- 7-1908	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
712	9320/44	Vemula Samuel Paul ..	C	8- 8-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
713	3530/29	Vulli Anjaneyulu ..	H	- 7-1904	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
714	2626/26	Yabaluri Gopalakrishnayya.	B	15- 1-1903	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..	..
715	17201/41	Chennapragada Krishna-Tuliseema (G).	B	12- 4-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
ONGOLE (31) CANDIDATES.																
716	13893/37	Bezawada Narasimham ..	H	15- 7-1918	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
717	13410/39	Bommaraaju Subbarayudu ..	B	4- 6-1921	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
718	2796/44	Chedalavada Venkata Rangaiah.	B	1- 7-1924	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
719	3383/27	Chivukula Subrahmanya Sarma.	B	-10-1906	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Tel.
720		Chivukula Satyanarayana ..	B	6- 2-1911	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	S (Tel)	..
721		Chivukula Koteswara Sidhanthi.	B	22-19-1906	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Hin.	..
722	3552/29	Dasari Lazarus	C	1-7 -1907	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
723	..	Durgi Nagacharlu ..	B	10-7 -1902	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Hin.	..
724	4406/31	Gadde Elisha	AA (C)	15-7 -1905	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
725	13523/39	Gudipati John	C	-7 -1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	..
726	2774/44	Gundlapalli Venkata Narasimham.	B	16-10-1922	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
727	5255/33	Kakumanu Ayyanna ..	C	15-11-1911	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..	..
728	11994/41	Kamaraju Venkata Seetharamaiah.	B	3-3 -1911	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..	..

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. AA = Adi-Andhra. (G) = Girl. S = Sanskrit. Tel. = Telugu. Hin = Hindi.
NOTE.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

(ix) In the secondary school stage old prose prior to Chinnayya Suri may be avoided as far as possible. Selections from 'Mitrabhadramu' and 'Mitrabhedamu' of Chinnayya Suri may be given but the entire text should not be reproduced. Biographical incidents, stories of adventure, invention and discovery, lessons in life in foreign countries, reflective descriptive and narrative types of poetry and prose may be selected. Tyagaraja Krithis and Adhyatma Ramayanam may be selected for typical lyrical poetry.

(x) There should be a large variety of interests in the subject matter of text-books both in prose and poetry. Radio broadcasts on general knowledge topics may also be included.

3. VOCABULARY.

The words used should be the most familiar and the most useful in the language. In the I and II standards new words should not be introduced at all. Words should not be introduced merely for their size or difficulty. In prose lessons rhyming, alliteration jingles and puns should be avoided. Prose lessons should be in current modern Telugu and should avoid archaic words, obsolete words and sandhis. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity may be retained.

4. STYLE.

Sentence structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration in fact so well written as to induce pupils to read the pieces again and again. Selections at the higher stage should be chosen with a purpose eg. models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic etc.) to provide examples for the pupils' study.

The language used should be such that will make pupils with not only accurately and grammatically but also clearly and lucidly. The text-book should serve interests of cultural aims and literary appreciation.

5. MATTER: Matter should be carefully graded. At the early stages it should be closely related to the pupils immediate environment and interests. It should only gradually spread to a wider environment.

The out-look should be modern and the presentation interesting.

For the lower classes the subject matter should be

- (a) familiar to the average child or
- (b) within its experience or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civics as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class use should be graded in length. They should never be too long.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided.

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										Outlines of Modern History of India.	Outlines of Geography.				
GUNTUR (NORTH) DISTRICT—cont.															
DUGGIRALA (32 CANDIDATES)—cont.															
627	12542/36	Dhulla Kotayya Paul ..	C	1- 7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
628	3941/30	Gazulavarti Zacharayya ..	AA	- 8-1906	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
629	4253/31	Gurujada Venkatachalapathi-rao.	B	8- 9-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
630	11529/43	Ikkurti Venkatadry ..	H	6-10-1921	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
631	11889/41	Peravali Rajaratnam ..	C	15- 1-1921	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
632	13399/36	Jaladi Krishnamurti ..	H	1- 7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
633	3687/29	Jetti John ..	C	1- 7-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
634	1877/44	Kanapala George ..	AA	1- 7-1926	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
635	4661/32	Kativarapu Bennie ..	C	1- 7-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
636	13541/40	Kolasani Venkata Subbaiah.	H	1- 4-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
637	4554/31	Lam Prakasam ..	C	1- 6-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
638	3821/30	Manury Narasimha Rao ..	B	- 7-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
639	..	Mathangi Ananda Rao ..	SC	15- 7-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
640	13291/36	Matla Seshiah alias Manoharam.	C	1- 7-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
641	13866/42	Md. Kasim ..	M	1- 7-1918	1	U	U	U	U	U	U	U	..	..	..
642	11546/41	Nemali Kanti Abraham ..	C	27-12-1916	1	..	..	..	Tel.	Tel.	Tel.	..	..	..	..
643	12604/39	Pamarthi Venkata Narayana.	H	1- 7-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
644	12729/37	Panthagani Adam ..	C	1- 7-1912	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
645	11468/43	Perikala Isaac ..	SC	1-10-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
646	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
647	4418/32	Pilli Purushotham ..	C	1- 7-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
648	11922/38	Pinapati Adam ..	C	1- 7-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
649	13260/36	Pochi Raju Venkata Subba-rao.	B	10- 6-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
650	3223/28	Ponnekanti Joseph ..	SC	- 7-1908	1	..	..	..	..	..	..	..	..	..	..
651	4555/32	Puluguzzu Prakasam ..	AA	1- 2-1901	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
652	3113/28	Shamji Venkata Rao ..	B	- 6-1904	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
653	19687/40	Achuthuni Venkayamma (G)	B	1- 7-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
654	19685/40	Paleti Nagaratnam (G) ..	H	19- 5-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
655	2743/44	Garnepudy John ..	C	1- 7-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
TENALI (4 CANDIDATES).															
656	13430/39	Kottapalli Venkatarazu ..	H	1- 7-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Hin.	..
657	..	Pisipati Venkatarama Suryanarayana.	B	12- 8-1924	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Hin.	..
658	13206/39	Vejindla Jesudas ..	AA	15- 6-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
659	2609/26	Narasimha Rao Kondamudi.	B	- 2-1903	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.
KOLLUR (11 CANDIDATES).															
660	13394/36	Chandole Devapalana ..	C	1- 7-1913	1	..	..	..	..	..	..	..	..	..	..
661	10401/34	Davalury Albert ..	AA	1- 7-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
662	12081/39	Dura Venkata Subbaiah ..	C	1- 7-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..
663	10359/34	Krapa Mantrayya ..	AA	1- 7-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. M = Muslim. AA = Adi-Andhra. SC = Scheduled Caste.
 Tel. = Telugu. U = Urdu. (G) = Girl. Hin. = Hindi.

NOTE.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

eg. narrative, descriptive, reflective and lyric poetry including devotional.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

LANGUAGE BOOKS - REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. **ILLUSTRATIONS.** Books should be richly illustrated in the early stages. Coloured illustrations also may be used in the elementary stage. Pictures should be simple and attractive. They should definitely and clearly illustrate the text.

7. **EXERCISES AND NOTES.** Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation. The text should be made the basis for composition in the early stages.

8. **Grammar:** - Grammar should first be on the inductive plan. It may be both inductive and deductive for higher forms. There should be more of functional grammar than formal grammar. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experiences given un-reality to the lessons. Exercises should be concerned with current Telugu.

9. **PRINTING ETC.** Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing (including badly printed pictures) should not be accepted.

(ii) Accuracy of printing is essential. No errors in printing should be tolerated in books presented for detailed and non-detailed study. Mistakes in printing should be avoided scrupulously in all types of books intended for school-use. (i.e.) books should be attractive in appearance. Binding and paper should be strong enough to last one year's wear and tear. Library books should last longer.

10. **SERIES.** Books in series should not be approved for class use unless all the books in the series are found suitable and accepted.

(NOTE:- The copies put on the market for sale should be similar in all respects to the specimen books submitted or consideration).

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.										Group C.		
					English.	Translation and Original Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography.		Physiology.	Movements in History and History of India.	Algebra and Geometry.	Third language.		
										Outlines of Modern History and History of India.	Outlines of Geography.						
KISTNA DISTRICT—cont.																	
MASULIPATAM (GIRLL) (1 CANDIDATE).																	
569	8751/35	Gotipati Krishnaveni (G)	H	15-2-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..		
AVANIGADDA (5 CANDIDATES).																	
570	11241/43	Dasari Purushotham ..	C	1-7-1924	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	..		
571	13801/42	Jammalamadaka Subrahmaniam.	B	8-5-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Hin.		
572	15170/35	Mattiveera Raghavaiah ..	H	1-7-1912	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Hin.		
573	968/34	Prasangi Balakrishnayya ..	H	1-7-1906	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
574	13440/40	Yaddanapudi Sri Ramasastry.	B	15-7-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Hin.		
CHALLAPALLI (4 CANDIDATES).																	
575	4077/31	Chiruvolu Sambasiva Rao ..	B	15-9-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
576	9898/38	Matta Yesuratnam ..	C	1-7-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
577	14591/35	Thella Jonathan ..	C	17-7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
578	11322/43	Viswanadha Bharata Rao ..	B	8-5-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
PAMARRU (2 CANDIDATES).																	
579	15182/35	Gandham Aseervadam ..	C	1-7-1906	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
580	5909/34	Gotru Maddi Ramayya ..	AA	-8-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
GUNTUR (NORTH) DISTRICT.																	
SATTENAPALLE (10 CANDIDATES).																	
581	13741/42	Bhatam Narasimha Raju ..	H	2-3-1905	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
582	14156/42	Bandanadam Anthony ..	C	1-7-1924	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
583	5393/33	Banka Anandam ..	C	1-7-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
584	13175/39	Cherukuri Daniel ..	C	22-9-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
585	13764/37	Gaddala Devadanam ..	C	6-8-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
586	12105/39	Ganupalli Solomon ..	C	15-7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
587	11076/38	Sheik Adam Shefi ..	M	10-6-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
588	11106/38	Rallabhandi Krishnamurthy.	H	16-4-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
589	13264/36	Vikruti Ramadoss ..	H	1-7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
590	13812/42	Yerramsetty Pullaiah ..	H	1-7-1923	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
GURZALA (8 CANDIDATES).																	
591	12466/36	Ali Devadas ..	C	3-8-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
592	14120/40	Chavvakula Marianna ..	C	1-7-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		
593	7774/42	Chinnam John Hanumaiah..	C	15-7-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..		

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. M = Muslim.

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. M = Muslim.
 AA = Adi-Andhra. (G) = Girl. Tel. = Telugu. Hin. = Hindi.
 NOTE.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

Essential requirements for the approval of Text-Books in Kannada.

1. CLASSIFICATION.

Books should be classified as suitable for use under one of the following categories:—

(i) Books for class use: 'Detailed Texts', containing a selection of prose and poetical pieces.

(ii) Books for 'Non-detailed Study', that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc., should be avoided.

(iii) Books for Class libraries - These may be of the same type as books for Non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries. These may include reference books, source books and the other books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. CONFORMITY WITH SYLLABUSES. Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:—

Text-Books for lower classes should restrict their aim to the teaching of current Kannada, as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhis.

The poetical selections may include folk-songs, describing rural life, agricultural operations, house hold routine, like grinding, water-lifting, spinning etc., didactic poems, narrative and lyrical poems, ancient and modern poems may be in Sangathya, Dwipadi, Tripadi, Choupadi, etc., Ragale, Lavani, Keerthana, blank verse and similar modern methods, didactic poems, narrative and lyrical poems, ancient and modern.

In the more advanced stages of language study, poetical or prose passages of older periods, may be chosen for their literary value, and the aim of teaching such passages should be appreciation, not imitation.

3. VOCABULARY. The words used should be the most familiar and most useful in the language.

Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, jingles and puns may not be necessary. Prose lessons should be in current, modern Kannada and should avoid archaic words, obsolescent words and sandhis and obsolete usages. Sandhis employed in cultivated speech may be retained.

4. STYLE. Sentence -structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose e.g. models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.							Group C.			
					English.	Translation and Composition.	Second Language—Text books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography.		Movements in History and History of India.	Physiology.	Botany.	Typewriting.
										Outlines of Modern History and History of India.	Outlines of Geography.				
WEST GODAVARI DISTRICT—cont.															
MARUTERU (14) CANDIDATE.															
388	12898/37	Pitla John Purushotham ..	C	19- 6-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	
389	12934/37	Pitta Navaratnam ..	C	10- 4-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	
BHIMAVARAM (27) CANDIDATES.															
390	2100/44	Admi Venkata Lakshmi Pati.	B	1- 6-1921	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
391	12708/36	Annambhotla Ramamoorthy.	B	1- 1-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
392	12885/40	Bendukuri China Jacob ..	C	13- 2-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
393	13501/42	Devarakonda Narayana Murthy.	B	20- 3-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
394	12381/39	Dulam Satyanarayana Rao.	H	1- 2-1921	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
395	1127/23	Emani Suryanarayana ..	B	-7-1901	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
396		Gunti Abraham ..	C	15- 6-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	Tel.	
397	9703/34	Jayanti Yegneswarudu ..	B	15- 5-1899	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
398	4590/33	Jesudas Choppella ..	C	11-12-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
399	10767/38	Kandikatla Devasikhamani.	C	17- 2-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
400	12355/39	Kodi Musalayya ..	H	12- 6-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
401	12718/40	Kota Devadanam Joseph ..	C	9- 7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1	
402	12854/40	Marapatla George ..	C	3- 6-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1	
403	7213/42	Mathi Moses ..	C	13- 4-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
404	12655/41	Movva Sivarama Sastri ..	B	1- 7-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
405	2069/44	Mulukutla Somanadham ..	B	10- 7-1925	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1	
406	4525/33	Mundru Anandam ..	C	10- 6-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
407	3387/30	Narasimhadayara Venkata Subrahmanyam.	B	- 6-1904	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	
408	12852/40	Nelapati Sundarao ..	C	3- 6-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
409	10405/38	Poduri Subrahmanyam ..	B	14- 1-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
410	4588/33	Satyanandam Jangam ..	C	15- 7-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
411	12664/36	Savaram Nagabhushnam ..	H	15- 1-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
412	12472/36	Sudarshanam Kakara ..	C	15- 7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
413	9513/34	Thiparala Charles ..	C	11- 6-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
414	2173/44	Vundi Satyam ..	H	1- 6-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
415	17603/41	Busi Veronicamma (G)	AA	16- 8-1924	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	
416	22871/19	Battini Annamma (G)	C	7-1898	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
PENTAPADU (12) CANDIDATES.															
417	12490/39	Bayye Krupadanam ..	C	5- 9-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
418	13011/37	Busakayala Appalaswamy ..	AA	15- 7-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
419	2057/44	Dakey Venkanna ..	AA	1- 7-1923	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
420	1035/38	Darsi Prakasa Rao ..	AA	15- 7-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. AA = Adi Andhra. Tel. = Telugu. (G) = Girl.
NOTE.—The entry 1 under a subject against a candidate's name indicates that candidate is coming up for that subject.

5. **MATTER.** Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For lower classes the subject-matter should be

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. Lessons should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is necessary for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided e.g. narrative, descriptive, reflective and lyric poetry including devotional.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

LANGUAGE BOOKS- REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. **ILLUSTRATIONS.** Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

7. **EXERCISES AND NOTES.** Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. **GRAMMAR.** Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experience give unreality to the lessons. Exercises should be mainly concerned with current Kannada in lower stages.

9. **PRINTING ETC.** Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided.

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.						Group C.				
					English.	Translation and Original Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography.		Movements in History and Geography of India.	Typewriting.	Physiology.	Third Language.
										Outlines of Modern History and Geography of India.	Outlines of Geography.				
EAST GODAVARI DISTRICT—cont.															
KOTHAPETA (10 CANDIDATES).															
327	1979/44	Chavali Subbarao ..	B	22-10-1925	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
328	4432/32	Duvvuri Sri Krishnamurty.	B	1- 7-1912	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
329	13164/42	Giddi Manikyam ..	C	9- 4-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
330	3799/31	Gorthi Subbarao ..	B	15- 6-1905	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
331	13232/42	Munnayya Kuncha ..	AA	5- 8-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
332	1701/44	Nakka Saheb ..	AA	10- 5-1924	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
333		Rajagopalaram Penumetcha.	H	15- 5-1912	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	1	..	
334	12201/39	Sree Ramamurty Ayyagari.	B	23- 1-1917	1	..	..	Tel.	Tel.	..	..	..	..	..	
335	14734/35	Venkata Subrahmanyam Lakkaraju.	B	3- 9-1912	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
336	12646/37	Veeraswami Pullela ..	AA	16- 4-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
AMALAPURAM (8 CANDIDATES).															
337	671/34	Adi Narayanamurty Poliseti.	H	7-1905	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
338	4041/32	Anappindi Ramakrishnamurty.	B	1-10-1912	1	..	..	Tel.	Tel.	..	..	..	..	..	
339	2721/28	Gorti Krishnamurthy ..	B	17- 7-1904	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
340	3434/30	Gorti Satyanarayana ..	B	11-12-1906	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
341	10637/34	Pesula John ..	C	5- 6-1912	1	..	..	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
342	1964/44	Prayaga Venkata Surya- narayanamurty.	B	26- 6-1927	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
343	12275/39	Suryanarayana Raju Nadim- palli.	H	15- 7-1919	1	..	..	..	..	..	..	..	..	..	
344	..	Visweswara Sarma Deva- guptapu.	B	23- 9-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Hin.	
RAZOLE (2 CANDIDATES).															
345	3482/30	Vedantam Seetaramayya ..	B	-12-1907	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
346	6562/44	Injeti Bullemma ..	(G) AA	15- 6-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
WEST GODAVARI DISTRICT.															
POLAVARAM (5 CANDIDATES).															
347	2959/29	Dasi Bhoosananam ..	C	- 6-1904	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
348	11283/43	Eda Sudarsanam ..	C	4- 8-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
349	12341/39	Mahasivabhattu Rama Prabha Raju.	H	1- 7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
350	1029/24	M. Nory Periah Chenulu ..	B	- 7-1900	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
351	12573/36	Venkatapathi Inaparthi ..	H	1- 4-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
NARSAPUR (17 CANDIDATES).															
352	2784/28	Dasika Suryaprakasa Rao ..	B	15- 7-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	
353	10612/41	Deemav Venkata Surya- narayanamurty.	B	5- 6-1921	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	

B = Brahman. H = Hindu. C = Christian. AA = Adi-Andhra. (C) = Girl. Tel. = Telugu. Hin. = Hindi.
 NOTE—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. SERIES. When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(NOTE:— The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

CP/27-7.

Essential requirements for the approval of Text-Books in Malayalam.

1. CLASSIFICATION.

Books should be classified as suitable for use under one of the following categories:-

(i) Books for class use: 'Detailed Texts', containing a selection of prose and poetical pieces.

(ii) Books for 'Non-detailed Study', that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc. should be avoided.

(iii) Books for Class Libraries - These may be of the same type as books for Non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries. These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. CONFORMITY WITH SYLLABUSES. Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:-

Text-Books for lower classes should restrict their aim to the teaching of modern Malayalam as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete *gandhis*.

In the elementary stage the author himself may write lessons in prose as far as possible instead of selecting them from other sources. The language should be simple and graded.

Poetical selections for standards 3 to 5 may also include easy portions from classical writers of poetry such as *ചെറുശ്ശേരി* (Cherusseri) *പാമ്പാ* (Kunjan) and *തുമ്പ* (Thunjan). But verses suited for children should form the greater part.

Detached deductive sayings should be avoided.

Easy lyrics from home lore and rural life, reproduction and imitation may find a prominent place in the elementary stage.

Lessons in prose may include stories from the puranas, history of Kerala, traditions of Kerala, history of India, and life sketches of great men of all religions.

Abstract lessons on honesty, truthfulness, etc., should be avoided. Matter should be interesting to the pupils.

Secondary School Selections should be from ancient, medieval and modern literature as regards prose and in the case of poetry its need only be modern. Literary form of all aspects of modern life should be developed and taught. Biographies that would instil an international outlook should also be introduced. There should be a large variety of interests in the subject matter of text books both in prose and poetry. Radio broadcasts of general knowledge subjects may also be included.

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.							Group C.				
					English. Translation and Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography. Outlines of Modern History and History of India and Geography.	Outlines of Geo-graphy.	Movements in History and His-tory of India.	Physiology.	Type-writing.	Needle craft.	Articulate.	Third language.
EAST GODAVARI DISTRICT—cont																
COCANADA (27 CANDIDATES)—cont.																
259	9914/38	Sadasivuni Bhanumurthy ..	H	16-12-1913	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
260	7030/42	Sanasi M. Prabhudas ..	C	15- 7-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
261	4369/33	Satyala Joseph ..	C	15- 7-1914	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
262	10664/43	Vadlamani Mallikharjuna-swami.	B	11- 4-1921	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
263	11861/39	Vallury Sitaramaswamy ..	B	20-10-1911	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
264	13097/42	Vankayala Sitaramayya ..	B	10- 4-1925	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
265	12365/40	Yeditha Balasundara Rao ..	C	20- 4-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1 ..	..	..
266	17745/36	Sister K. I. Bridget (G)	C	14- 4-1910	1 Tel.	Tel.	1	1	Tel.	Tel.	..	..	..	1 ..	..	..
RAMACHANDRAPURAM																
(32 CANDIDATES).																
267	15193/35	Achanta Sreeramamurthy ..	B	11- 7-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
268	12560/40	Narasimha Murty Ambar-kana.	B	1- 4-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
269	2815/29	Ambati Esau ..	C	- 6-1909	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
270	3785/32	Badugu Potaraju ..	AA (C)	1- 7-1912	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
271	10723/43	Satyam Boosi ..	AA	1- 7-1921	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
272	1695/44	Chaganti Seshagiri Rao ..	B	2- 4-1923	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
273	12397/36	Samuel Chandramalla ..	C	13- 7-1913	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
274	12474/37	Chirra Immanuel ..	C	15- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
275	9983/38	Venkataswamy Dangety ..	H	4-11-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
276	8650/37	Danturty Sreeramamurthy ..	B	15- 6-1909	1 ..	..	Tel.	Tel.	..	..	..	..	..	..	..	..
277	3950/32	Danturthy Venkata Rama-krishnaiah.	B	10-12-1913	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
278	3352/30	Gedi Jesudas ..	C	1- 7-1903	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
279	1993/44	Githugachina Venkata-ratnam.	C	1- 7-1924	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1 ..	..	..
280	12450/40	Gunnudi A. Rajaratnam ..	C	15- 7-1909	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
281	10037/38	Isaac Gundepalli ..	AA (C)	15- 7-1914	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
282	2656/27	Gundipalli Reuben ..	C	- 6-1906	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
283	999/22	G. Satyanarayanamurthy ..	B	- 6-1899	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Hin.
284	10782/41	Kanchi Abbula ..	H	15- 7-1917	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
285	26942/21	Karipetty Venkataratnam.	B	-10-1898	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Hin.
286	10772/43	Venkata Rao Kothalanka ..	B	14- 7-1920	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
287	14609/35	Mandapalli Samuel ..	C	15- 7-1915	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
288	1016/25	M. Sambasivaramamurti ..	B	1- 7-1904	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
289	12233/36	Nathi Venkataratnam ..	C	15- 7-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.	..
290	10038/38	Venkata Sitaramamurthy Navuduri.	B	12- 9-1919	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..	Hin
291		Nulu Venkataraju ..	H	10- 4-1914	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1 ..	..	..
292	10744/43	Pallamaraju Bhavaraju ..	B	1- 7-1923	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..
293	10875/44	Pampana Satyam ..	H	29- 9-1916	1 Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	..

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. AA = Adi-Andhra.
Tel = Telugu. Hin = Hindu. (G) = Girl.

NOTE.—The entry 1 under a subject against a candidate name indicates that the candidate is coming up for that subject.

GOVERNMENT EXAMINATIONS

SECONDARY SCHOOL-LEAVING CERTIFICATES.

PUBLIC EXAMINATION—MARCH 1948

PRIVATE CANDIDATES (TEACHERS) PART I (ANDHRA UNIVERSITY AREA).

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Bobbili ..	4	Srungavarapukota ..	7
Chodavaram ..	6	Vizianagram ..	5
East Godavari District.			
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Bhadrachalam ..	7	Rajahmundry (Boys) ..	10
Peddapuram ..	8	Do. (Girls) ..	10
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Nellore District.			
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Kanigiri ..	26	Venkatagiri Town ..	29
Kavali ..	26	Buchireddipalem ..	29
Nellore (Boys) ..	27	Sulurpet ..	29
Do. (Girls) ..	28	Allur ..	26

3. VOCABULARY. The words used should be the most familiar and most useful in the language.

No word should be introduced merely for its sake. In prose lessons, rhyming, alliteration, jingles and puns should be avoided. Prose lessons should be in current, modern Malayalam and should avoid archaic words, obsolescent words and sandhis and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

4. STYLE. Sentence-structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose e.g. models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

5. MATTER. Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For lower classes the subject-matter should be

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided e.g., narrative, descriptive, reflective and lyric poetry including - devotional.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

LANGUAGE BOOKS- REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. ILLUSTRATIONS. Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text. In the elementary stage some colour plates may be introduced.

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481	10630/41	Dharmarao Akula	H	1-7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
482	16436/38	Gogula Manda Amos	C	16-3-1903	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
483	11009/41	Gudisay William Devasaba-yam	C	19-11-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
484	12409/39	Kancherla Sreeramamurthy	H	15-7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
485	4690/33	Kopparthy Krishnamurthy	H	10-5-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
486	9765/34	Pitta Sundara Prakasam	C	15-8-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
487	10561/38	Ramakururi David Ephraim	C	1-7-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
488	7340/42	Rapakota Bulliyya Balasundaram	C	10-7-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
489	11100/43	Teli Yesuratham	C	23-6-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
KISTNA DISTRICT															
TIRUVUR (2 CANDIDATES)															
490	3697/30	Kalanji Sundara Ramayya	C	10-8-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
491	3345/29	Kandukuri Venkateswara Rao	B	7-7-1907	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
GANNAVARAM (1 CANDIDATE)															
492	13382/40	Gudivada Anandam	C	15-7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
JAGGAYVAPET (3 CANDIDATES)															
493	12855/36	Gundipagarajaram	C	4-7-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
494	7689/42	Karupati Grace Vandanam	C	2-9-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
495	19393/40	Karupaty Leelavathy	C	10-4-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
NANDIGAMA (5 CANDIDATES)															
496	5409/34	T. Annasunnamma	B	22-3-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
497	3054/28	Kambhampati Gopalakrish-nath	B	7-7-1906	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
498	11387/41	Kasarla Anantha Padmana-bhau	H	15-6-1923	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
499	1365/22	Mahomed Hassan Khan	M	7-7-1902	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
500	12906/36	Sodagudi Joseph	C	15-6-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
BEZWADA (BOYS) (21 CANDIDATES)															
501	15281/35	Bodapaty Venkata Tirumala Rao	B	20-6-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
502	4491/32	Chavali Krishnamurthy	B	1-7-1915	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
503	11388/43	Dammara Jagannadha Rao	H	15-6-1925	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
504	11585/41	Davuri Manasseh	C	15-5-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.
505	4366/31	Dittakavi Suryanarayana Rao	B	2-6-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.

B = Brahman. H = Non-Brahman Hindu. M = Muslim. C = Indian Christian. (G) = Girl. Tel = Telugu. Hin = Hindi.

NOTE.—The entry 1 under a subject against a candidate's name indicates that the pupil is coming up for that subject.

7. EXERCISES AND NOTES. Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. GRAMMAR. Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experiences give unreality to the lessons. Exercises should be concerned with current Malayalam.

9. PRINTING ETC. Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted:—

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided. As far as possible words should not be broken and written in different lines.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. SERIES. When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(NOTE:—The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration).

CP/27-7.

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of candidate (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.							Group C.			
					English.	Translation and Composition.	Second Language—Text-books.	Elementary Mathematics.	Elementary Science.	Modern History and Geography.		Third language.	Movements in History and History of India.	Typewriting.	Physiology.
										Outlines of Modern History of India.	Outlines of Geography.				
WEST GODAVARI DISTRICT—cont.															
KOVVUR (7 CANDIDATES).															
452	3180/29	Abdulla Khan Pathan ..	M	- 1-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
453	11576/38	Chillara Ramakrishnaiah ..	B	1- 7-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
454	10621/38	Doddigarla Michael ..	C	17- 6-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
455	12086/39	Inaparti Jesudas ..	C	4- 1-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
456	12085/39	Kanumuri Samson ..	C	7- 1-1916	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
457	1770/40	Maramganty Lakshmi Narasimhacharyulu.	B	6- 4-1924	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	1	..
458	3222/29	Yousuff Khan Pathan ..	M	-12-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
NIDADAVOLE (6 CANDIDATES).															
459	12052/40	Alamuri Chelapathi Rao ..	C	13- 6-1914	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
460	12890/40	Donepudi Mrutyumjayudu ..	B	4- 1-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
461	9701/34	Malladi Venkateswarlu ..	B	5-12-1913	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
462	9711/34	Modukuri Venkata Rao ..	B	14- 3-1912	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
463	13255/42	Raghavacharyulu Chilakamarri.	B	16- 7-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
464	12399/39	Vuba Chittayya ..	AA	10- 5-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	Hin.	..	..	..
ELLORE (14 BOYS CANDIDATES).															
465	..	Bandaru Viswanadham ..	B	1- 8-1910	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	S	..	..	..
466	3195/29	Burugadda Kandalai Venkata Ramanujacharyulu.	B	8-1911	1	..	..	Tel.	Tel.	Tel.	Tel.	(Tel)	..	..	..
467	3183/29	Danda bathina Surayya Eliah.	C	5- 7-1907	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
468	3566/30	Guttana Gangadhara Rama Murthy.	B	15- 5-1909	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
469	2247/44	Kavuri Anantasastry ..	B	4- 1-1919	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
470	2194/44	Lingam Veera Bhadra Rao.	B	21-11-1918	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
471	..	Mukkamala Jogayya Sarma.	B	20- 6-1911	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	S	..	..	..
472	12785/39	Pallapati Venkata Ratnam..	C	10- 5-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	(Tel)	..	..	..
473	13309/40	Pilla Samuel Sabhapathy ..	C	1-12-1922	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
474	10399/38	Pitta Williams ..	C	18- 8-1912	1	..	..	..	Tel.	Tel.	Tel.	..	..	..	..
475	10637/38	Polimetla Sathyanadham ..	C	16- 7-1917	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
476	3609/30	Sambathira Abraham ..	C	6-1907	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
477	2456/44	Talari Anthony ..	C	15- 7-1927	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
478	2324/26	Vemu Rama Seshagiri Rao..	B	- 7-1904	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	..	..	Tel.
ELLORE (GIRLS) (2 CANDIDATES).															
479	1655/31	Ganza Mraduthvam (G)	C	- 7-1908	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..
480	16727/41	Muttoju Sakuntala (G)	C	15- 7-1920	1	Tel.	Tel.	Tel.	Tel.	Tel.	Tel.	..	Tel.	..	..

B = Brahman.

C = Indian Christian.

AA = Adi Andhra.

M = Muslim.

(G) = Girl.

Tel. = Telugu.

S = Sanskrit.

Hin. = Hindi.

NOTE.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

ESSENTIAL REQUIREMENTS.

HISTORY AND CIVICS.

- (1) Illustrations from epigraphs of one or two South Indian Temples e.g. at Tanjore and Uttiramerur may be taught for village autonomy and social life of the period. ~~for Form V. for Civics.~~
- (2) Illustrations in History books should consist of,
 - (a) Important personalities
 - (b) Temples and monuments and
 - (c) Coins and typical epigraphs
 all to be taken from authentic sources.
- (3) Time-Charts, illustrative of the Chief Cultural Contributions of the centuries (preferably pictorial) to be included in x every book.
- (4) Maps should be numerous and each should be illustrative of one or two epochs only. They should be accurate to scale.
- (5) Transliteration of proper names of persons and places should conform in Indian languages to their original pronunciations as far as possible.

The following view points should be kept in mind generally in the writing of text-books in History.

(1) The general treatment should be of a character to create or help to develop patriotism and a healthy pride in our past, and to make us appreciate our indigenous culture and social institutions, while maintaining a good perspective of the external and international forces that have been acting on National Life.

(2) Also we should try to develop what may be called a world outlook, in other words, the consciousness of India's contact, with and influence on, other countries and cultures, and the position of India in the world.

(3) Again while biographies of our Great Leaders should be stressed their cultural contributions and the effect of their services should also be equally made prominent.

(4) Aspects of our History that may proceed to create healthy impressions should be stressed. Care should be taken to prevent the generation of feelings of exclusively provincial pride, to develop an understanding of mutual, provincial and regional contributions to the sum total of Indian Culture.

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CP/30-7.

Register number.	Serial number of the Secondary School-Leaving Certificate.	Name of pupil (in full) as entered in the certificate.	Class of community.	Date of birth.	Group A.								Group C.	
					English (Second Language), Translation and Original Composition.	Regional Language—Text-books.	Elementary Mathematics.	Elementary Science.	Outlines of History and Geography.		Botany.	Physics.		
									Outlines of History.	Outlines of Geo-graphy.				
	(300)	GOVERNMENT SECONDARY SCHOOL FOR GIRLS, CHIDAMBARAM. (FIRST YEAR—8 PUPILS).												
33681	11681H	S. Pattammal	(G) B	8- 1-1930	1	T	T	T	T	T	T	T	..	T
33682	72307H	G. Saraswathi	(G) B	18- 8-1930	1	T	T	T	T	T	T	T	T	..
33683	78610H	V. Padmavathy	(G) B	21- 6-1932	1	..	S(T)	T	T	T	T	T	T	..
33684	78611H	V. R. Lakshmi	(G) B	2-10-1930	1	..	S(T)	T	T	T	T	T	T	..
33685	78613H	T. Shivagamu	(G) H	15- 7-1930	1	T	T	T	T	T	T	T	T	..
33686	78614H	G. P. Lalitha	(G) B	21-11-1932	1	..	S(T)	T	T	T	T	T	..	T
33687	78615H	N. Seethalakshmi	(G) B	4- 3-1931	1	..	S(T)	T	T	T	T	T	T	..
33688	15169J	R. Rajam	(G) B	21-11-1931	1	..	S(T)	T	T	T	T	T	..	T
SUPPLEMENTARY CERTIFICATE (SECOND TIME—1 PUPIL).														
33688A	70238G	C. D. Mangaiyarkkarasi ..	(G) H	24- 7-1929	1	T	T	T	T	T	T	T	..	T

B = Brahman. H = Non-Brahman Hindu. (G) = Girl. T = Tamil. S = Sanskrit.

NOTE.—The entry 1 under a subject against a pupil's name indicates that the pupil is coming up for that subject.

1. Name of the Book.

2. Is the subject matter upto the standard and according to the syllabus in the case of text-books or suitable in case of library books or teachers' reference books?

3. In the case of books in languages and books on social studies, are the choice and presentation of subject matter such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united, Co-operative Society based on truth and Justice?

4. Is the subject matter well chosen, well arranged, well presented and upto date?

5. Are there any inaccuracies or incorrect statement of facts in the subject matter of the book? If so, give examples.

6. Are the language and style suitable for the class or the readers for whom the book is meant?

7. Is the language of the book suitable, idiomatic, free from errors of grammar and diction, etc? If not give instances to the contrary.

8. Are there any printing mistakes? If so, give those which you have been able to detect.

9. Is there anything in the book that has a tendency to disturb religious, social or political harmony?

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-2-
10. Do you consider the printing, get up, quality of paper, maps, illustrations, pictures, etc., quite suitable? If not, indicate the defects noticed.

11. Do you recommend the book as suitable or not? If so, for what purpose?

Note:- Books are declared suitable for -

(1) Class use (Books to be prescribed as text-books in schools).

(a) Detailed Study or

(b) Nondetailed Study.

(2) Class Library.

(3) General Library.

(4) Teachers' use.

12. If the book is a reprint or a revised edition of a previously approved book, state whether--

(a) the book satisfies the existing requirements of the subject; and

(b) it is fit to be retained on the approved list.

Station:

Date:

Signature with designation of the person reviewing the book.

38 p 2
Text Books — Preparation —
Rules & Instructions

Memo 95858/43/48-1 Edu. 10-1-49

The Govt. desire that the instructions and rules already issued for the preparation of text-books in schools should be reviewed and reissued in the form of a pamphlet which should be available for the reference of the departmental authorities and the publishers.

The Director's attention is invited to the "note" on the objectives to be kept in view in respect of text books, sent with to him with the

(2) 443

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The Hon'ble the Minister's Minute
dated the 20th Decr. 1948. p. 1-4
The Rules & instructions to be revised
now should be consistent with
these objectives. ~~As per~~ It is
requested to submit to Govt.
a set of all the instructions and
Rules so far issued on the subject,
together with proposals for
modifications in the Rules & instructions,
for the approval of Govt.

5.1.49
6-1-49

Do
Re D.L.I.

R.D. 10/2/49

SUBJECT.

Text Books - Preparation - Objectives to be kept in view
instructions.

Station: Madras. R.C.118/48 T.B.C. dated 4-3-1949.

From (Name) Sri P. Bhadriah, M.A., L.T.,
(Designation) Commissioner for Government Examinations,
M A D R A S.

To
The Secretary to the Government,
Education and Public Health Department,
Fort St. George, Madras.

16925
5 MAR 1949

Sir,

Ref: G.O. Ms. No. 74 Edn., dated 10-1-'49, and Government
Memorandum No. 95858G3/48-1 Edn., of the same date.

1 A copy of the "Note for the guidance of the Text Book Com-
mittee" received with the above Government Order has been furnished
to all the members of the Text Book Committee and the registered
publishers and the departmental officers.

2 With reference to para 2 of the Government Memorandum cited
above a set of copies of the existing essential requirements in
English, and in the several languages of the Presidency, History
and Civics, Geography, Mathematics, Science, Commerce and Music are herewith
sent for information.

3 The special committee of the Text Book Committee considered
the question of revising the essential requirements in text books
in the light of the "Note for the guidance of the Text Book Com-
mittee" recently received from Government. It has recommended that
the revised essential requirements already submitted to Government
in July 1948 may be approved. As soon as the approval of Government
is received to the revised essential requirements in Tamil, Telugu,
Malayalam, Kannada and History & Civics sent to them in this office
letter R.C.118/48 T.B.C. dated 26-7-'48, copies thereof along with
the existing ones in English, Geography, Mathematics, Science, -
Commerce, Music and Sanskrit will be supplied to the Departmental
Officers and registered publishers for their information and guidance.

4 Governments' approval may kindly be obtained to the further
revised opinion form now sent in lieu of that sent with this office
letter dated 26-7-1948.

P. S. Angaravayakulu
4.3.49.

for COMMISSIONER.

CP/4-3.

104
4-3-49.

CONFIDENTIAL:-

THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN ENGLISH.

1. Classification---Books should be classified as suitable for use under one of the following categories:--

(i) Books for class use: "Detailed Texts."--Containing a selection of prose and poetry pieces, to form a basis for vocabulary, reading, oral and written work.

(ii) Books for class libraries.--For silent, rapid reading and "non-detailed" study. Early satisfaction in success is essential if real love of reading is to be achieved. Hence no book under this class ~~will~~ be of great length. Topics may include imaginative stories, ~~and~~ stories, travel, ~~graded~~ according to the age and interests of the pupils for whom they are intended. biography, adventure, scientific and general knowledge.

(iii) Books for general libraries.--Including reference books, source books and longer books for silent reading by the more proficient pupils.

(iv) Books for teachers.

N.B.--Book should not be included under (iii) or (iv), merely because they are unsuitable for (i) or (ii) but should possess real merit.

2. Conformity with syllabuses:- Books should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching foreign languages:-

(i) Grading of vocabulary:- During the first, second and third years (usually from Class IV to Form I) the syllabus suggests the learning of 150, 250 and 350 new words, respectively. The words used should be the most familiar and most useful in the language. New words and phrases should be repeated often in the same lesson and in subsequent lessons. At first, only nouns and verbs will be used; then simple connectives; later, adjectives, then Adverbs, then other parts of speech will be introduced by gradual stages.

Words should not be introduced merely for their size or for their resemblance in sound and spelling to other words in the lesson (e.g., bat because of hat, mat etc.) Too many new words should not be introduced in any lesson. A maximum of 5 in a page of 200 words is suggested.

After the first three years it will not be possible or advisable rigidly to restrict vocabulary; but even at the high school stage there should not be many difficult or archaic words.

In the case of class libraries the books for each class will be graded to meet the needs of pupils of varying ability and attainment. Some will use the vocabulary acquired from the study of detailed readers in previous years. Others will include new words, the meaning of which intelligent pupils will learn to recognize from the context.

(ii) Grading of sentences and style:- The comparative difficulty of sentences depends largely on the kinds of verbs used. The syllabus suggests the following scheme:-

- First year -- Simple present only.
 Second year -- Present Continuous, Past Simple and Continuous, Interrogative and Negative Forms of Continuous tenses.
 Third year -- Future and Perfect, Negative and Interrogative forms, Present Simple and Past Simple tenses.

Simple and compound sentences should precede complex. The language should always be correct in English idiom. The style should be lucid and vigorous so as to arouse interest and convey inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose, e.g., models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for pupils' study.

(iii) Matter:- Matter should be carefully graded. At the early stages it should be closely related to the pupil's immediate environment. It should only gradually spread to a wider environment and to the inclusion of pieces with a specifically English background.

For lower classes the subject-matter should be-

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily picture or imagined.

Matter should be cheerful and attractive, and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge as well as stories and literary pieces.

Accuracy of information is essential. Translations (e.g., of Indian Stories) and Stories Retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long or the meaning and joy of the piece as a whole will be lost in the study of detail. Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language and should be simple and direct at all stages. At the higher stages variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric poetry. Modern poets and Indian poets should be included.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or politically.

(iv) Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

(v) Exercises and notes.--Good exercises add greatly to the value of a book; but a book with poor exercises should not be accepted even though the text be satisfactory. Exercises should be in a harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. Care should be taken to include in the exercises words and phrases useful for the pupils' "active" vocabulary and not those appropriate only to their "recognition" vocabulary.

At the high school stage good explanatory notes are helpful; but they should never be elaborate and should discriminate

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- CL. 111

CONFIDENTIAL:

ESSENTIAL RE

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Register number.	Name of candidate in full as entered in the admission register.	Date of birth.	Class of community.	Language.	Subjects of Examination.					Total.
					First language.	Elementary Mathematics.	History and Geography including Civics.	English (Optional).		
TINNEVELLY DISTRICT—cont.					Max.	100	100	100	100	
KOILPATI TALUK.					Min.	35	30	30	35	
KOILPATI CENTRE (5).										
1115	S. Muthuswami	15-10-1928	H	T	1	1	1			
1116	S. Pooliah	7-1-1927	H	T	1	1	1			
1117	A. Muhammad Ali	16-7-1926	M	T	1	1	1			
1118	D. Joseph	1-12-1928	C	T	1	1	1			
1119	S. Sinnammal	13-11-1930	H	T	1	1	1			
ETTAYAPURAM CENTRE (7).										
1120	N. Durai Raj	15- 6-1930	H	T	1	1	1			
1121	M. Gnanasundaram	5- 4-1932	H	T	1	1	1	1		
1122	K. Srinivasan	1- 7-1930	H	T	1	1	1	1		
1123	K. Subbiah	2-10-1930	H	T	1	1	1	1		
1124	K. K. Subbiah	27-11-1929	H	T	1	1	1	1		
1125	M. Jayalakshmi	(G) 6- 3-1928	H	T	1	1	1	1		
1126	V. Paul Raj	4- 6-1926	C	T	1	1	1			
KALUGUMALAI CENTRE (2).										
1127	R. Sankaranarayanan	15- 6-1929	H	T	1	1	1			
1128	A. Subbiah	8- 4-1925	C						1	
TINNEVELLY TALUK.									1	
TINNEVELLY CENTRE (GIRL) (1).										
1129	G. Rabbi Younnisa Bi Bi	(G) 1-10-1928	M	T	1	1	1			
PALAMCOTTAH CENTRE (BOY) (1).										
1130	M. J. Thiruthuva Doss	28-12-1931	C							
PALAMCOTTAH CENTRE (GIRL) (1).										1
1131	K. Vellammal	(G) 1- 6-1930	H	T	1	1				
UKKIRANKOTTAI CENTRE (1).										
1131-A	S. Muthuveeran	8-7-1926	SC	T	1	1	1			
TENKASI TALUK.										
TENKASI CENTRE (1).										
1132	R. Ranganayaki	(G) 3- 3-1921	B	T	1	1	1			
NANGUNERI TALUK.										
NANGUNERI CENTRE (1).										
1133	K. Ramalakshmi	(G) 12- 6-1927	H	T	1	1	1			
IDAYANGUDI CENTRE (1).										
1134	D. Ponniah Swami Adian	3- 2-1929	C	T	1	1	1			
AMBASAMUDRAM TALUK.										
AMBASAMUDRAM CENTRE (GIRLS) (2).										
1135	A. Victoria	(G) 4- 1-1930	C	T	1	1	1			
1136	Parvatham	(G) 2- 6-1919	B						1	
KADAYAM CENTRE (1).										
1137	L. Meenakshisundaram	22- 6-1930	B	T	1	1	1			
SHERMADEVI CENTRE (2).										
1138	T. Sithai	(G) 5-10-1927	B	T	1	1	1			
1139	C. Komalam	(G) 2- 7-1932	B						1	

B = Brahman. H = Non-Brahman Hindu. C = Indian Christian. M = Muhammadan. (G) = Girl. T = Tamil.
 NOTE.— The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.

languages, there is no uniformity in the spelling of European proper names. It is obviously impossible to issue precise instructions but the author should endeavour to spell names as they are pronounced--English pronunciation being adopted as the standard. Widely divergent forms of transliteration of the names of historical personages, places and dynasties in Indian History are at present prevalent, particularly in the case of Muslim proper names. It is suggested that publishers and authors should adopt the form used in standard books like the Imperial Gazette of India (new edition 1909), Volume II (Historical), India (Volume XXV) and the Cambridge Shorter History of India. It is desirable that in books intended for the higher forms, the English equivalents are printed within brackets.

CONFIDENTIAL.

THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN GEOGRAPHY.

1. *Conformity with syllabuses*—(a) *Upper school*.—Here there is a definite syllabus laid down for examination purposes which comprises a regional treatment of the world. Text-books in the Upper school therefore must conform only to this extent, that the regional treatment is on the same lines and about the same standard of difficulty but the sequence of regions taken need not follow the sequence of that syllabus. It is not essential for example, to take the regional study of India in Form VI and nowhere else since the regional study of the world could be taken as usefully beginning with India.

(b) *Middle school*.—Here no one syllabus is laid down, vide Geography scheme of work in Forms I to III, therefore there need be no conformity.

2. *Adequacy of maps* (kinds of maps suitable).—(a) The political map should not be the most important type of map provided; there is no objection to the political map as an addition, provided the physical map of the same region showing the political boundaries on it is given. There should not be overcrowding of names at the expense of the physical features.

(b) It is to be assumed that in the Middle school or Upper Elementary (Stage Forms I to III or Standards 6 to 8) that each pupil will have his own atlas, therefore atlas maps are not necessary in the text-book. There should be a fairly large number of sketch maps illustrating features in the text, some of these must show relief and the scale should be indicated on a few of them.

(c) The method of showing relief in maps for Forms III and above must be that of the contour (which is introduced in syllabus at Form II stage). Some of the maps towards the end of Book II should use the contour method and the first maps using this symbol should be simple and not complicated, i.e., introducing only two different contour heights. Sometimes it is necessary to indicate direction of mountain ranges and here a thickened line is better than the "caterpillar." For children under 11 or 12 a simpler pictorial method of showing mountain is permissible, probably a series of small miniature diagrams of mountains is as good as any.

(d) The maps must be clear, not too crowded with words or symbols and they should be large enough to permit of the words and symbols being read easily inside the average type of classroom. The younger the pupil the larger and simpler should the maps be. If there is print on the back of the page it should not be allowed to interfere with the clear representation of the map.

III-23

NOTE.—The entry 1 under a subject against a candidate's name indicates that the candidate is coming up for that subject.									
P = Brahman.	H = Non-Brahman Hindu.	M = Muhammadan.	SC = Scheduled Caste.	(G) = Girl.	T = Tamil.				
11158	P. Bhuganarasambandam	..	..	..	..	1	1	1	1
11159	Krishnaveni	(G)	..	..	..	1	1	1	1
11160	Radha	(G)	..	..	..	1	1	1	1
11161	Gopalasami	..	..	..	..	1	1	1	1
11162	Ramachandran	..	..	..	..	1	1	1	1
11163	Thangavelu	..	..	..	..	1	1	1	1
11164	G. Radhakrishnan	..	..	..	..	1	1	1	1
BOARD HIGHER ELEMENTARY SCHOOL FOR BOYS, TITAGUDI (25).									
11165	P. Chokalinga Mudali	..	..	..	..	1	1	1	1
11166	K. Jobhivelu	..	..	..	..	1	1	1	1
11167	K. Rukmani	(G)	..	..	..	1	1	1	1
11168	S. Thangavelu	..	..	..	..	1	1	1	1
11169	V. Ramaswamy	..	..	..	..	1	1	1	1
11170	P. Chinmudu Padayachi	..	..	..	..	1	1	1	1
11171	M. Kuppuswamy	..	..	..	..	1	1	1	1
11172	V. Nallathambi	..	..	..	..	1	1	1	1
11173	N. Nataraja Odayan	..	..	..	..	1	1	1	1
11174	A. Natanasabapathi	..	..	..	..	1	1	1	1
11175	M. Venkatachalam	..	..	..	..	1	1	1	1
11176	A. Annamalai	..	..	..	..	1	1	1	1
11177	S. Govindan	..	..	..	..	1	1	1	1
11178	R. Kolandavelu	..	..	..	..	1	1	1	1
11179	M. Ramaswamy	..	..	..	..	1	1	1	1
11180	M. Annaswamy	..	..	..	..	1	1	1	1

(e) The words on the map should be in the same language as the words of the text; otherwise it makes it very difficult for the pupil to find the same places in the map as are described in the text. This is particularly the case with geographical names which are sometimes so hard to memorize and recognize again. It follows that the explanations and names on maps in Indian language text-books should be written in that language. There would not be such serious objection, in the case of Upper school texts (Forms IV to VI), to having the words of the map in English provided these very same English words were found in the text. Even in such cases it makes the map more difficult to read.

(f) Every map must have a title and a key; in some of the maps at least direction and scale must be indicated.

(g) Artificial boundaries such as taluk and district should not cut off abruptly the natural features such as rivers and mountains and lakes.

3. *Adequacy of pictures and diagrams.*—Pictures are essential in Geography text-books for pupils in the primary and middle school stages (i.e., up to Form III and Standard VIII), where the treatment should deal with the concrete as much as possible—

(a) *Reproduction* must be very clear otherwise the picture is useless. Photographs are not so useful in general, unless of simple subjects, for children below 12, and here the sketch or drawing, which selects, and emphasizes the particular features to be explained, is more easily grasped by the pupils. These drawings should however be prepared by competent and qualified artists.

(b) The *selection* of pictures is important. Pictures of isolated buildings are of little significance geographically, unless to show the effects of environments, e.g., steep-roofed house in rainy regions, the skyscraper where land for building is at a premium, etc. Pictures of educational buildings, temples, churches, etc., are generally of little use, although there is no objection to having a few that are historically interesting. What is required mainly is pictures of landforms and scenery, vegetation, processes involved in cultivation, extraction and manufacture, the scene at markets, harbours, railway stations, etc.

(c) *Explanation* of pictures. This is very important, for it brings out the relation of the picture to the text, e.g., the picture showing balsas or native boats on lake Titicaca would have the sub-title "They are built of rushes because no trees—and so no wood—grow in this high cold region," or the following explanation under a picture of Vesuvius "This is a picture of the Volcano of Vesuvius which was taken from an aeroplane. You can see the rim of the crater. The floor of the crater is covered with red-hot lava."

4. *Treatment of subject.*—(a) Language must be suited to the stage of pupil and grammatically correct. In the case of text-books in the Indian languages, the accepted equivalents for geographical technical terms should be used.

(b) The geographical argument should be clear. The following are examples of loose thinking—(i) "In this case more forest is cleared and more lands are brought under cultivation. Hence (sic) the people's whole time is not spent entirely in procuring their food." (ii) "The surplus food that they have in the shape of grain gives them more leisure." (iii) "Their nomadic life and the consequent sufferings it entails makes them very kind to strangers." "as people are nomads their houses are leather tents." (iv) "Sheep grazing is an important occupation and this is done by people walking on stilts and doing needlework leaning on a third stilt for support."

(c) The text should provide a reasonable amount of explanation and description and should not resemble either a "cram" book or a guide book.

(d) The treatment in the lower and middle schools should not attempt to be scientific, nor need the matter be arranged in the form in which the adult would learn it. For example when scale is introduced first this should be done very simply—there is no need to teach about representative fraction immediately—this might well wait for 2 more years; similarly in the case of contour lines, it is undesirable to teach sections and forms of contour lines until the pupils have become accustomed to the conception of simple contours; when the rain gauge is first used with young pupils for measuring rainfall, it is undesirable to explain the principle of the relation of the diameter of measuring glass to that of the funnel.

(e) Exercises based on the chapter although not essential would be very desirable at the end of each chapter, and particularly if they are of the type involving practical work.

5. *Treatment of subject in the primary classes.*—It cannot be too strongly emphasized that the treatment of such small areas as the taluk and the district in an educative way, yet simply enough for children under ten years, presents considerable difficulties. In the first place the treatment should not attempt to be logical, secondly it should make use of the concrete as much as possible and thirdly it should provide plenty of scope for "doing" by the pupils, fourthly the aim should be to develop geographical concepts as well as a knowledge of place locations and should give an understanding of simple maps. For example the pupil of class 3 should be encouraged to draw simple sketch maps (not drawn to scale) of his class-room and his school and maps (not drawn to scale) of his house to the school; then to read a simplified way from his house to the school; then to read a simplified map of his village (which can always be procured from the Taluk

office) all this is a necessary introduction to the reading of the taluk and district maps, which should be at least quarto size, they should also be clear with few names and interestingly presented. Practical exercises on these maps will give a better understanding of place location than the learning by heart of long lists of places, e.g., the pupils should be able to find out from the map the headquarters of each taluk, the way from his village to the more important places in the locality, the direction of bus and railway routes, the names of surrounding districts, etc. Thus one map of the district or taluk is not enough.

The text should be descriptive and should explain very simply, yet with plenty of concrete details, features of land-forms in the home region and the processes of weathering and erosion and deposition, also the kind of crops grown and the seasonal work in connection with this, also the raw materials and simple processes involved in the industries of the home region particularly with reference to food, clothing and shelter.

6. *Local and Observational Geography*.—There should be some reference in the Primary and Middle school stage as to the observational work to be carried out in the local environment study of weather, rocks and soil, kinds of crops and occupation, products and routes.

7. Stories in teacher's books for classes 2 and 3 and in readers for class 3 should be such as to illustrate the geographical controls on human life and activities in the several regions, with special reference to food, clothing, shelter, and the work required to procure them.

These books should contain numerous pictures of a simple, clear and typical character. The illustrations need not be photographs but should be drawn by competent and qualified artists if they are line drawings.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN MATHEMATICS.

1. The book should conform to the syllabuses—Departmental or the S.S.L.C. as the case may be—and various topics in the syllabuses should be adequately dealt with.
2. There should be sufficient explanation of each topic, illustrated by worked examples. The book should not be merely a collection of examples.
3. The book should contain an adequate number of illustrative diagrams and figures which should be neat and accurate.
4. The printing, especially of fractions, decimals, and algebraic symbols should be satisfactory.
5. The language of the book should be suited to the class for which it is intended and should be grammatically correct and idiomatic. In books in South Indian languages, the accepted equivalents for technical terms should be used.
6. Answers should be correct.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF
TEXT-BOOKS IN PHYSICAL AND NATURAL SCIENCE.

(a) *Elementary Science—Forms I to VI.*—A practical knowledge of the modern applications of Science to daily life is the chief aim of the course in Elementary Science (Physical and Natural). The general principles involved in those applications, and directed observations and simple experiments leading to the above are to be taken up in this course at various stages in Forms I to VI.

Subject-matter.—The syllabus contains the main topics and the details should be confined to what can be taught in class-room during the total number of periods allotted for the subject. Overcrowding with details will decrease the value of teaching. The details will therefore depend on the experience of the pupils, the laboratory facilities in the school and on a wide practical knowledge of the neighbourhood in the teacher.

Demonstration should be possible in all cases and practical laboratory work to pupils will have to be limited to a few cases in the Forms IV and V.

Illustrations.—Figures should be natural, fairly large and appealing. More details than are necessary should not be found in them. Parts should be numbered or lettered and the references should all be referred to in the book.

Photographic illustrations of machines are not so useful as line diagrams to explain the parts and working of machines or of a process.

Incongruous, admixture of cross sections and elevations is to be condemned.

Printing and binding.—In addition to the details given about these in the notes on Elementary schools syllabuses, the following points are to be observed.

The general principles enunciated and definitions should be given prominence by using bolder types. Facts which may be omitted at a first reading and of secondary importance to the course may be printed in smaller types and be assigned a subordinate place in the book.

Vernacular scientific terms.—Scientific vernacular terms already in common use (whatever be their source) should be continued. When new words have to be coined English terms may be used, and transliterated in Tamil (the English words being given by the side in English within brackets to draw attention to their

pronunciation). The vernacular terms should be adaptable to take on different terminations for derived ideas and in compound names. In view of the national use of all scientific literature, coining of special equivalents peculiar to Tamil only should be discouraged.

A glossary of the vernacular scientific terms used in a book and their English equivalents may be usefully given at the end of it.

Using English words and sentences so as to form part of vernacular sentences and paragraphs is objectionable.

General.—In the Upper Secondary forms, books may contain tables of constants (Physical and Mathematical), formulae of frequent use for ready reference. Simple experiments in simple measurement of physical quantities, and numerical exercises thereon should be started in Form IV if not earlier, and class demonstrations on a large scale, with models and specimens should be freely given in Forms IV to VI.

(b) *Physics, Chemistry and Natural Science for S.S.L.C. course*.—1. *Syllabus.*—The departmental syllabus should be covered. The details should be such as to take the pupils through the subject scientifically. Any more details of a historical, biographical or technical nature might be printed in smaller types so that they may be avoided at the first reading and during revision.

2. Statements of *laws and principles* should be precise and brief, and stated in words and usual symbols as well. These should be in somewhat bigger types.

3. *Definitions.*—Fundamental ideas are not easy to define. Explanations leading to such are more important than any definitions of these, e.g., unit, mass, matter, metre.

4. *Numerical examples* of a practical and laboratory type should be given wherever needed and the units in which quantities are measured should invariably be noted.

Symbols and abbreviations.—None but the recognized symbols and abbreviations should be allowed. A laxity in this procedure encourages pupils to use improper abbreviations to a ridiculous extent.

Chemical symbols and formulae should be used carefully and chemical equations should not be allowed to take the place of statements of chemical reactions.

Experiments.—Accounts of experiments should give practical details to be followed in performing them, tabular forms for recording observations, with directions for avoiding possible mistakes, and for calculating the errors such as would occur.

Illustrations.—Diagrams should be in their proper places. Parts where necessary should be numbered, and named at the bottom of each figure. No more details are to be numbered than are referred to in the actual description in the book.

Diagrams or illustrations should be natural and not distorted, i.e., 'straight lines' should be straight horizontal lines; due proportions of the various parts should be preserved.

An incongruous mixture of some parts in sections and others in elevations in the same diagram is not uncommon and should be avoided.

Tables.—Books may usually contain at the end, tables of physical constants, mathematical and Trigonometrical constants which are to be used in working out numerical exercises and practical work.

Printing.—Some of the recent books in Telugu and Malayalam have appeared in very small types which will severely affect the eye-sight of pupils. A fair margin all round a page, printing of headlines and chapters in bold types are essential.

Vernacular scientific terms.—Bearing in mind that pupils using these books may, in many cases, continue their scientific courses in higher stages, where compound and derived vernacular terms are required in large numbers, the vernacular terms used in this course lend themselves to precision.

English terms already current in the vernacular may be used but they should be printed in vernacular types (but for the correct pronunciation their familiar forms in English may be given by their side within brackets without interfering with the structure and reading of the vernacular sentence).

(c) *Nature Study, Gardening for Elementary Schools.*—The syllabuses on Nature Study and Garden work were drawn up and published in 1939. Without considering the method of treatment which was indicated in the syllabus, books were published in haste and a large number of these submitted for review during that year were more like *language* readers than books on 'Scientific' subjects. However these were recommended for use for two years only and these do not stand the test of useful books in a prescientific course.

The aim of this course is to develop the powers of observation and classification and generalisation based on observations made from time to time. Such an aim is very different from that of language lessons. Mere facts noted in books play a subordinate place in this syllabus, just as songs written down in words play an insignificant part in lessons in a Music Class. The method in which the facts are gathered after careful observation in various ways is all important in this subject.

Pupils in Standards 1 to 3 can read books with a little difficulty and cannot grasp the contents at the same time with ease, as reading takes up all their time and energy. As such, books are not recommended in Standard 1 to 3.

The introduction of class books in Standards 4 and 5 helps cramming though it helps the teacher and pupils to a little show of work. As the attention of pupils is drawn away from their chief source of observation to the reading of what is printed in books, the use of class books which contain mere statements of facts is not recommended in Standards 4 and 5.

Books may be recommended in Standards 6 to 8. They may contain instructions and forms for observing and recording the observations leading to the maintenance of a 'nature calendar'. Periodical observations on the growth, structure and habits of animals, the routine in agricultural operations, etc., may be usefully recorded in Nature Calendars.

If the detailed directions given in the syllabus be carefully followed, the need for class books in classes 1 to 3 will disappear and in classes 4 and 5 will scarcely be felt.

Print and binding.—Books should be neatly printed with sufficient space between letters, between words and between lines and a good margin all round a page so that there may not be a heavy strain for the boys in reading. Types should be clean and clear. Impressions should be clear and the paper thick enough so that impressions on one side do not interfere with the reading of the words on the reverse side. Flimsy covers for books are to be avoided.

Subject-matter and arrangement.—Lessons should be short so as to be finished in two sittings of a class. Matter should be divided neatly in short paragraphs. Questions may be found at the ends of lessons to guide the reader.

Hints for what have to be observed, collected and preserved in their excursions should find a place. Each *excursion period* should be preceded and followed by periods spent in the class room.

Illustrations should be clear and appealing, be bold and not too small.

Concentric system of treatment.—Topics included in the syllabus for one class are not intended to be exhaustively treated from the standpoint of the teacher. Year after year by repeated observations the knowledge about each topic will grow in volume and an all round general knowledge will result.

Books should be sparingly used in classes. These should contain brief summaries of what have been learnt in excursions on fields and periodical work in gardens. Books crowded with details spoil the aim of the prescientific courses of study.

THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN MUSIC.

Most of the songs taught are from classical sources, and are in Telugu. The teachers will have to teach the meanings of such songs, so that the pupils may follow the songs with appropriate gestures and ideas. Each song may have the Telugu words (printed in Tamil) and their Tamil meanings printed in these books. It is not so done at present.

While singing (which should be with the appropriate tala taught by the teacher), words should be clearly pronounced and stressed so as to carry the audience through the meaning.

Choice of songs.—In addition to progressively graded vocalises, graded selections from classical composers, well-known folk songs, ballads, divyanāma kirtanas, selections from Tevaram, Tiruvachagam, Tiruppugazh, Nalayira divya prabandham and selections from well-known operas like Tyagaraja's *Nowka Charitram* and Gopalakrishna Bharati's *Nandanar Charitram* should be chosen. Every piece must contain on its top, the name of its raga, tala and composer. Cinema tunes and songs with an inferior type of music should be avoided. Songs with faulty sāhitya and songs set to so called English notes should be avoided. Pieces chosen should as far as possible be in South Indian ragas. Songs of contemporary composers should be avoided unless they are of acknowledged merit. Pieces far above the standard should be excluded. In the case of classical pieces, the original sahityas should be kept intact and not replaced by modern ones.

Notation.—Except well-known classical pieces, the tunes of all other songs should be given in accurate notation. The books are intended to be used over a wide area and it is not possible for every teacher to be familiar with the tunes referred to by the author. The notation will help one to learn the piece easily and teach it accurately. The notation will also help in deciding if the Sahityas (libretto) of the songs conform to the rules of musical prosody. The notation will again be of help in deciding if phrases admissible in the raga have been used.

In the case of songs for which the ragas cannot be specifically mentioned, the melakartas (parent scales) should be given and the accidentals indicated wherever they occur.

In the case of songs whose sahityas are in a language other than the regional language, it is desirable that the meanings of such songs are given in the appendix, either in English or in the regional language for the benefit of the teacher.

In svarajatis, varnas, kritis and kirtanas the phrasings of the music (dhātu) must be correctly indicated.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN COMMERCIAL SUBJECTS.

1. *Conformity with the syllabus.*—It should be clearly stated if the book is proposed to be prescribed for the Secondary School-Leaving Certificate Public Examination or for the Government Technical Examinations or whether it is suitable for both. Particular attention should be paid to see if the subject-matter covers the whole syllabus and is up to the standard prescribed in it.

2. *Treatment of the subject.*—The treatment of the subject should be logical. While it is not necessary that the order of treatment should follow the order in the syllabus, it is essential that the arrangement of the topics should be logical. The description should be clear, concise and definite and not ambiguous, verbose and indefinite. The various topics should receive sufficient attention and they should be clearly illustrated. For example, in Book-keeping, there should be sufficient number of illustrations to explain and elucidate the various principles expounded, and there should be given, at the end of each chapter or lesson dealing with a topic, sufficient number of exercises bearing on the various principles dealt with in that lesson.

In the case of Book-keeping, Theory and Practice of Commerce and Banking, specimen forms of the various commercial documents referred to should be given and they should be followed by a clear and detailed explanation of the same.

In the case of typewriting, it is not desirable to grant approval to books which contain merely exercises—exercises for speed practice, tabular statements, official and commercial letters, etc., without any general instructions of how to type them. Clear and definite instructions about setting out matter for display work, instructions for typing tabular statements, commercial and official letters and common abbreviations used in manuscript writing should be given.

The language and style should be suited to the stage for which the book is intended to be prescribed, and should be free from grammatical and other errors. In the case of books in the Indian languages the accepted equivalents of the various commercial terms should be used. If required, the English terms may also be given in brackets.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN COMMERCIAL STUDIES.

1. The subject-matter should be suited to school requirements and up to the standard in the case of text-books. It should be largely modern and presented in an interesting manner.

2. The subject-matter should be adapted to Indian requirements. The language should be current, modern Tamil, free from archaic or dialectal features. The *Sandhis* employed in cultivated speech and those necessary for avoiding ambiguity should be retained. Books intended for class use should fulfil all the requirements of the Departmental syllabus in the first language. Text-books for lower classes should restrict their aim to the teaching of current Tamil as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete *Sandhis*.

3. The poetical selection should include verses from உலகநீதி, ஆத் திருடி, கொன்றைவேந்தன், வெற்றிவேற்கை, வாக்குண்டாம், நல்வழி, நன்னெறி, நீதிவெண்பா, நீதிநெறிவிளக்கம், and பதினெண் கீழ்க் கணக்கு, besides narrative and lyrical poems.

4. In the more advanced stages of language study poetical or prose passages of older periods may be included for their literary value, but the aim of teaching such passages should be appreciation, not imitation. Mistakes in printing, punctuation and paragraphing should be avoided.

5. Facts or opinions that are likely to wound religious susceptibilities or to excite political or communal feelings should be avoided. Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations, etc. Specimen books submitted for consideration should be similar in all respects to the copies put on the market for sale.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN TAMIL.

The subject-matter should be suited to school requirements and up to the standard in the case of text-books. It should be largely modern and presented in an interesting manner.

The subject-matter should be adapted to Indian requirements.

The language should be current, modern Tamil, free from archaic or dialectal features.

The *Sandhis* employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

Books intended for class use should fulfil all the requirements of the Departmental syllabus in the first language.

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Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations, etc.

Specimen books submitted for consideration should be similar in all respects to the copies put on the market for sale.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN TELUGU.

The contents of the text book deserve foremost attention with reference to gradation, adequacy, relevancy of the subject-matter, side by side with the extent of the impressiveness of language.

As regards language, it may be noted that spoken language (Vyāvahārika Bhāsha) as distinct from classic language (Grāndhika Bhāsha) has greater educational value, provided it is not written in a light-hearted view, or in any way tending towards levity. Impressiveness implies not only vigour but also grace in expression. The questions outlined in the opinion form (Nos. 5 and 7) need special attention in the light of the observation noted above.

The other essential requirements for the approval of Telugu text-books are as follows:—

- (1) It is desirable that every Telugu Reader should have a due proportion of verse and prose in the Middle School stage, separate selections in poetry, as available, being thought of only in the High School stage. In the Elementary School stage abundance of Dwipada-Verses side by side with simple prose promotes scholarly instincts.
- (2) Selection of subject-matter should be varied enough biographical, narrative, descriptive, and reflective, the implications of the correlation of literature lessons with History, Geography, Science, Ethics and Civics being kept in view; the composition of literature lessons should be on the lines of 'High roads of History', 'Peeps into many lands', 'Man and his Markets', 'the biography of a shilling', 'the auto-biography of rivers', 'the story of a steel-nib', 'the genesis of sugar', 'the bill-collector', 'the postman', 'the parents of birds and their homes', 'running cars and flying cars and so on'; the aim throughout should be to make the several processes in the manufacture of articles and the secrets of nature grasped by pupils as word-pictures and talks from the mysterious in a spirit of kinship with nature and play with art.
- (3) Suggestive pictures should be a distinct feature of text-books at least up to the High School stage.
- (4) Action songs and dialogues improvised to stimulate the dramatic instinct and talent of School Children may form a part of the contents to make a text-book useful in several respects; the topics here may advantageously be from

practical concerns of a citizen's life: vaccination, first aid, census, camp-work, police-work, railway-catering and the like. Learning by doing may thus be fostered through literature lessons.

(5) A short glossary by the Editor at the end of the text-book meant more for the teacher than the pupil with a view to appreciate the literary talent of the author, is a desirable help in the study of a text-book.

(6) It is desirable that the Editor, or the compiler or the author of a text-book writes a short preface to the text-book indicating the aim, the scope, and the sources of information in the preparation of a text-book to enable a reviewer of the same to estimate how far educational requirements are satisfied by the book whether intended for class-room, library or general reading.

(7) Selections from legends or scriptures should be sparing and judicious.

(8) The get-up of the text-book, paper, print and binding should commend itself to the pupils and encourage his reading habit.

THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN KANNADA.

Books forming a *series*.—The number of lessons, their length, and difficulty of language should be graded. The amount of poetry to be memorised should increase from class to class. Difficult words should be given separately in each lesson in classes 1 to 3. A glossary should be added for the poetical pieces at the end of the book. Abstract subjects should be found only in the higher stages. Pictorial illustrations should be numerous and lessons on concrete and familiar topics should abound in the earlier books.

Subject-matter.—Topics should be selected from different subjects and walks of life and should be varied and lessons should not all be on the same topic or similar ones, e.g., stories leading to morals, on animals, on plant life, biographies, natural and obvious phenomena should be interspersed.

Books containing lessons all on one subject, e.g., History, Natural things, Phenomena, Stories, Biographies, should be assigned to class libraries. Each book should contain a suitable amount of poetry, with selections from different authors. Books containing a large number of lessons on past history, biographies of saints and religious personages, are better placed in class libraries. Modern inventions and discoveries, and practical applications of science and art to daily life should preferably find a place in books.

Treatment.—Lessons should be divided into suitable paragraphs and when they are long, they should be cut up in sections which should be interspersed in the book. Lessons should be of fairly the same length and should be such, as could be finished in two periods each.

Books should contain necessary and suitable illustrations which should be large, clear and simple and have a purpose.

Hints on grammar and simple exercises in construction at the ends of lessons should be introduced gradually.

Simple questions for enforcing attention to the subject-matter of the lessons read, should find a place at the ends of lessons.

Printing and get-up.—Books should be handy in size, attractive in bind, and durable in handling. Paper should be thick enough so that the impressions are not visible on the reverse of a page. Faint impressions are to be avoided. Types should be clear, bold and large enough not to strain the eyes of pupils. Broken types are to be avoided. There should be sufficient space between letters of a word, between words and between lines and at the borders of each page to render the reading easy and attractive. Flimsy covers should be avoided.

THE MADRAS TEXT-BOOK COMMITTEE

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF
TEXT-BOOKS IN MALAYALAM

Books forming a series should be submitted at one and the same time. The whole plan or mode of treatment sometimes becomes clear only when the entire series is examined. Publications in series should, therefore, be submitted for each complete stage, e.g., for Standards 1 to 5 and 6 to 8 of Elementary Schools and Classes 1 to 5 and forms 1 to 3 and 4 and 5 of Secondary Schools.

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THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF
TEXT-BOOKS IN MALAYALAM.

1. (a) A large percentage of Malayalam books is now printed and published on flimsy paper. This should be remedied by the publishers.

(b) Printing mistakes should be strictly avoided.

2. The get-up of the books should also be strong.

3. Books meant for the use of lower classes should be in bold print.

4. Dearth of suitable illustrations is a common drawback of very many Malayalam books which may otherwise be good. Pictures and illustrations to impress the subject-matter should therefore be a feature of all books approved for class use more especially in elementary schools. Books written for the lower standards or classes may preferably contain coloured illustrations and pictures.

5. Stories, essays and poems included in any book intended for class use should be in suitable proportion. The poems selected should be easily understood and appreciated by the pupils.

6. The matter should be interesting. A few modern topics should be introduced in each book.

7. Books should conform to the syllabus prescribed for the corresponding class.

8. At the end of every lesson a few exercises framed on the new type questions may be given.

9. An undue proportion of Sanskrit words should be discouraged. It is also necessary to examine if Sanskrit words so introduced are correctly used. A simple, clear, direct and idiomatic style is the best one for children to copy.

10. Care should be bestowed on paragraphing and arrangement of matter, as well as on punctuation.

11. Books forming a series should be submitted at one and the same time. The whole plan or mode of treatment sometimes becomes clear only when the entire series is examined. Publications in series should, therefore, be submitted for each complete stage, e.g., for Standards 1 to 5 and 6 to 8 of Elementary Schools and Classes 1 to 5 and forms 1 to 3 and 4 and 5 of Secondary Schools.

CONFIDENTIAL.

THE MADRAS TEXT-BOOK COMMITTEE.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN SANSKRIT.

1. The subject-matter should be suited to school requirements and up to the standard in the case of text-books. It should be predominantly classical and presented in an interesting manner.
2. The subject-matter should be adapted to Indian requirements.

3. The text-books may be broadly divided into two stages, the first stage, fit for forms I to III and the second stage, fit for Forms IV to VI. In the first stage, the aim should be to teach Sanskrit as a spoken language, the lessons being conversational and illustrated suitably. It should also contain extracts from works of established reputation, like the Sri Ramodanta, Panchatantra, Hitopadesa, etc. In the second stage, the prose and poetical passages must be chosen from standard writers like Vyasa, Valmiki, Kalidasa, etc., or their approved abridgments and adaptations which preserve the vigour and grandeur of the classical authors.

In both stages, applied grammar should be introduced from stage to stage, illustrating the usages in the extracts and building up an outline account of the whole language.

Selections from modern writers may be included only when each selection has for its object a specific purpose, like, describing the beauty of nature or characteristics of well-known persons or inculcating a moral lesson or an ethical truth.

4. The language should be classical, free from archaic or dialectal features.

5. Mistakes in printing, punctuation and paragraphing should be avoided. Particular care should be taken in using the Anusvara or Visarga, according to Grammatical rules.

The use of conjunct letters between two words where no rule of sandhi is involved, should be avoided, if only to make the text easy to be read and understood by school-going students.

6. Facts or opinions that are likely to wound religious susceptibilities or to excite political or communal feelings should be avoided.

7. Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustration, etc.

8. Specimen books submitted for consideration should be similar in all respects to the copies put on the market for sale.

1. Name of the book.

2. Is the subject matter up to the standard and according to the syllabus in the case of text-books or suitable in case of library books or teachers' reference books?

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3. In the case of books in languages and books on social studies, are the choice and presentation of subject matter such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working in co-operation for truth and justice?

4. (a) Is the subject matter well chosen from the cultural and social point of view?

(b) Is it well arranged, well presented and up to date?

5. Are there any inaccuracies or incorrect statement of facts in the subject matter of the book? If so, give examples.

6. Are the language and style suitable for the class or the readers for whom the book is meant?

7. Is the language of the book suitable, idiomatic, free from errors of grammar and diction, etc? If not give instances to the contrary.

8. Are there any printing mistakes? If so, give those which you have been able to detect.

9. Is there anything in the book that has a tendency to disturb religious, social or political harmony?

OPINION FORM.

1. Name of the book.
2. Is the subject matter up to the standard and according to the syllabus in the case of text-books or suitable in case of library books or teachers' reference books?
3. In the case of books in languages and books on social studies, are the choice and presentation of subject matter such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working in co-operation for truth and justice?
4. (a) Is the subject matter well chosen from the cultural and social point of view?
(b) Is it well arranged, well presented and up to date?
5. Are there any inaccuracies or incorrect statement of facts in the subject matter of the book? If so, give examples.
6. Are the language and style suitable for the class or the readers for whom the book is meant?
7. Is the language of the book suitable, idiomatic, free from errors of grammar and diction, etc? If not, give instances to the contrary.
8. Are there any printing mistakes? If so, give those which you have been able to detect.
9. Is there anything in the book that has a tendency to disturb religious, social or political harmony?

10. Do you consider the printing, get up, quality of paper, maps, illustrations, pictures, etc., quite suitable? If not, indicate the defects noticed.

11. Do you recommend the book as suitable or not? If so, for what purpose.

Note:- Books are declared suitable for.

- (1) Class use (Books to be prescribed as text-books in schools).
 - (a) Detailed Study or
 - (b) Non-Detailed Study.
- (2) Class Library.
- (3) General Library.
- (4) Teachers' Use.

12. If the book is a reprint or a revised edition of a previously approved book, state whether --

- (a) the book satisfies the existing requirements of the subject; and
- (b) it is fit to be retained on the approved list.

Station.

Date.

CP/4-3.

Signature with designation of the person reviewing the book.

400

10. Do you consider the printing, set up, quality of paper, maps, illustrations, pictures, etc., quite suitable? If not, indicate the defects noticed.

11. Do you recommend the book as suitable or not? If so, for what purpose.

Note:- Books are declared suitable for.

(1) Class use (Books to be prescribed as text-books in schools).

(a) Detailed study or

(b) Non-Detailed study.

(2) Class Library.

(3) General Library.

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(b) it is fit to be retained on the approved list.

Signature with designation of the person reviewing the book.

Station.

Date.

07/4-3.

95858/48

64/5/48

pp43-75cf

RM/2

pp43-75cf

pp104/48

8/2/49

Text books - preparation - Objectives to be kept in view - instructions - preparation of a new 'Guide Book'.

Read again G.O. 74 Edu.d. 10.1.49 and Memo. No. 95858/28/48-1. Edu.d. 10.1.49 From the C. of E. Re. 118/48. TBCd 4.8.49.

Memo. No. 95858/28/48-2 Edu.d. 2/4/49
The ~~case~~ is requested to appoint a Sub. Committee to go through the ~~whole~~ set of instructions, forwarded with his letter cited and to prepare a new 'Guide Book' on the subject incorporating the principles mentioned in the ~~Memorandum~~ ~~to the Honble the Minister~~ ~~mentioned in the Memorandum~~ ~~dated 20 Decr 1948~~ ~~for the~~ ~~Govt.~~ ~~order.~~ The Govt. ~~also~~ approve

P.T.O.

677-79 in ch.

T.
See C. eg. 2.
~~ms~~
~~ms~~
12/4

The CFE's final reply
 may be awaited till 15.7.49
 20.6.49

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SUBJECT:-- Objectives

TEXT-BOOKS - Preparation - Objections to be kept in view -
Instructions - Preparation of a new "GUIDE BOOK".

R.C. 118/48 T.B.C.



Station:--Madras.

89
Dated the 25th August, 1949.

FROM (NAME):--SRI. D. S. REDDI, M.A., (OXON).,
(DESIGNATION):--Commissioner for Government Examinations,
M A D R A S .

TO

The Secretary to Government of Madras,
EDUCATION AND PUBLIC HEALTH DEPARTMENT,
Fort St. George, M A D R A S .

SIR,

REFERENCE:--Government Memorandum No. 95858/G-2-48-2 EDUCATION,
dated ~~6th June~~ ^{2nd April}, 1949.

I have the honour to send you herewith a copy of the revised essential requirements for the approval of text books in respect of History and Civics, Mathematics, Geography, Science, Commerce, Music, Tamil, Telugu, Kannada and Malayalam, prepared by the Sub-Committee, which was constituted in pursuance of the above Government memo.

X / As the matter relating to the revised essential requirements will have to be published in the form of a "Guide Book", for the benefit of authors and publishers, Government's approval may kind be obtained for the revised essential requirements now sent, and communicated to me at an early date.

I have the honour to be,

Sir,

Your most obedient servant,

P. P. Ganayakur
for COMMISSIONER. 25.8.49.

R.M./25-8-1949.

100
25.8.49.

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Turn over

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ESSENTIAL REQUIREMENTS.

HISTORY AND CIVICS.

- (1). Illustrations from Epigraphs of one or two South Indian Temples (e.g., at Tanjore and Uttiramerur) may be taught for village autonomy and social life of the period.
- (2). Illustrations in History books should consist of
 - (a). Important personalities.
 - (b). Temples and Monuments, and,
 - (c). Coins and typical Epigraphs.all to be taken from authentic sources.
- (3). Time-Charts, illustrative of the chief Cultural, Contributions of the centuries (preferably pictorial) to be included in every book.
- (4). Maps should be numerous and each should be illustrative of one or two Epochs only. They should be accurate to Scale.
- (5). Transliteration of proper names of persons and places should conform in Indian Languages to their original pronounciations as far as possible.

The following view points should be kept in mind generally in the writing of Text-Books in History.

- (1). The general treatment should be of a character to create or help to develop patriotism and a healthy pride in our past, and to make us appreciate our indigenous culture and ~~special~~ social institutions, while maintaining a good perspective of the external and international forces that have been acting on National Life.
- (2). Also we should try to develop what may be called a world outlook in other words, the consciousness of India's contact, with and influence on, other countries and cultures, and the position of India in the world.
- (3). Again while biographies of our Great Teachers, Men and Leaders, should be stressed their cultural contributions and the effect of their services should also be equally made prominent.
- (4). Aspects of our History that may proceed to create ~~better and~~ healthy impressions should be stressed. Care should be taken to prevent the generation of feelings of exclusively provincial pride, to develop an understanding of mutual, provincial and regional contributions to the sum total of Indian ~~and European~~ Culture.

R.M./17-8-1949.

(1). Illustrations from photographs of one or two South Indian Temples (e.g., at Tanjore and Uthiramerur) may be taught for village autonomy and social life of the period.

(2). Illustrations in History books should consist of (a). Important personalities, (b). Temples and monuments, and (c). Coins and typical epigraphs.

All to be taken from authentic sources.

(3). Time-charts, illustrative of the chief cultural contributions of the centuries (preferably pictorial) to be included in every book.

(4). Maps should be numerous and each should be illustrative of one or two epochs only. They should be accurate to scale.

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ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN MATHEMATICS.

1. The book should conform to the syllabuses--Departmental or the S.S.L.C. as the case may be--and the various topics in the syllabuses should be adequately dealt with. The suggestions for text-book writers given in the syllabus should be adopted.

2. There should be sufficient explanation of each topic, illustrated by worked examples. The book should not be merely a collection of examples.

3. The book should contain an adequate number of illustrative diagrams and figures which should be neat and accurate.

4. The printing especially of fractions, decimals, and algebraic symbols should be satisfactory.

5. The language of the book should be suited to the class for which it is intended and should be grammatically correct and idiomatic. In books in South Indian languages, the accepted equivalents for technical terms should be used.

6. Answers should be correct.

7. Books intended for the lower standards and classes should be printed in suitably large type.

Essential Requirements for the approval of Text-Books in Geography.

1. Conformity with syllabuses:- Secondary School -Text-Books must give an adequate treatment of the Geographical sections in the Social studies syllabus. They must be helpful to the students not only regarding the topics specified under social studies, but also in undertaking the suggested social activities, e.g., drawing maps showing air, sea and rail routes.

The Geography of India should be dealt with in such a way as to make the pupils apprehend (i) its Unity in diversity, and its rich and varied potentialities, and seek develop in them a pride in their mother-land, and a strong faith in its future prosperity. The accounts of the various natural resources should be accurate and constructively suggest the desirability and urgency of their proper development.

(b) Elementary School - A definite syllabus has been prescribed, and text-books must satisfy the requirements regarding both topics and their sequence.

2. Adequacy of maps (kinds of maps suitable)- (a) Physical maps of regions, showing the political boundaries also should be given. There should not be overcrowding of names at the expense of the physical features.

(b) It is to be assumed that in the Middle school or Upper Elementary (Stage Forms I to III or Standards 6 to 8) that each pupil will have his own atlas, therefore atlas maps are not necessary in the text-book. There should be a fairly large number of sketch maps illustrating features in the text, some of these must show relief and the scale should be indicated on a few of them.

(c) The first maps using contours should be simple and not complicated. Sometime it is necessary to indicate direction of mountain ranges and here a thickened line is better than the "caterpillar". For children under 11 or 12 a simpler pictorial method of showing mountains is permissible, e.g., a series of small miniature diagrams of mountains.

(d) The maps must be clear, not too crowded with words or symbols and they should be large enough to permit of the words and symbols being read easily inside the average type of class room. The younger the pupil the larger and simpler should the maps be. If there is print on the back of the page it should not be allowed to interfere with the clear representation of the map.

(e) The words on the map should be in the same language as the words of the text; otherwise it makes it very difficult for the pupil to find the same places in the map as are described in the text. This is particularly the case with geographical names which are sometimes so hard to memorize and recognize again. It follows that the explanations and names on maps in Indian language-text-books should be written in that language. In the case of Upper school texts (Forms IV to VI) the words of the map may be in English provided these very same English words were also found in the text. Even in such cases it makes the map more difficult to read.

(f) Every map must have a title and a key; in some of the maps at least direction and scale must be indicated.

(g) Artificial boundaries such as taluk and district should not cut off abruptly the natural features such as rivers and mountains and lakes.

3. Adequacy of pictures and diagrams:- Pictures are essential in Geography text-books for pupils in the primary and middle school

stages (i.e., up to Form III and Standard VIII), where the treatment should deal with the concrete as much as possible.

(a) Reproduction must be very clear otherwise the picture is useless. Photographs are not so useful in general, unless of simple subjects, for children below 12, and here the sketch or drawing, which selects, and emphasizes the particular features to be explained, is more easily grasped by the pupils. These drawings should however be prepared by competent and qualified artists.

(b) The selection of pictures is important. Pictures of isolated buildings are of little significance geographically, unless to show the effects of environments, e.g., steep-roofed house in rainy regions, the skyscraper where land for building is at a premium, etc. Pictures of educational buildings, temples, churches, etc., are generally of little use. What is required mainly is pictures of landforms and scenery, vegetation, processes involved in cultivation, extraction and manufacture, the scene at markets, harbours railway stations, etc.

(c) Explanation of pictures is very important, for it brings out the relation of the picture to the text, e.g., the picture showing balsas or native boats on lake Titicaca would have the sub-title "They are built of rushes because no trees - and no wood - grow in this high cold region," or the following explanation under a picture of Vesuvius "This is a picture of the Volcano of Vesuvius which was taken from an aeroplane. You can see the rim of the crater. The floor of the crater is covered with red-hot lava."

(d) Pictures, maps and diagrams should be as large as possible, and show the principal details clearly and conspicuously.

4. Treatment of subject:- (a) Language must be suited to the stage of pupil and grammatically correct. In the case of text-books in the Indian languages, the accepted equivalents for geographical technical terms should be used.

(b) The geographical argument should be clear. The following are examples of loose thinking (i) "In this case more forest is cleared and more lands are brought under cultivation. Hence (sic) the people's whole time is not spent entirely in procuring their food." (ii) "The surplus food that they have in the shape of grain gives them more leisure" (iii) "Their nomadic life and the consequent sufferings it entails makes them very kind to strangers" "as people are nomads their house are leather tents." (iv) "Sheep grazing is an important occupation and this is done by people walking on stilts and doing needlework leaning on a third stilt for support."

(c) The text should provide a reasonable amount of explanation and description and should not resemble either a 'cram' book or a guide book.

(d) The treatment in the lower and middle schools should not attempt to be scientific, nor need the matter be arranged in the form in which the adult would learn it. For example: When scale is introduced first this should be done very simply - there is no need to teach about representative fraction immediately - this might well wait for 2 more years; similarly in the case of contour lines, it is undesirable to teach sections and forms of contour lines until the pupils have become accustomed to the conception of simple contours; when the rain gauge is first used with young pupils for measuring rainfall, it is undesirable to explain the principle of the relation of the diameter of measuring glass to that of the funnel.

(e) Exercises based on the chapter would be very desirable at the end of each chapter, particularly of the type involving practical work.

(5) Treatment of subject in the primary classes:- It cannot be too strongly emphasized that the treatment of such small areas as the taluk and the district in an educative way, yet simply enough

Essential requirements for the approval of Text-books in Geography.

1. Conformity with syllabus:- Secondary school - Text-books must give an adequate treatment of the geographical sections in the social studies syllabus. They must be helpful to the students not only regarding the topics specified under social studies, but also in undertaking the suggested social activities, e.g., drawing maps showing air, sea and rail routes.

The Geography of India should be dealt with in such a way as to make the pupils appreciate (i) "Unity in diversity," and (ii) "Rich and varied potentialities, and seek development in them a pride in their mother-land, and a strong faith in its future prosperity." The accounts of the various natural resources should be accurate and constructively suggest the desirability and urgency of their proper development.

(b) Elementary school - A definite syllabus has been prescribed, and text-books must satisfy the requirements regarding both topics and their sequence.

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(b) It is to be assumed that in the middle school or upper elementary (Stage Forms I to III or Standards 6 to 8) that each pupil will have his own atlas, therefore atlas maps are not necessary in the text-book. There should be a fairly large number of sketch maps illustrating features in the text, some of these must show relief and the scale should be indicated on a few of them.

(c) The first maps using contours should be simple and not complicated. Sometimes it is necessary to indicate direction of mountain ranges and here a thickened line is better than the "contour line". For children under 11 or 12 a simpler pictorial method of showing mountains is permissible, e.g., a series of small miniature diagrams of mountains.

(d) The maps must be clear, not too crowded with words or symbols and they should be large enough to permit of the words and symbols being read easily inside the average type of class room. The younger the pupil the larger and simpler should the maps be. If there is print on the back of the map, it should not be allowed to interfere with the clear representation of the map.

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(f) Every map must have a title and a key; in some of the maps at least direction and scale must be indicated.

(g) Artificial boundaries such as taluk and district should not cut off naturally the natural features such as rivers and mountains and lakes.

3. Adequacy of pictures and diagrams:- Pictures are essential in Geography for pupils in the primary and middle schools.

should deal with the concrete as much as possible. (III) and Standard VIII), where the treatment

(a) The reproduction must be very clear otherwise the picture is useless. Photographs are not so useful in general, unless of simple subjects, for children below 12, and here the sketch or drawing, which selects, and emphasizes the particular features to be explained, is more easily grasped by the pupils. These drawings should however be prepared by competent and qualified artists.

(b) The selection of pictures is important. Pictures of isolated buildings are of little significance geographically, unless to show the effects of environment, e.g., steep-roofed houses in rainy regions, the skyscraper where land for building is at a premium, etc. Pictures of educational buildings, temples, churches, etc., are generally of little use. What is required mainly is pictures of landscapes and scenery, vegetation, processes involved in cultivation, extraction, and manufacture, the scene at markets, harbours, railway stations, etc.

(c) Explanation of pictures is very important. For it brings out the relation of the picture to the text, e.g., the picture showing palaces or native houses on lake Littica would have the sub-title "They are built of rushes because no trees - and no wood - grow in this high cold region," or the following explanation under a picture of Vesuvius "This is a picture of the volcano of Vesuvius which was taken from an aeroplane. You can see the rim of the crater. The floor of the crater is covered with red-hot lava."

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4. Treatment of subject: - (a) Language must be suited to the stage of pupil and grammatically correct. In the case of text-books in the Indian languages, the accepted equivalents for geographical technical terms should be used.

(b) The geographical argument should be clear. The following are examples of loose thinking (i) "In this case more forest is cleared and more lands are brought under cultivation. Hence (sic) the people's whole time is not spent entirely in procuring their food." (ii) "The surplus food that they have in the shape of grain gives them more leisure." (iii) "Their nomadic life and the consequent sufferings it entails makes them very kind to strangers" as people are nomads their houses are leather tents." (iv) "Sheep grazing is an important occupation and this is done by people walking on stilts and doing needwork leaning on a third staff for support."

(c) The text should provide a reasonable amount of explanation and description and should not resemble either a 'crum' book or a guide book.

(d) The treatment in the lower and middle schools should not attempt to be scientific, nor need the matter be arranged in the form in which the adult would learn it. For example, when scale is introduced first this should be done very simply - there is no need to teach about representative fraction immediately - this might well wait for 2 more years; similarly in the case of contour lines, it is undesirable to teach sections and forms of contour lines until the pupils have become accustomed to the conception of simple contours; when the rain gauge is first used with young pupils for measuring rainfall, it is undesirable to explain the principle of the relation of the diameter of measuring glass to that of the funnel.

(e) Exercises based on the chapter would be very desirable at the end of each chapter, particularly of the type involving practical work.

(f) Treatment of subject in the primary classes: - It cannot be too strongly emphasized that the treatment of such small areas as the rain and the hills in an elementary way, for which an

for children under ten years, presents considerable difficulties. In the first place the treatment should not attempt to be logical; secondly it should make use of the concrete as much as possible; and thirdly it should provide plenty of scope for "doing" by the pupils; fourthly the aim should be to develop geographical concepts as well as a knowledge of place locations and should give an understanding of simple maps. For example the pupil of class 3 should be encouraged to draw simple sketch maps (not drawn to scale) of his class-room and his school and the way from his house to the school; then to read a simplified map of his village (which can always be procured from the Taluk office); all this is a necessary introduction to the reading of the taluk and district maps, which should be at least quarto size; they should also be clear, with few names. - Practical exercises on these maps will give a better understanding of place location than the learning by heart of long lists of places, e.g., the pupils should be able to find out from the map the headquarters of each taluk, the way from his village to the more important places in the locality, the direction of bus and railway routes, the names of surrounding districts, etc. Thus one map of the district or taluk is not enough.

The text should be descriptive and should explain very simply, yet with plenty of concrete details, features of land-forms in the home region and the processes of weathering and erosion and deposition, also the kind of crops grown and the seasonal work in connection with this, also the raw materials and simple processes involved in the industries of the home region particularly with reference to food, clothing and shelter.

6. Local and Observational Geography: - There should be some reference in the Primary and Middle school stage as to the observational work to be carried out in the local environment study of weather, rocks and soil, kinds of crops and occupation, products and routes.

7. Stories in teacher's books for classes 2 and 3 and in readers for class 3 should be such as to illustrate the geographical controls on human life and activities in the several regions, with special reference to food, clothing, shelter, and the work required to procure them.

These books should contain numerous pictures of a simple, clear and typical character. The illustrations need not be photographs but should be drawn by competent and qualified artists if they are line drawings.

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THE MADRAS TEXT-BOOK COMMITTEE.

Essential Requirements for the approval of Text-Books in
Science.

(a) Elementary Science-- Forms I to VI. -- A practical knowledge of the modern applications of Science to daily life is the chief aim of the course in Elementary Science (Physical and Natural). The general principles involved in those applications, and directed observations and simple experiments leading to the above are to be taken up in this course at various stages in Forms I to VI.

Subject-matter.-- The syllabus contains the main topics and the details should be confined to what can be taught in class-room during the total number of periods allotted for the subject. Overcrowding with details will decrease the value of teaching. The details will therefore depend on the experience of the pupils, the laboratory facilities in the school and on a wide practical knowledge of the neighbourhood in the teacher.

Demonstration should be possible in all cases and practical laboratory work of pupils will have to be limited to a few cases in the Forms IV, V and VI.

Illustrations.-- Figures should be natural, fairly large and appealing. More details than are necessary should not be found in them. Parts should be numbered or lettered and the references should all be referred to in the books.

Photographic illustrations of machines are not so useful as line diagrams to explain the parts and working of machines or of a process.

Incongruous, admixture of cross sections and elevations is to be condemned.

Printing and binding.-- In addition to the details given about these in the notes on Elementary schools syllabuses, the following points are to be observed.

The general principles enunciated and definitions should be given prominence by using bolder types. Facts which may be omitted at a first reading and of secondary importance to the course may be printed in smaller types and be assigned a subordinate place in the book.

Scientific terms.-- Scientific terms already in common use (whatever be their source) should be continued. When new words, have to be coined English terms may be used, and transliterated in the regional language (the English words being given by the side in English within brackets to draw attention to their pronunciation). The vernacular terms should be adaptable to take on different terminations for derived ideas and in compound names. In view of the national use of all scientific literature, coining of special equivalents peculiar to Tamil only should be discouraged.

A glossary of the vernacular scientific terms used in a book and their English equivalents may be usefully given at the end of it.

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For children under ten years, presents considerable difficulties. In the first place the treatment should not attempt to be local; secondly it should make use of the concrete as much as possible; and thirdly it should provide plenty of scope for "doing" by the pupils; fourthly the aim should be to develop geographical concepts as well as a knowledge of place locations and should give an understanding of simple maps. For example the pupil of class 3 should be encouraged to draw simple sketch maps (not drawn to scale) of his class-room and his school and the way from his house to the school; then to read a simplified map of his village (which can always be procured from the bank office); all this is a necessary introduction to the reading of the tank and district maps, which should be at least done to size; they should also be clear, with few names. Practical exercises on these maps will give a better understanding of place location than the learning by heart of long lists of places. e.g., the pupils should be able to find out from the map the head-quarters of each taluk, the way from his village to the more important places in the locality, the direction of bus and railway routes, the names of surrounding districts, etc. This one map of the district or taluk is not enough.

The text should be descriptive and should explain very simply yet with plenty of concrete details, features of land-forms in the home region and the processes of weathering and erosion and deposition, also the kind of crops grown and the seasonal work in connection with this, also the raw materials and simple processes involved in the industries of the home region particularly with reference to food, clothing and shelter.

6. Local and Observational Geography.-- There should be some reference in the primary and middle school stage as to the observational work to be carried out in the local environment study of weather, rocks and soil, kinds of crops and occupation, products and routes.

7. Stories in teacher's books for classes 3 and 4 and in readers for class 5 should be such as to illustrate the geographical controls on human life and activities in the several regions, with special reference to food, clothing, shelter, and the work required to procure them.

These books should contain numerous pictures of a simple, clear and typical character. The illustrations need not be photographs but should be drawn by competent and qualified artists if they are line drawings.

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Essential Requirements for the approval of Text-Books in

Science.

(a) Elementary Science.-- Forms I to VI. -- A practical knowledge of the modern applications of Science to daily life is the chief aim of the course in Elementary Science (Physical and Natural). The general principles involved in these applications, and directed observations and simple experiments leading to the above are to be taken up in this course at various stages in Forms I to VI.

Subject-matter.-- The syllabus contains the main topics and the details should be confined to what can be taught in the class-room during the total number of periods allotted for the subject. Overcrowding with details will decrease the value of teaching. The details will therefore depend on the experience of the pupils, the laboratory facilities in the school and on a wide practical knowledge of the neighbourhood in the teacher.

Demonstration should be possible in all cases and practical laboratory work of pupils will have to be limited to a few cases in the forms IV, V and VI.

Illustrations.-- Pictures should be natural, fairly large and appealing. More details than are necessary should not be found in them. Parts should be numbered or lettered and the references should all be referred to in the book.

Photographic illustrations of machines are not so useful as line diagrams to explain the parts and working of machines or of a process.

Incongruous, admixture of cross sections and elevations is to be condemned.

Printing and binding.-- In addition to the details given about these in the notes on Elementary schools syllabuses, the following points are to be observed.

The general principles enumerated and definitions should be given prominence by using bolder types. Facts which may be omitted at a first reading and of secondary importance to the course may be printed in smaller types and be assigned a subordinate place in the book.

Scientific terms.-- Scientific terms already in common use (whatever be their source) should be continued. When new words, have to be coined English terms may be used, and translated in the regional language (the English words being given by the side in English within brackets to draw attention to their pronunciation). The vernacular terms should be adaptable to take on different terminations or derived ideas and in compound names. In view of the national use of all scientific literature, coinage of special equivalents peculiar to Tamil only should be discouraged.

A glossary of the vernacular scientific terms used in a book and their English equivalents may be usefully given at the end of it.

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Using English words and sentences so as to form part of vernacular sentences and paragraphs is objectionable.

General.-- In the Upper Secondary forms, books may contain tables of constants (Physical and Mathematical), formulae of frequent use for ready reference. Simple experiments in simple measurement of physical quantities, and numerical exercises thereon should be started in Form IV if not earlier, and class demonstrations on a large scale, with models and specimens should be freely given in Form IV to VI.

At the end of each lesson or at least at the end of each section there should be given a set of questions. These questions should be designed (1) to test the pupils' understanding of the lessons and (2) to call for some thinking on the part of the pupils and to require an integration of the ideas obtained from the lessons and from experiences or an application or interpretation of the ideas learnt in the section.

It will be also very helpful if a section on things to do could be added at the end of each section suggesting activities that would make more meaningful the ideas in the section.

(b) Nature Study, Gardening for Elementary Schools.-- The syllabuses on Nature Study and Garden work were drawn up and published in 1939. Without considering the method of treatment which was indicated in the syllabus, books were published in haste and a large number of these submitted for review during the year were more like language readers than books on 'Scientific' subjects. However these were recommended for use for two years only and these do not stand the test of useful books in a prescientific course.

The aim of this course is to develop the powers of observation and classification and generalisation based on observations made from time to time. Such an aim is very different from that of language lessons. Mere facts noted in books play a subordinate place in this syllabus, just as songs written down in words play an insignificant part in lessons in a Music Class. The method in which the facts are gathered after careful observation in various ways is all important in this subject.

Pupils in Standards 1 to 3 can read books with a little difficulty and cannot grasp the contents at the same time with ease, as reading takes up all their time and energy. As such, books are not recommended in Standards 1 to 3.

The introduction of class books in Standard 4 and 5 helps cramming though it helps the teacher and pupils to a little show of work. As the attention of pupils is drawn away from their chief source of observation to the reading of what is printed in books, the use of class books which contain mere statements of facts is not recommended in Standards 4 and 5.

Books may be recommended in Standards 6 to 8. They may contain instructions and forms for observing and recording the observations leading to the maintenance of a 'nature calendar'. Periodical observations on the growth, structure and habits of animals, the routine in agricultural operations, etc. may be usefully recorded in Nature Calendars.

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If the detailed directions given in the syllabus be carefully followed, the need for class books in classes 1 to 3 will disappear and in classes 4 and 5 will scarcely be felt.

Print and binding.-- Books should be neatly printed with sufficient space between letters, between words and between lines and a good margin all round a page so that there may not be a heavy strain for the boys in reading. Types should be clean and ~~heavy~~ clear. Impressions should be clear and the paper thick enough so that impressions on one side do not interfere with the reading of the words on the reverse side. Flimsy covers for books are to be avoided.

Subject-matter and arrangement.-- Lessons should be short so as to be finished in two sittings of a class. Matter should be divided neatly in short paragraphs. Questions may be found at the ends of lessons to guide the reader.

Hints for what have to be observed, collected and preserved in their excursions should find a place. Each excursion period should be preceded and followed by periods spent in the class room.

Illustrations should be clear and appealing, be bold and not too small.

Concentric system of treatment.-- Topics included in the syllabus for one class are not intended to be exhaustively treated from the standpoint of the teacher. Year after year by repeated observations the knowledge about each topic will grow in volume and an all round general knowledge will result.

Books should be sparingly used in classes. These should contain brief summaries of what have been learnt in excursions on fields and periodical work in gardens. Books crowded with details spoil the aim of the prescientific courses of study.

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Using English words and sentences as to form part of vernacular sentences and paragraphs as appropriate.

General.-- In the Upper Secondary forms, books may contain tables of constants (Physical and Mathematical), formulae of frequent use for ready reference, simple experiments in simple measurement of physical quantities, and numerical exercises thereon should be started in Form IV in not earlier, and class demonstrations on a large scale, with models and specimens should be freely given in Form IV to VI.

At the end of each lesson or at least at the end of each section there should be given a set of questions. These questions should be designed (1) to test the pupils' understanding of the lessons and (2) to call for some thinking on the part of the pupils and to require an integration of the ideas obtained from the lessons and from experience or an application or interpretation of the ideas learnt in the section.

It will be also very helpful if a section on things to do could be added at the end of each section suggesting activities that would make more meaning for the ideas in the section.

(d) Nature Study, Gardening for Elementary Schools.-- The syllabus on Nature Study and Gardening were drawn up and published in 1939. Without considering the method of treatment which was indicated in the syllabus, books were published in haste and a large number of these submitted for review during the year were more like language readers than books on scientific subjects. However these were recommended for use for two years only and these do not stand the test of useful books in a prescientific course.

The aim of this course is to develop the powers of observation and classification and generalisation based on observations made from time to time. Such an aim is very different from that of language lessons. Here facts noted in books play a subordinate place in this syllabus, just as songs written down in words play an insignificant part in lessons in a music class. The method in which the facts are gathered after careful observation in various ways is all important in this subject.

Pupils in Standards 1 to 3 can read books with a little difficulty and cannot grasp the contents at the same time with ease, as reading takes up all their time and energy. As such, books are not recommended in Standards 1 to 3.

The introduction of class books in Standard 4 and 5 helps in training though it helps the teacher and pupils to a little show of work. As the attention of pupils is drawn away from their chief source of observation to the reading of what is printed in books, the use of class books which contain mere statements of facts is not recommended in Standards 4 and 5.

Books may be recommended in Standards 6 to 8. They may contain illustrations and forms for observing and recording the observations leading to the maintenance of a 'nature calendar'. Periodical observations on the growth, structure and habits of animals, the routine in agricultural operations, etc., may be used fully recorded in Nature Calendars.

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Essential requirements for the approval of Text Books in Commercial Subjects:-

Conformity with the syllabus:-

It should be clearly stated if the book is intended to be prescribed as a Text Book for Secondary School-Leaving Certificate Public Examination, Government Technical Examinations, or the Secretarial Course under the Reorganized Secondary Education Scheme. Special attention should be paid to see if the subject-matter covers the whole syllabus of the respective examinations and the finalized syllabuses in the case of the Secretarial Course.

Treatment of the Subject:- The treatment of the subject should be logical. While it is not necessary that the order of the treatment should follow the order of the syllabus it is essential to see that there is proper evolution of the subject in the arrangement of the topics. The descriptions and explanations should be clear, concise, and definite and not ambiguous, verbose and indefinite. The various topics should be clearly illustrated with Indian examples. In view of the changed political conditions an honest should be made to explain Indian conditions in greater detail so that the requirements of the Indian students may be met.

Book-keeping:- In the case of Book-keeping there should be sufficient number of suitable illustrations to explain and elucidate the various principles expounded and there should be given at the end of each chapter dealing with the topic, sufficient number of suitable exercises taken from the previous year's question papers of the Indian Examinations so that the student may have a clear idea of the standard of the relative examinations for which he is studying. The forms of various documents and books maintained by the companies and firms should be given clearly.

Geography, Banking and Theory & Practice of Commerce:- These are growing subjects of vital importance and therefore up-to-date topics of public interest must be discussed and exemplified with reference to Indian conditions, besides covering the syllabuses given. Where necessary specimen forms of various commercial documents should be given with detailed explanations of Indian conditions.

TYPEWRITING:- In the case of Typewriting it is not desirable to grant approval to books which contain merely exercises --exercises for speed practice, tabular statements, official and commercial letters etc. without any general instructions as to how they should be typed. Clear and definite instructions about setting out matter for display work, instructions for typing tabular statements, commercial and official letters, and common abbreviations used in manuscript writing should be given. A short synopsis of the mechanism of important machines should be given in view of the fact that a written paper on mechanism has been recently introduced in connection with the Typewriting Examination of the Bifurcated Secretarial course.

Language:- The language and style should be simple and suited to the stage for which the book is intended to be prescribed, and should be free from grammatical and other errors. In the case of books in the Indian Languages it is very important that the official equivalents of the various commercial terms published by the Department should be used. No approval should be given if there is any departure from this principle. If necessary, the English terms may also be given in brackets.

Essential requirements for the approval of text books in Commercial Subjects:-

Consistency with the syllabus:-

It should be clearly stated if the book is intended to be prescribed as a Text Book for Secondary School Leaving Certificate, Public Examination, Government Technical Examinations, or the Secretarial Course under the reorganised Secondary Education Scheme. Special attention should be paid to see if the subject-matter covers the whole syllabus of the respective examinations and the finalised syllabus in the case of the Secretarial Course.

Treatment of the subject:- The treatment of the subject should be logical. While it is not necessary that the order of the treatment should follow the order of the syllabus it is essential to see that there is proper evolution of the subject in the arrangement of the topics. The descriptions and explanations should be clear, concise, and definite and not ambiguous, verbose and indefinite. Various topics should be clearly illustrated with Indian examples. In view of the changed political conditions an honest should be made to explain Indian conditions in greater detail so that the requirements of the Indian students may be met.

Book-keeping:- In the case of Book-keeping there should be sufficient number of suitable illustrations to explain and elucidate the various principles expounded and there should be given at the end of each chapter dealing with the topic, sufficient number of suitable exercises taken from the previous year's question paper of the Indian Examinations so that the student may have a clear idea of the standard of the relative examinations for which he is studying. The forms of various documents and books maintained by the companies and firms should be given clearly.

Geography, Banking and Theory & Practice of Commerce:- These are growing subjects of vital importance and therefore up-to-date topics of public interest must be discussed and exemplified with reference to Indian conditions, besides covering the syllabus given. Where necessary specimen forms of various commercial documents should be given with detailed explanations of Indian conditions.

Typewriting:- In the case of Typewriting it is not desirable to grant approval to books which contain merely exercises -- exercises for speed practice, tabular statements, official and commercial letters, etc. without any general instructions as to how they should be typed. Clear and definite instructions for typing tabular statements, commercial and official letters, and common abbreviations used in manuscript writing should be given. A short synopsis of the mechanism of important machines should be given in view of the fact that a written paper on mechanism has been recently introduced in connection with the Typewriting Examination of the Secretarial Course.

Language:- The language and style should be simple and suited to the stage for which the book is intended to be prescribed, and should be free from grammatical and other errors. In the case of books in the Indian languages it is very important that the official equivalents of the various commercial terms published by the Department should be used. No approval should be given if there is any departure from this principle. If necessary, the English terms may also be given in brackets.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN MUSIC.

NOTATION:- The music of all the songs should be given in accurate notation. The books are intended to be used over a wide area and it is not possible for every teacher to be familiar with the tunes referred to by the author. The notation will help one to learn piece easily and teach it accurately. The notation will also help in deciding if the Sahityas (libretto) of the songs conform to the rules of musical prosody. The notation will again be of help in deciding if phrases admissible in the raga are used.

In the case of songs for which the ragas cannot be specifically mentioned, the melkartas (parent scales), should be given and the accidentals indicated wherever they occur.

In the case of songs, whose sahityas are in a language other than the regional language, it is desirable that the meanings of such songs are given in the appendix, in the regional language for the benefit of the teacher.

In svarajatis, varnas, kritis and kirtanas the phrasings of the music (dhatu) should be correctly indicated.

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Choice of songs:- In addition to progressively graded vocalises, graded selections from classical composers, well-known folk songs, ballads, divyanama kirtanas, selections from Tevarams, Tiruvachagams, Tirupugazh, Malayira divya prabandham, and selections from well-known operas like Tyagaraja's Nowka Charitram and Gopalakrishna Bharati's Nandanar Charitram, should be chosen. Every piece must contain on its top, the name of its raga, tala and composer. Cinema tunes and songs with an inferior type of music should be avoided. Songs with faulty sahitya and songs set to so called English notes should be avoided. Pieces chosen should as far as possible be in South Indian ragas. Songs of contemporary composers should be avoided unless they are of acknowledged merit. Pieces far above the standard should be excluded. In the case of classical pieces, the original sahityas should be kept in tact, and not replaced by modern ones.

In the case of Tamil books, which contain songs in Telugu, Sanskrit or Kannada, it is desirable that the Sahityas are printed in Telugu or Devanagari script separately and also transliterated in Tamil. This will help in the correct pronunciation. Wherever story songs or songs which happen to be selections from operas are included such songs may be illustrated with appropriate illustrations. Wherever possible, the name of the composer should be indicated at the top of each song. The names of ragas should be correctly spelt. For instance, Harikambhoji is the correct name. In some Tamil books this name is printed as Arikambodi. In each book, definitions of appropriate definitions of appropriate technical terms should be given. The exercises belonging to the sphere of Abhyasa Gnana should be properly graded and presented. The original tunes of well-known songs should under no circumstances be replaced by other tunes.

(The significance of the name Harikambhoji as the 28th Melakarta raga will be lost if the name is given as Arikambodi.)

Essential requirements for the approval of Text-Books in

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1. Classification.

Books should be classified as suitable for use under one of the following categories:-

- (i) Books for class use: 'Detailed Texts', containing a selection of prose and poetical pieces.
- (ii) Books for 'Non-detailed Study', that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and Foreign), animal stories, biography, travel adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc. should be avoided.

- (iii) Books for Class Libraries - These may be of the same type as books for Non-Detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

- (iv) Books for general libraries. These may include reference books, source books and longer books for silent reading by the more proficient pupils.

- (v) Books for Teachers.

2. Conformity with syllabuses:

Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:-

Text-Books for lower classes should restrict their aim to the teaching of current Tamil as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhis.

The poetical selection should include verses from 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 149th, 150th, 151st, 152nd, 153rd, 154th, 155th, 156th, 157th, 158th, 159th, 160th, 161st, 162nd, 163rd, 164th, 165th, 166th, 167th, 168th, 169th, 170th, 171st, 172nd, 173rd, 174th, 175th, 176th, 177th, 178th, 179th, 180th, 181st, 182nd, 183rd, 184th, 185th, 186th, 187th, 188th, 189th, 190th, 191st, 192nd, 193rd, 194th, 195th, 196th, 197th, 198th, 199th, 200th, 201st, 202nd, 203rd, 204th, 205th, 206th, 207th, 208th, 209th, 210th, 211th, 212th, 213th, 214th, 215th, 216th, 217th, 218th, 219th, 220th, 221st, 222nd, 223rd, 224th, 225th, 226th, 227th, 228th, 229th, 230th, 231st, 232nd, 233rd, 234th, 235th, 236th, 237th, 238th, 239th, 240th, 241st, 242nd, 243rd, 244th, 245th, 246th, 247th, 248th, 249th, 250th, 251st, 252nd, 253rd, 254th, 255th, 256th, 257th, 258th, 259th, 260th, 261st, 262nd, 263rd, 264th, 265th, 266th, 267th, 268th, 269th, 270th, 271st, 272nd, 273rd, 274th, 275th, 276th, 277th, 278th, 279th, 280th, 281st, 282nd, 283rd, 284th, 285th, 286th, 287th, 288th, 289th, 290th, 291st, 292nd, 293rd, 294th, 295th, 296th, 297th, 298th, 299th, 300th, 301st, 302nd, 303rd, 304th, 305th, 306th, 307th, 308th, 309th, 310th, 311th, 312th, 313th, 314th, 315th, 316th, 317th, 318th, 319th, 320th, 321st, 322nd, 323rd, 324th, 325th, 326th, 327th, 328th, 329th, 330th, 331st, 332nd, 333rd, 334th, 335th, 336th, 337th, 338th, 339th, 340th, 341st, 342nd, 343rd, 344th, 345th, 346th, 347th, 348th, 349th, 350th, 351st, 352nd, 353rd, 354th, 355th, 356th, 357th, 358th, 359th, 360th, 361st, 362nd, 363rd, 364th, 365th, 366th, 367th, 368th, 369th, 370th, 371st, 372nd, 373rd, 374th, 375th, 376th, 377th, 378th, 379th, 380th, 381st, 382nd, 383rd, 384th, 385th, 386th, 387th, 388th, 389th, 390th, 391st, 392nd, 393rd, 394th, 395th, 396th, 397th, 398th, 399th, 400th, 401st, 402nd, 403rd, 404th, 405th, 406th, 407th, 408th, 409th, 410th, 411th, 412th, 413th, 414th, 415th, 416th, 417th, 418th, 419th, 420th, 421st, 422nd, 423rd, 424th, 425th, 426th, 427th, 428th, 429th, 430th, 431st, 432nd, 433rd, 434th, 435th, 436th, 437th, 438th, 439th, 440th, 441st, 442nd, 443rd, 444th, 445th, 446th, 447th, 448th, 449th, 450th, 451st, 452nd, 453rd, 454th, 455th, 456th, 457th, 458th, 459th, 460th, 461st, 462nd, 463rd, 464th, 465th, 466th, 467th, 468th, 469th, 470th, 471st, 472nd, 473rd, 474th, 475th, 476th, 477th, 478th, 479th, 480th, 481st, 482nd, 483rd, 484th, 485th, 486th, 487th, 488th, 489th, 490th, 491st, 492nd, 493rd, 494th, 495th, 496th, 497th, 498th, 499th, 500th, 501st, 502nd, 503rd, 504th, 505th, 506th, 507th, 508th, 509th, 510th, 511th, 512th, 513th, 514th, 515th, 516th, 517th, 518th, 519th, 520th, 521st, 522nd, 523rd, 524th, 525th, 526th, 527th, 528th, 529th, 530th, 531st, 532nd, 533rd, 534th, 535th, 536th, 537th, 538th, 539th, 540th, 541st, 542nd, 543rd, 544th, 545th, 546th, 547th, 548th, 549th, 550th, 551st, 552nd, 553rd, 554th, 555th, 556th, 557th, 558th, 559th, 560th, 561st, 562nd, 563rd, 564th, 565th, 566th, 567th, 568th, 569th, 570th, 571st, 572nd, 573rd, 574th, 575th, 576th, 577th, 578th, 579th, 580th, 581st, 582nd, 583rd, 584th, 585th, 586th, 587th, 588th, 589th, 590th, 591st, 592nd, 593rd, 594th, 595th, 596th, 597th, 598th, 599th, 600th, 601st, 602nd, 603rd, 604th, 605th, 606th, 607th, 608th, 609th, 610th, 611th, 612th, 613th, 614th, 615th, 616th, 617th, 618th, 619th, 620th, 621st, 622nd, 623rd, 624th, 625th, 626th, 627th, 628th, 629th, 630th, 631st, 632nd, 633rd, 634th, 635th, 636th, 637th, 638th, 639th, 640th, 641st, 642nd, 643rd, 644th, 645th, 646th, 647th, 648th, 649th, 650th, 651st, 652nd, 653rd, 654th, 655th, 656th, 657th, 658th, 659th, 660th, 661st, 662nd, 663rd, 664th, 665th, 666th, 667th, 668th, 669th, 670th, 671st, 672nd, 673rd, 674th, 675th, 676th, 677th, 678th, 679th, 680th, 681st, 682nd, 683rd, 684th, 685th, 686th, 687th, 688th, 689th, 690th, 691st, 692nd, 693rd, 694th, 695th, 696th, 697th, 698th, 699th, 700th

and didactic words from பதினாறு திருவருளித்தொண்டி besides narrative and lyrical poems, ancient and modern especially Bharathi and Desikavinayakam Pillai.

In the more advanced stages of language study poetical or prose passages of older periods e.g. *Edmund Spenser, Ben Jonson, Marlowe, Shakespeare* may be chosen for their literary value, and the aim of teaching such passages should be appreciation, not imitation.

3. Vocabulary.

The words used should be the most familiar and most useful in the language.

Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, jingles and puns should be avoided. Prose lessons should be in current modern Tamil and should avoid archaic words, obsolescent words and sandhis and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

4. Style.

Sentence-structure and style should be graded ~~in~~ graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose e.g. models of paragraph structure variety of theme and form (narrative, description, dramatic, essay) to provide examples for the pupil's study.

5. Matter.

Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting

For lower classes the subject-matter should be (a) familiar to the average child, or (b) within its experience, or (c) easily-pictured or imagined. Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided e.g. narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

1. Classification.

Books should be classified as suitable for use under one of the following categories:-

(i) Books for class use: 'Detailed Texts', containing a selection of prose and poetical pieces.

(ii) Books for 'Non-detailed study', that is for silent, rapid reading. No book under this class should be of great length. Stories may include imaginative stories, stories from classical and popular literature (Indian and foreign), animal stories, biographies, travel adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended. Details of research and too many references to dates, names, places, etc., should be avoided.

(iii) Books for Class Libraries - These may be of the same type as books for Non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries. These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. Conformity with syllabuses.

Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:-

Text-Books for lower classes should restrict their aim to the teaching of current Tamil as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete sandhis.

The poetical selection should include verses from Tamil and Sanskrit, and should be graded in length and difficulty.

and didactic words from Sanskrit, Pali, and modern besides narrative and lyrical poems, ancient and modern especially Marathi and Devanagari Tamil.

In the more advanced stages of language study poetical or prose passages of other periods e.g. Sanskrit, Pali, Marathi, Devanagari, etc., may be chosen for their literary value, and the aim of teaching such passages should be appreciation, not imitation.

3. Vocabulary.

The words used should be the most familiar and most useful in the language.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language Books - Requirements.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. Illustrations.

Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

7. Exercises and Notes.

Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestion of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. Grammar.

Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupils' experiences give unreality to the lessons. Exercises should be concerned with current Tamil.

9. Printing, Etc.

Special regard should be paid to printing, get-up, quality or paper, clearness and attractiveness of illustrations etc. The following points should be noted:-

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient, uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided. No line should begin with a pure consonant.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. Series.

When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(Note:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration

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Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, figures and puns should be avoided. These lessons should be in current modern Tamil and should avoid archaic words, obsolete words and archaisms and obsolete usages. Sentences employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

4. Style.

Sentence-structure and style should be graded in accordance with the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey information - in fact as well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose e.g. models of paragraph structure variety of theme and form (narrative, description, dramatic, essay) to provide examples for the pupils' study.

5. Matter.

Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For lower classes the subject-matter should be (a) familiar to the average child, or (b) within its experience, or (c) easily pictured or imagined. Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided e.g. narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inculcate in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

Essential requirements for the approval of Text-Books in

Telugu.

1. Classification.

Books should be classified as suitable for use under one of the following categories:-

(i) Books for class use: 'Detailed Texts' containing a selection of prose and poetical pieces.

(iii) Books for 'Non-Detailed study' that is for silent rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge graded according to the age and interests of the pupils for whom they are intended. Details of research and too many reference to dates, names, figures, etc., should be avoided.

(iii) Books for class libraries: These may be of the same type as books for non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries: These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. Conformity with syllabuses.

Books for class use should be in harmony with the syllabus issued by the Department. The following points may be noted in particular.

(i) Text-Books in Telugu for lower classes should restrict their aim to the teaching of current Telugu as a vehicle of expression and should avoid obsolete words, obsolete grammatical device and obsolete sandhis.

(ii) In the treatment of 'Sringaram' the author has to avoid such descriptions of bodily beauty and bring in matter as can be read by pupils of mixed schools. It should be such as can be read by boys in the presence of girls and by girls in the presence of boys.

(iii) Literary forms of all aspects of modern life should be developed and taught. Biographies that would ~~in~~ still an international outlook of life should be introduced.

(iv) In the elementary stage the author himself may write the lessons in prose as far as possible instead of selecting them from other sources. The writing should be in 'visandhi' as far as possible.

(v) Poetical selections for standards 3 to 5 may include easy portions from classical Dwipada poetry, Sumati, Vamana and other sathakams.

(vi) Detached didactic sayings should be avoided.

(vii) Easy lyrics from home lore and rural life, reproduction and imitation may find a prominent place in the elementary stage.

(viii) Lessons in prose may include stories from Hitopadesa Panchatantra, Mahabaratham, Ramayanam, Bhagavatham and other puranam.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to arouse communal or partisan feelings.

Language Books - Requirements.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. Illustrations.

Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

7. Exercises and Notes.

Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. Grammar.

Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupils' experience give novelty to the lessons. Exercises should be concerned with current Tamil.

9. Printing, Etc.

Special regard should be paid to printing, set-up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted:-

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient, uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed, in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided. No line should begin with a pure consonant.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. Series.

When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(Note:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

Andhra folk tales, stories to illustrate morals and stories of children in other linguistic areas and countries. Abstract lessons on honest truthfulness etc., should be avoided. The matter should be interesting to pupils.

(ix) In the secondary school stage old prose prior to Chinnayya Suri may be avoided as far as possible. Selections from 'Mitrabhadramu' and 'Mitrabhadramu' of Chinnayya Suri may be given but the entire text should not be reproduced. Biographical incidents, stories of adventure, invention and discovery, lessons in life in foreign countries, reflective, descriptive and narrative types of poetry and prose may be selected. Tyagraja Krithis and Adhyatma Ramayanam may be selected for typical lyrical poetry.

(x) There should be a large variety of interests in the subject matter of text-books both in prose and poetry. Radio broadcasts on general knowledge topics may also be included.

3. Vocabulary.

The words used should be the most familiar and the most useful in the language. In the I and II standards new words should not be introduced at all. Words should not be introduced merely for their size or difficulty. In prose lessons rhyming, alliterations, jingles and puns should be avoided. Prose lessons should be in current modern Telugu and should avoid archaic words, obsolete words and sandhis. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity may be retained.

4. Style.

Sentence structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration in fact so well written as to induce pupils to read the pieces again and again. Selections at the higher stage should be chosen with a purpose e.g., models of paragraph structure, variety of theme, and form (narrative, descriptive, dramatic etc.,) to provide examples for the pupils' study.

The language used should be such that will make pupils with not only accurately and grammatically but also clearly and lucidly. The text book should serve interests of cultural aims and literary appreciation.

5. Matter.

Matter should be carefully graded. At the early stages it should be closely related to the pupils immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

- For the lower classes, the subject matter should be
- Familiar to the average child or
 - within its experience or
 - easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civics as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Essential requirements for the approval of Text-books in Telugu.

1. Classification.

Books should be classified as suitable for use under one of the following categories:-

- Books for class use: Detailed texts, containing a selection of prose and poetical pieces.
- Books for non-detailed study: That is for silent reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge graded according to the age and interests of the pupils for whom they are intended. Details of research and too many reference to dates, names, figures, etc., should be avoided.
- Books for class libraries: These may be of the same type as books for non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.
- Books for general libraries: These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. Conformity with syllabus.

Books for class use should be in harmony with the syllabus issued by the Department. The following points may be noted in particular.

- Text-books in Telugu for lower classes should restrict their aim to the teaching of current Telugu as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete sandhis.
- In the treatment of 'Brahmism', the author has to avoid such descriptions of bodily beauty and bring in matter as can be read by pupils of mixed schools. It should be such as can be read by boys in the presence of girls and by girls in the presence of boys.
- Literary forms of all aspects of modern life should be developed and taught. Biographies that would give an international outlook of life should be introduced.
- In the elementary stage the author himself may write the lessons in prose as far as possible instead of selecting them from other sources. The writing should be in 'vishadhi' as far as possible.
- Poetical selections for standards 3 to 5 may include easy portions from classical Upades poetry, Samati, Vama and other Satakams.
- Detached didactic sayings should be avoided.
- Easy lyrics from home lore and rural life, reproduction and imitation may find a prominent place in the elementary stage.
- Lessons in prose may include stories from Hitopadesha, Jambavantha, Mahabharata, Ramayanam, Bhagavatham and other puranas.

to stories of children in other linguistic areas and countries. Abstract lessons on honest truthfulness etc., should be avoided. The matter should be interesting to pupils.

(ii) In the secondary school stage old prose prior to Chinnayya's 'Mitrabhedam' of Chinnayya's 'Mitrabhedam' should not be reproduced. Biographical incidents, stories of adventure, invention and discovery, lessons in life in foreign countries, reflective, descriptive and narrative types of poetry and prose may be selected. 'Tasya Kithi and Advaita Ramayana' may be selected for typical lyrical poetry.

(iii) There should be a large variety of interests in the subject matter of text-books both in prose and poetry. Radio broadcasts on general knowledge topics may also be included.

3. Vocabulary.

The words used should be the most familiar and the most useful in the language. In the I and II standards new words should not be introduced at all. Words should not be introduced merely for their size or difficulty. In prose lessons rhyming, alliterations, similes and puns should be avoided. Prose lessons should be in simple and current modern Telugu and should avoid archaic words, obsolete words and sandhis. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity may be retained.

4. Style.

Sentence structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be fluid and vigorous so as to arouse interest and convey information in fact so well written as to induce pupils to read the pieces again and again. Selections at the higher stage should be chosen with a purpose e.g., models of paragraph structure, variety of theme, and form (narrative, descriptive, dramatic etc.) to provide examples for the pupils' study.

The language used should be such that will make pupils with not only accuracy and grammatically but also clearly and lucidly. The text book should serve interests of cultural aims and literary appreciation.

5. Matter.

Matter should be carefully graded. At the early stages it should be closely related to the pupils' immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For the lower classes, the subject matter should be

- (a) familiar to the average child or
- (b) within its experience or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories revealed should be true to the original. Adapted editions should not omit anything essential to carry the story forward.

Selections for class use should be graded in length. They should never be too long.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language Books - Requirements.

The lessons should be such as to make the pupils better in mind, heart, and spirit and to make them better citizens of India and of the world.

6. Illustrations:- Books should be richly illustrated in the early stages. Coloured illustrations also may be used in the elementary stage. Pictures should be simple and attractive. They should definitely and clearly illustrate the text.

7. Exercises and Notes. Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus, for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation. The text should be made the basis for composition in the early stages.

8. Grammar. Grammar should first be on the inductive plan. It may be both inductive and deductive for higher forms. There should be more of functional grammar than formal grammar. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupils' experiences give unreality to the lessons. Exercises should be concerned with current Telugu.

9. Printing etc. Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations, etc. The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing (including badly printed pictures) should not be accepted.

(ii) Accuracy of printing is essential. No errors in printing should be tolerated in books presented for detailed and non-detailed study. Mistakes in printing should be avoided scrupulously in all types of books intended for school-use. (i.e.), books should be attractive in appearance. Binding and paper should be strong enough to last one year's wear and tear. Library books should last longer.

10. Series. Books in series should not be approved for class use unless all the books in the series are found suitable and accepted.

(NOTE:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS IN

KANNADA.

1. CLASSIFICATION.

Books should be classified as suitable for use under one of the following categories:-

- (i) Books for 'class use': 'Detailed Texts', containing a selection of prose and poetical pieces.
- (ii) Books for 'Non-detailed study', that is, for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, ~~stories~~ from classics and popular literature (Indian and Foreign), animal stories, Biography, Travel, Adventure, Scientific and General Knowledge, graded according to the age and interests of the pupils for whom they are intended.
- (iii) Books for class Libraries - These may be of the same type as books for Non-Detailed Study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.
- (iv) Books for General Libraries. These may include reference books, source books and the other books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. Conformity with syllabuses:-

Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:-

Text-Books for lower classes should restrict their aim to the teaching of current Kannada, as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhi.

The poetical selections may include folk-songs, describing rural life, Agricultural Operations, House-hold Routine, ~~kika~~ like Grinding, Water-lifting, Spinning, etc., didactic poems, narrative and Lyrical Poems, ancient and modern poems may be in Sangathiya, Dwipadi, Tripadi, Choupadi, etc., Ragale, Lavani, Keerthans, Blank Verse and similar modern methods, Didactic Poems, Narrative and Lyrical Poems, Ancient and Modern.

In the more advanced stages of language study, poetical, or prose passages of older periods, may be chosen for their literary value, and the aim of teaching such passages should be appreciation, not imitation.

3. Vocabulary. The words used should be the most familiar and most useful in the language.

Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, Jingles, and puns may not be necessary. Prose lessons should be in current modern Kannada and should avoid archaic words, obsolete words and sandhis and obsolete usages. Sandhis employed in cultivated speech may be retained.

4. STYLE. Sentence - structure and style should be graded according to the class.

Selections for class use should be graded in length. They should never be too long.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language Books - Requirements.

The lessons should be such as to make the pupils better in mind, heart, and spirit and to make them better citizens of India and of the world.

6. Illustrations:- Books should be richly illustrated in the early stages. Coloured illustrations also may be used in the elementary stage. Pictures should be simple and attractive. They should definitely and clearly illustrate the text.

7. Exercises and Notes. Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation. The text should be made the basis for composition in the early stages.

8. Grammar. Grammar should first be on the inductive plan. It may be both inductive and deductive for higher forms. There should be more of functional grammar than formal grammar. Grammar books should provide plenty of exercises and examples relating to the pupils' experiences. Sentences foreign to the pupils' experiences give interest to the lessons. Exercises should be concerned with current language.

9. Printing etc. Special regard should be paid to printing, set-up, quality of paper, clearness and attractiveness of illustrations, etc. The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing (including badly printed pictures) should not be accepted.

(ii) Accuracy of printing is essential. No errors in printing should be tolerated in books presented for detailed and non-detailed study. Mistakes in printing should be avoided scrupulously in all types of books intended for school-use. (i.e.), books should be attractive in appearance. Binding and paper should be strong enough to last one year's wear and tear. Library books should last longer. 10. Series. Books in series should not be approved for class use unless all the books in the series are found suitable and accepted.

(iii) The copies put on the market for sale should be similar in all respects to the specimen copy for consideration.

CLASSIFICATION

(i) Books for 'class use': 'detailed texts', containing a selection of prose and poetical pieces.

Details of research and too many references to dates, names, figures, etc., should be avoided.

2. conformity with syllabus:-

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The outlook should be modern and the presentation interesting.
For lower classes the subject-matter should be

- Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Selections for class books should be graded in length. Lessons should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is necessary for the teaching of literary appreciation rather than language.

At the higher stages, variety of form and theme should be provided e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, ~~the~~ unselfishness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or patisan feelings.

LANGUAGE BOOKS - REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart, and spirit and to make them better citizens of India and of the world.

6. ILLUSTRATIONS. Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrative the text.

7. EXERCISES AND NOTES:- Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation

8. GRAMMAR:- Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experiences give unreality to the lessons. Exercises should be mainly concerned with current Kannada in lower stages.

9. PRINTING ETC. Special regard should be paid to printing, get up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad writing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. SERIES. When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(NOTE:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

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The language should always be correct and idiomatic. The style should be lucid and vigorous as to arouse interest and convey inspiration - in fact as well written as to induce pupils to read the pieces again and again. The higher stages should be chosen with a purpose e.g., models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

5. MATTER. Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting. For lower classes the subject-matter should be

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Paraphrased editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. Lessons should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study or detail.

Poetry should be chosen and graded with special care. It is necessary for the teaching of literary appreciation rather than language.

At the higher stages, variety of form and theme should be provided e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, manliness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to cause communal or partisan feelings.

LANGUAGE BOOKS - REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart, and spirit and to make them better citizens of India and of the world.

6. ILLUSTRATION. Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they are clearly and easily illustrative of the text.

7. EXERCISES AND NOTES. Good exercises add greatly to the value of a book. Exercises should be in harmony with the questions of the syllabus for the various classes and should take note of oral, written and composition work. They should also stimulate literary appreciation.

ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOK IN MALAYALAM.

1. CLASSIFICATION.

Books should be classified as suitable for use under one of the following categories:-

(i) Books for class use: 'Detailed Texts', containing a selection of prose and poetical pieces.

(ii) Books for 'Non-Detailed Study', that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and General Knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names figures, etc., should be avoided.

(iii) Books for 'Class Libraries' - these may be of the same type as books for Non-Detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries. These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. CONFORMITY WITH SYLLABUSES. Books for 'Class use' should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:-

Text-Books for lower classes should restrict their aim to the teaching of modern Malayalam as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhis.

In the elementary stage the author himself may write lessons in prose as far as possible instead of selecting them from other sources. The language should be simple and graded.

Poetical selections for Standards 3 to 5 may also include easy portions from classical writers of poetry such as *Cherusseri* (Cherusseri), *Kunjan* (Kunjan) and *Thunjan* (Thunjan). But verses suited for children should form the greater part.

Detached ~~deductive~~ sayings should be avoided.

Easy lyrics from home lore and rural life, reproduction and imitation may find a prominent place in the elementary stage.

Lessons in prose may include stories from the puranas, history of Kerala traditions of Kerala, History of India, and life sketches of great men of all religions.

Abstract lessons on Honesty, Truthfulness, etc., should be avoided. Matter should be interesting to the pupils.

Secondary School Selections should be from Ancient, Mediaeval, and Modern Literature as regards Prose and in the case of Poetry its need only be modern. Literary form of all Aspects of Modern life should be developed and taught. Biographies that would instil an international outlook should also be introduced. There should be a large variety of interests in the subject matter of text-books both in prose and poetry. Radio broadcast of general knowledge subjects may also be included.

8. GRAMMAR:- Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experience give unrelaxing to the lessons. Exercises should be mainly concerned with current language in low stages.

9. PRINTING ETC. Special regard should be paid to printing, set up, quality of paper, clearness and attractiveness of illustrations etc. The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad writing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. SERIES. When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(NOTE:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

No word should be introduced merely for its sake. In Prose Lessons, Rhyming, Alliteration, Jingles and Puns should be avoided. Prose lessons should be in current, modern Malayalam and should avoid archaic words, obsolescent words and Sandhis, and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey - inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher - stages should be chosen with a purpose e.g., models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

The outlook should be modern and the presentation interesting. For lower classes the subject-matter should be

- Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Selections for class books should be graded in length. They should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

At the higher stages variety of form and theme should be provided e.g., narrative, descriptive, reflective and lyric, Poetry including devotional.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

3. VOCABULARY. The words used should be the most familiar and most useful in the language.

No word should be introduced merely for the sake. In prose lessons, rhyming, alliteration, similes and puns should be avoided. Prose lessons should be in current, modern Malayalam and should avoid archaic words, obsolete words and Sanskrit, and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

4. STYLE. Sentence-structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration - in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose e.g., models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

5. MATTER. Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting. For lower classes the subject-matter should be

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided e.g., narrative, descriptive, reflective and lyric, poetry including devotional.

The choice and presentation of subject matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working early and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication, inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

Matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable to any class or caste likely to cause communal or partisan feelings.

LANGUAGE BOOKS - REQUIREMENTS.

The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. ILLUSTRATIONS. Pictures are essential at the early stages. They should be simple and attractive, but should not be accepted unless they definitely and clearly illustrate the text. In the elementary stage some colour plates may be introduced.

7. EXERCISES AND NOTES. Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. GRAMMAR. Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experiences give unreality to the lessons. Exercises should be concerned with current Malayalam.

9. PRINTING ETC. Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations etc., The following points should be noted.

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided. As far as possible words should not be broken and written in different lines.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. SERIES. When a book for class use in the first three standards forms one of a series, it should not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

(NOTE:- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

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(NOTE:-- The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.)

OP/17-8.

Cir 15283/48
55858/48

11/14/10

Memo. No. 15283-92/48-7 Edw. 13-10-49

Text-books - Preparation

Objectives to be kept in view -

- Instructions - Preparation
of a new Guide book.

The ^{C.G.E} D.P.G. is requested to state whether the instructions proposed with his letter cited above will supersede any previous instructions on the subject

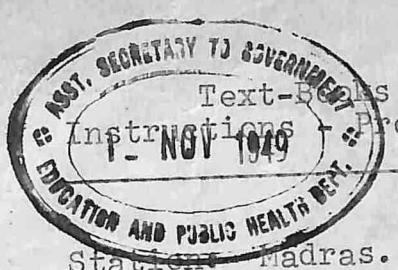
NR 14/11/49

2

Subject and if so, ^{to state} what such
instructions are, specifying the order
of Govt., if any, approving the instructions -

11-1049

To *Mr. P. S. Rao*



Subject: *67 by 137*

Text-Books - Preparation - Objectives to be kept in view -
Instructions - Preparation of a new guide Book.

R.C.No.118/48 T.B.C.

Dated 29th Oct. '49.

From (Name):- Sri D.S. Reddi, M.A., (Oxon).
(Designation):- Commissioner for Government Examinations,
Madras.

To

The Secretary to Government,
Education and Public Health Department,
Madras.

24611 Sir,

Ref:- Memorandum No.15283-G2/48-7 Education, dated
13-10-1949.

I have the honour to inform you that the existing essential requirements in the several languages and subjects were never sent to Government for their approval but they were introduced by the Text-Book Committee to avoid divergence of opinion among the members and Chairmen of Sub-Committees as to the suitability or otherwise of the books, with reference to the matter, manner of presentation, quality of paper, illustrations, printing, getup, etc. of each book submitted to the Text-Book Committee for approval. The essential requirements have been in force from 1941.

2. The fact of issuing these essential requirements was embodied in the report for the Triennium ending with 31st March 1944 which was recorded by Government in their order No.1156 Education, dated 7.8.'44.

3. The revised instructions sent to Government in the Commissioner for Government Examination's letter No.R.C.118/48 T.B.C., dated 25.8.1949 embodying the minutes of the Hon'ble Minister for Education, wherever possible, will supersede the previous instructions sent to Government in the Commissioner for Government Examination's letter R.C.No.118/48 T.B.C., dated 4.3.1949.

P. S. Rao
31.10.49

for COMMISSIONER.

M.T./31.10.49 *Ra*

139
E.P.H. (P)

-School-

Text Books - objectives to be kept
in view in preparation - draft in
- approved and preparation of
a guide book - authorized.

Read again

9000. 74 20. D 10.1.49

From the C.E.E. No. RC 118-42
T.B.C dated 25.8.1949 and
RC No. 118-42 T.B.C dated 29.10.49

Order 3707 2.12.49
Ms

The Govt. approve the
draft instructions sent with the
Commissioner's letter No. 118-42-TBC
dated 25th Aug. 1949, laying
down the essential requirements of
text books for schools and the objec-
tives to be kept in view in their pre-
paration.

2. The Commr. is autho-
rized to publish a 'guide book'
incorporating the instructions approved
in this order, for the use of the
~~departmental officers~~, authors
and publishers of text books.
He is requested to furnish
six copies of the 'guide book'
when printed copies are ready.

To the C.E.E. 29.11.49
" D.P. 30.11.49
2 S.C. 10.12.49



Subject:

Text Books - Preparation - Objectives to be kept in view
in preparation of a new guide book.

P.O. No. 118/42 T.B.C.

From (Name): - Sri D.S. Reddy, M.A., (O.S.)
(Designation): - Commissioner for Government Examinations,
Madras.

The Secretary to Government,
Education and Public Health Department,
Madras.

Ref: Memorandum No. 15283-GE/42-7 Education, dated
18.10.1949.

I have the honor to inform you that the existing
requirements in the Government Examinations and
Government for their approval and they were introduced by the
Books Committee to avoid divergence of opinion among the members
Chairman of sub-committees as to the suitability of objectives of
books, with reference to the matter, manner of presentation,
of paper, illustrations, printing, etc. of each book submitted
to the Text-Book Committee for approval. The essential requirements
have been in force from 1941.

2. The fact of issuing these essential requirements was
in the report for the Commission's meeting which was held in
recorded by Government in their order No. 118-42-TBC dated 25.8.49.

3. The revised instructions sent to Government in the
for Government Examinations' letter No. 118-42 T.B.C. dated
25.8.1949 embodied the minutes of the Text-Book Committee
wherever possible will supersede the previous instructions sent to
Government in the Commissioner for Government Examinations' letter
No. 118-42 T.B.C. dated 25.8.1949.

Secretary, E. & P.H.

I had a discussion in the meeting of the Text Books Committee this evening. In view of the reorganisation that we have undertaken, it is necessary that our text-books also should reflect the spirit of our reform. I mentioned the various aspects in which our ideology about text-books must be reorientated. Consistent with this, instructions may be issued to the Text Books Committee. The D.P.I. may be asked to draft a set of instructions in view of these ideas and submit it to us for approval.



EP. H. no. 15283-83-481.
43.48.

E-P-H (93)

PLEASE see the minutes of H.M. (Edg)
above. A draft memo is subd. for
approval. A copy of the minutes above may be sent
to [unclear] prepare and [unclear] [unclear] [unclear]

3-3-48. to the D.P. I w. being the request to have
 83 early date ^{the} draft instructions to go for approval.
 3-3-48 15
 4-3-48 by S. A. G.
 5/1/48

C. 15283/48

(Issued as N.O. No. 15283/93/48-1 Edn d/ 4-3-48)

From the D.P.I. R.O.E. No. 118/48. T.B.C. d/23-3-48. p. 10

(Issued as Memo No. 15283/93/48-3 Edu. d. 31-5-48)

No. 56974. From the D.P.I. R.O. No. 118/48. T.B.C. d. 26-7-48.)

With reference to H.M. (Edu)'s orders in his minutes ^{on the previous page} the D.P.I. has submitted a draft set of instructions in respect of the requirements of text books in the South Indian languages.

H.M. (Edu) may see.

19/48
29/48
19/48
S. J. (H.M. (Edu))
4/49

10/4/49 74 EA
10-1-49



Sub: Put up also
since disposed
in No 74 EA
10-1-49

I want a complete looking into of the existing rules for the selection and preparation of books which are guiding the Textbook Committee. We have already sent an account of the objective of education as contemplated by us. The other detailed rules that must be adjusted to must be having these ideas in view on the subject. The D.P.I. may go through the matter and give us a complete set of the rules now existing with reference to the selection of textbooks. I would like to go through them and pass final orders on the matter so that it may be published in a ~~xxx~~ good and handy book-form to be available not only to the members of the Textbook Committee but also to Publishers and writers.

Please see the ~~has~~ orders & the drafts put up in the linked file.
5-1-49
6-1-49

Please see
~~to see~~ the orders issued in
 G.O. No 74 Edn d. 10.1.49 and the particulars
 called for from the D.P.I. in memo. No
 95858/93/48-1. d. 10.1.49. ^{E.P.H. 93.}
~~action seems called for on this. The~~
~~papers may now be filed with~~
~~the D.P.I. The D.P.I.'s~~
 reply to the Memo on paper
 39-40 of may be awaited
 18.1.49. till 10-2-49.

18.1.49
 19-1-49

Please see Secy's note on p-2 of G.O.
 No. 74 Edn. Dated the 10.1.49 regarding
 discussions in the U.N.E.S.C.O. about text books.
 With ref. to that note the letter of the
 Director Genl. on pages 3-4 of the
 linked

linked for personal use
 22.3.49 24-1-49
 The D.P.I. has been asked
 in Memo No. 95858/93/48-1. d. 10.1.49 to submit
 all rules and instructions issued
 regarding the preparation of text-books.
 His reply may be awaited. If
 necessary he may be reminded
 on 20.3.49.

28.2.49
 11/3/49
 C. Secy as Memo. 95858/93/48-1. d. 10.1.49.
 (C.N. 16925/49. From the C.G.E. Re. 118/48. T.B.C. d. 4.5.49)

E. & P.H. (G2).

Please see H.M.'s minutes on pages 1 and 3 ante
 and the letter from the C.G.E. on p.41 c.f. He has
 communicated the 'Note for the guidance of the Text
 Book Committee' prepared by H.M. to the members of the
 Text Book Committee, registered publishers and depart-
 mental officers for guidance. He has also forwarded
 a set of his instructions and regulations governing
 the selection and preparation of text-books in English,
 the several languages, History and Civics, Geography,
 Mathematics, Science, Commerce and Music.

The C.G.E. has stated that the Special Committee
 of the Text Book Committee, considering the question
 of revising the rules and instructions, which should
 be consistent with the objectives forwarded in G.O.
 No. 74, Edn. dated 10-1-49, has recommended that the
 revised essential requirements, already submitted, may
 be approved by the Govt. in the first instance. The

C.G.E. has stated that these revised essential requirements in Tamil, Telugu, Malayalam, Kannada and History and Civics, if approved, will be communicated together with the existing ones in English, Geography, Mathematics, Science, Commerce, Music and Sanskrit to the Departmental Officers, registered publishers for information and guidance.

The C.G.E. has also requested for the approval of the Opinion form at pp.77-79 c.f. ~~For approval~~

The file may be circulated to H.M.(Edn.) with reference to his minutes on page 3 ante.

May be
approved
by

May be
approved
by

21-3-49

S. by
W. H. P. H. (G.)

22/3/49

Instructions

The whole ~~directions~~ may be gone through by a Sub-Committee and a new Guide Book in this matter may be prepared incorporating the principles which we have already circulated.

ISA

29.3.49

E. H. P. H.

Please see the orders of H.M.(Edn.) above. The draft below is for approval.



21/3/49

send a memo. 95854/48 (4-2. d. 2. 4. 49).

1.4.49.

The draft memo is for

to the C.G.E. below for approval.

26/4/49

6/6/49

4649

[Memo No. 95854-48/49-3 Edn. dt-6-6-49] p. 8304

1189-133 c.f.

From the C.G.E., R.C.No.118/48 T.B.E. dt-25-8-49.

Attention is invited to the previous Min's minutes on pages 1 and 3 ante regarding text books. He also prepared a note setting out the objectives to be kept in view in the preparation of text books - pages 10-14 of G.O. No. 74 Edn. dated 10.1.49. The Director has been asked to bring the instructions contained in the 'Note' to the notice of the Text Book Committee and writers. In accordance with Min's wishes, the C.G.E. was asked to appoint a Sub Committee for scrutinizing the Revised instructions regarding the preparation of text books. The C.G.E. has submitted the draft of the Revised instructions which are to be published as a guide book for the benefit of Authors and publishers - pages 91-133 of. It is seen that the instructions are full of repetition. This can be avoided only if they are divided into "General instructions" and "Special instructions". The former applying to text books on all subjects the latter to apply to particular subjects. It is not known whether it is possible to

(Y)

Y/8-9

p-6 ante

particulars detailed in pages 93, 95, 107, 111, 117, 123, 125, 131 etc -

There are separate instructions in respect of every subject. As the instructions are self-contained, it does not appear that the instructions are repetitions. They have been prepared by a Sub Committee as ordered by the previous Min on p.6 ante.

28-9-49

to redraft the instructions in
the manner - This will
reduce the length of the instructions
and if they are to be printed,
the matter for printing
will be less -

The previous Am's
intention was to publish a
guide book containing all
instructions and Rules - The C. & E
has not stated whether
the Text Book Committee Rules
should not also be included
in the guide book - The
question whether the Rules
need modification in view of
the new syllabuses and
the Revised instructions pro-
posed also needs examination.

This for consideration
Whether the draft sent
may be approved or whether
the C. & E. may be asked
to examine the suggestions
made in the previous paragraphs.

The C. & E. may be
asked to look into
this matter and
submit a report
in due course
28-9-49

May be approved
as they have been
prepared by a
sub-committee.
28-9-49 (P894)

26-9-49

28-9-49

S

Any previous instructions
which the proposed ones
will supersede

10/10

The D.P. may be consulted -
The draft memo below is for
approval

11-10-49

28-9-49

p85-114/5

p1374
pp91-133ch -
pp43-75ch -

p89ch
in
28-9-49

28-9-49



28-9-49

15283/49/108
135136 - (Issued as Memo. 15283/49/108-7 Edu. d. 13-10-49)
p 137ch - C.No. 84619/49. From the C. & E. Re. No. 118/48 T.B.E. d. 29-10-

The previous notes on pp7-8 ante
and the letter from the C. & E. on p13
may be perused. The C. & E. has
stated that the essential requirements
embodied in the report for the Triennium
ending 31-3-44, are stated to have
been in force from 1941.

With ref. to Secy. query on p8 ante
the C. & E. has remarked that the latest
draft instructions sent by him, will
supersede those sent in March 1949.
on which final orders have not yet issued.
The draft instructions sent by
the C. & E. with his letter Re. 118/48 T.B.E. d. 25/8/49
may be approved, enabling him to publish
them in the form of a 'Guide Book' for the
benefit of authors and publishers of
Text Books.

For orders.

28-9-49

25-11-49

22-8-49

Though the revised instructions appear to be
rather too detailed and to some extent repetitive,
we may approve them as the Text-Book Committee consi-
dered them necessary.

H.M. (E & L.)

28-9-49

105/281

P.T.O.

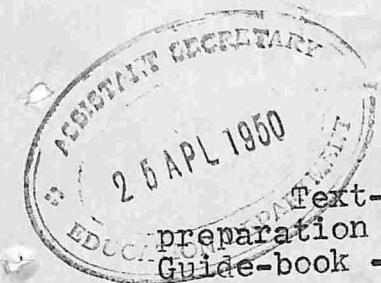
96 P.H
82

Please see the orders in
circulation overleaf.
The draft order below
is submitted for approval.

30-11-49

5/12

29.11.49.



Subject:

Text-Books - Schools - Objectives to be kept in view in
preparation - Draft Instructions - Approval and Preparation of a
Guide-book - Authorised.

Station:- Madras. R.C.No.118/48 T.B.C. Dated 24-4-1950.

From (Name):- Sri D.S. Reddi, M.A., (Oxon).,
(Designation):- Commissioner for Government Examinations,
Madras.

To

8385

The Secretary to Government,
Education Department,
Fort St. George, Madras.

Sir,

Ref:- G.O.Ms.No.3707, Education, dated 2-12-1949.

I have the honour to send you herewith 6 copies of the
"Guide Book" as directed in the above G.O.

Kindly acknowledge the receipt of the same.

One Copy kept
with me.

M.T./24.4.50

100
2574

L. Krishnamoorthy
for COMMISSIONER.

Edu (F)

8385/F/50.

Text-books - Draft instructions - preparation of a 'Guide Book'

9/2/50
fics

From the D.G.E. Re. No. 118/48 T.B.C. No. 24.4.50.

Memo. No. 8385/F/50-1 Edu. d. 1/5/50.

The six copies of the 'Guide Book' sent with the letter cited above have been ^{duly} received.

To the D.G.E.
3/5

29/4/50
15/5/50

1.5.50



76

DEPARTMENT OF PUBLIC INSTRUCTION

*Issued under the authority of the Commissioner for
Government Examinations, Madras*

GUIDE BOOK

ON

THE ESSENTIAL REQUIREMENTS FOR
THE APPROVAL OF TEXT-BOOKS

PRINTED BY THE SUPERINTENDENT
GOVERNMENT PRESS
MADRAS
1950

Price, 6 annas

77

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Malayalam	10

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Commercial Subjects	20
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GUIDE BOOK ON THE ESSENTIAL REQUIREMENTS FOR THE APPROVAL OF TEXT-BOOKS

THE MADRAS TEXT-BOOK COMMITTEE

1: Essential requirements for the approval of Text-Books in Tamil.

1. *Classification.*—Books should be classified as suitable for use under one of the following categories :—

(i) Books for class use : “ Detailed Texts ”, containing a selection of prose and poetical pieces.

(ii) Books for “ Non-detailed Study ”, that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and Foreign), animal stories, biography, travel adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc., should be avoided.

(iii) Books for Class Libraries : These may be of the same type as books for Non-Detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries : These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. *Conformity with syllabuses.*—Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages :—

Text-Books for lower classes should restrict their aim to the teaching of current Tamil as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhis.

The poetical selection should include verses from உலக நீதி, ஆத்திச்சூடி, கொன்றைவேந்தன், வெற்றிவேற்கை, வாக்குண்டாம், நல்வழி, நன்னெறி, நீதிவெண்பா, நீதிநெறி விளக்கம், and didactic words from பதினென்கீழ்க் கணக்கு, besides narrative and lyrical poems, ancient and modern especially Bharathi and Desikavinayakam Pillai.

In the more advanced stages of language study poetical or prose passages of older periods e.g. தேவாரம், திருவாசகம், நாலாயிரம், கம்பராமாயணம், may be chosen for their literary value and the aim of teaching such passages should be appreciation, not imitation.

3. *Vocabulary*.—The words used should be the most familiar and most useful in the language.

Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, jingles and puns should be avoided. Prose lessons should be in current modern Tamil and should avoid archaic words, obsolescent words and sandhis and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

4. *Style*.—Sentence-structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration—in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose, e.g., models of paragraph structure, variety of theme and form (narrative, description, dramatic, essay) to provide examples for the pupil's study.

5. *Matter*.—Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For lower classes the subject-matter should be (a) familiar to the average child, or (b) within its experience, or (c) easily pictured or imagined. Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages, variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject-matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all

religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language books—Requirements.—The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. *Illustrations*.—Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

7. *Exercises and notes*.—Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. *Grammar*.—Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupils' experiences give unreality to the lessons. Exercises should be concerned with current Tamil.

9. *Printing, etc.*—Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations, etc. The following points should be noted :—

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient, uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed, in all school books, mistakes in printing, punctuation and paragraphing should be strictly avoided. No line should begin with a pure consonant.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. *Series*.—When a book for class use in the first three standards forms one of a series, it will not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

NOTE.—The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.

2. Essential requirements for the approval of Text-Books in Telugu.

1. *Classification*.—Books should be classified as suitable for use under one of the following categories :—

(i) Books for class use : "Detailed Texts" containing a selection of prose and poetical pieces.

(ii) Books for "Non-Detailed study" that is for silent rapid reading:—No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and foreign), animal stories, biography, travel, adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended. Details of research and too many reference to dates, names, figures, etc., should be avoided.

(iii) Books for class libraries: These may be of the same type as books for non-detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries: These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. *Conformity with syllabuses.*—Books for class use should be in harmony with the syllabus issued by the department. The following points may be noted in particular:—

(i) Text-books in Telugu for lower classes should restrict their aim to the teaching of current Telugu as a vehicle of expression and should avoid obsolete words, obsolete grammatical device and obsolete sandhis.

(ii) In the treatment of 'Sringaram' the author has to avoid such descriptions of bodily beauty and bring in matter as can be read by pupils of mixed schools. It should be such as can be read by boys in the presence of girls and by girls in the presence of boys.

(iii) Literary forms of all aspects of modern life should be developed and taught. Biographies that would instil an international out-look of life should be introduced.

(iv) In the elementary stage, the author himself may write the lessons in prose as far as possible instead of selecting them from other sources. The writing should be in "visandhi" as far as possible.

(v) Poetical selections for standards 3 to 5 may include easy portions from classical dwipada poetry, Sumati, Vemana and other sathakams.

(vi) Detached didactic sayings should be avoided.

(vii) Easy lyrics from home lore and rural life, reproduction and imitation may find a prominent place in the elementary stage.

(viii) Lessons in prose may include stories from Hitopadesa Panchatantra, Mahabharatham, Ramayanam, Bhagavatham and other puranam, Andhra folk tales, stories to illustrate morals and stories of children in other linguistic areas and countries. Abstract lessons on honest truthfulness, etc., should be avoided. The matter should be interesting to pupils.

(ix) In the secondary school stage old prose prior to Chinnayya Suri may be avoided as far as possible. Selections from "Mitrabhadram" and "Mitrabhedamu" of Chinnayya Suri may be given but the entire text should not be reproduced. Biographical incidents, stories of adventure, invention and discovery, lessons in life in foreign countries, reflective, descriptive and narrative types of poetry and prose may be selected. Tyagraja Krithis and Adhyatma Ramayanam may be selected for typical lyrical poetry.

(x) There should be a large variety of interests in the subject-matter of text-books both in prose and poetry. Radio broadcasts on general knowledge topics may also be included.

3. *Vocabulary.*—The words used should be the most familiar and the most useful in the language. In the I and II Standards new words should not be introduced at all. Words should not be introduced merely for their size or difficulty. In prose lessons rhyming, alliterations, jingles and puns should be avoided. Prose lessons should be in current modern Telugu and should avoid archaic words, obsolete words and sandhis. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity may be retained.

4. *Style.*—Sentence structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration in fact so well written as to induce pupils to read the pieces again and again. Selections at the higher stage should be chosen with a purpose, e.g., models of paragraph structure, variety of theme, and form (narrative, descriptive, dramatic, etc.) to provide examples for the pupils' study.

The language used should be such that will make pupils with not only accurately and grammatically but also clearly and lucidly. The text-book should serve interests of cultural aims and literacy appreciation.

5. *Matter.*—Matter should be carefully graded. At the early stages it should be closely related to the pupils immediate environment and interests. It should only gradually spread to a wider environment.

The out-look should be modern and the presentation interesting.

For the lower classes, the subject-matter should be—

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civics as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class use should be graded in length. They should never be too long.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject-matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language Books—Requirements.—The lessons should be such as to make the pupils better in mind, heart, and spirit and to make them better citizens of India and of the world.

6. *Illustrations.*—Books should be richly illustrated in the early stages. Coloured illustrations also may be used in the elementary stage. Pictures should be simple and attractive. They should definitely and clearly illustrate the text.

7. *Exercises and Notes.*—Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation. The text should be made the basis for composition in the early stages.

8. *Grammar.*—Grammar should first be on the inductive plan. It may be both inductive and deductive for higher forms. There should be more of functional grammar than formal grammar. Grammar books should provide plenty of exercises and examples relating to the pupils' experiences. Sentences foreign to the pupils' experiences give unreality to the lessons. Exercises should be concerned with current Telugu.

9. *Printing, etc.*—Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations, etc. The following points should be noted :—

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing (including badly printed pictures) should not be accepted.

(ii) Accuracy of printing is essential. No errors in printing should be tolerated in books presented for detailed and non-detailed study. Mistakes in printing should be avoided scrupulously in all types of books intended for school-use (i.e.), books should be attractive in appearance. Binding and paper should be strong enough to last one year's wear and tear. Library books should last longer.

10. *Series.*—When a book for class use in the first three standards forms one of a series, it will not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

NOTE.—The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.

3. Essential requirements for the approval of Text-Books in Kannada.

1. *Classification.*—Books should be classified as suitable for use under one of the following categories :—

(i) Books for "class use" : "Detailed Texts", containing a selection of prose and poetical pieces.

(ii) Books for "Non-detailed study", that is, for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and Foreign), animal stories, biography, travel, adventure, scientific and general knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc., should be avoided.

(iii) Books for Class Libraries : These may be of the same type as books for Non-Detailed Study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for General Libraries : These may include reference books, source books and the other books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. *Conformity with syllabuses.*—Books for class use should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages :—

Text-books for lower classes should restrict their aim to the teaching of current Kannada, as a vehicle of expression and should

avoid obsolete words, obsolete grammatical devices and obsolete sandhi.

The poetical selections may include folk-songs, describing rural life, agricultural operations, house-hold routine like grinding, water-lifting, spinning, etc., didactic poems, narrative and lyrical poems, ancient and modern poems may be in Sanga-thiya, Dwipadi, Tripadi, Choupadi, etc., Ragale, Lavani, Keer-thans, blank verse and similar modern methods, didactic poems, narrative and lyrical poems, ancient and modern.

In the more advanced stages of language study, poetical, or prose passages of older periods, may be chosen for their Literary value, and the aim of teaching such passages should be appreciation, not imitation.

3. *Vocabulary*.—The words used should be the most familiar and most useful in the language.

Words should not be introduced merely for their size or difficulty. In prose lessons, rhyming, alliteration, jingles, and puns may not be necessary. Prose lessons should be in current modern Kannada and should avoid archaic words, obsolescent words and sandhis and obsolete usages. Sandhis employed in cultivated speech may be retained.

4. *Style*.—Sentence—Structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration—in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose, e.g., models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

5. *Matter*.—Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting. For lower classes the subject-matter should be—

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. Lessons should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is necessary for the teaching of literary appreciation rather than language.

At the higher stages, variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric poetry including devotional.

The choice and presentation of subject-matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness courage, unselfishness and high character rather than of mere intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language Books—Requirements.—The lessons should be such as to make the pupils better in mind, heart, and spirit and to make them better citizens of India and of the world.

6. *Illustrations*.—Pictures are essential at the early stages. They should be simple and attractive but should not be accepted unless they definitely and clearly illustrate the text.

7. *Exercises and Notes*.—Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. *Grammar*.—Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experiences give unreality to the lessons. Exercises should be mainly concerned with current Kannada in lower stages.

9. *Printing, etc.*—Special regard should be paid to printing, get up, quality of paper, clearness and attractiveness of illustrations, etc. The following points should be noted :—

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad writing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. *Series*.—When a book for class use in the first three standards forms one of a series, it will not, ordinarily, be recommended, unless the previous volumes are also accepted and recommended.

NOTE.—The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.

4. Essential requirements for the approval of Text-Books in Malayalam.

1. *Classification*.—Books should be classified as suitable for use under one of the following categories:—

(i) Books for class use: "Detailed Texts", containing a selection of prose and poetical pieces.

(ii) Books for "Non-Detailed Study", that is for silent, rapid reading. No book under this class should be of great length. Topics may include imaginative stories, stories from classics and popular literature (Indian and Foreign), animal stories, biography, travel, adventure, scientific and General Knowledge, graded according to the age and interests of the pupils for whom they are intended.

Details of research and too many references to dates, names, figures, etc., should be avoided.

(iii) Books for "Class Libraries", these may be of the same type as books for Non-Detailed study, but may be longer and of varying difficulty to suit the needs of the pupils of less than or of more than average ability.

(iv) Books for general libraries: These may include reference books, source books and longer books for silent reading by the more proficient pupils.

(v) Books for Teachers.

2. *Conformity with syllabuses*.—Books for "Class use" should be in harmony with the official syllabuses. The following points may be noted, not as absolute rules to be mechanically followed, but as indicating broadly the methods of teaching languages:—

Text-books for lower classes should restrict their aim to the teaching of modern Malayalam as a vehicle of expression and should avoid obsolete words, obsolete grammatical devices and obsolete Sandhis.

In the elementary stage the author himself may write lessons in prose as far as possible instead of selecting them from other sources. The language should be simple and graded.

Poetical selections for Standards 3 to 5 may also include easy portions from classical writers of poetry such as ചെറുശ്ശേരി (Cherusseri) കുഞ്ചൻ (Kunjan) and തുഞ്ചൻ (Thunjan). But verses suited for children should form the greater part.

Detached didactic sayings should be avoided.

Easy lyrics from homelore and rural life, reproduction and imitation may find a prominent place in the Elementary stage.

Lessons in prose may include stories from the puranas, history of Kerala traditions of Kerala, History of India, and life sketches of great men of all religions.

Abstract lessons on Honesty, Truthfulness, etc., should be avoided. Matter should be interesting to the pupils.

Secondary school selections should be from Ancient, Mediaeval, and Modern Literature as regards prose and in the case of poetry its need only be modern. Literary form of all aspects of modern life should be developed and taught. Biographies that would instil an international outlook should also be introduced. There should be a large variety of interests in the subject-matter of text-books both in prose and poetry. Radio broadcast of general knowledge subjects may also be included.

3. *Vocabulary*.—The words used should be the most familiar and most useful in the language.

No word should be introduced merely for its sake. In prose lessons, rhyming, alliteration, jingles and puns should be avoided. Prose lessons should be in current modern Malayalam and should avoid archaic words, obsolescent words and sandhis, and obsolete usages. Sandhis employed in cultivated speech and those necessary for avoiding ambiguity should be retained.

4. *Style*.—Sentence—Structure and style should be graded according to the class.

The language should always be correct and idiomatic. The style should be lucid and vigorous so as to arouse interest and convey inspiration—in fact so well written as to induce pupils to read the pieces again and again. Extracts for class books at the higher stages should be chosen with a purpose, e.g., models of paragraph structure, variety of theme and form (narrative, descriptive, dramatic, essay) to provide examples for the pupil's study.

5. *Matter*.—Matter should be carefully graded. At the early stages, it should be closely related to the pupil's immediate environment and interests. It should only gradually spread to a wider environment.

The outlook should be modern and the presentation interesting.

For lower classes the subject-matter should be—

- (a) familiar to the average child, or
- (b) within its experience, or
- (c) easily pictured or imagined.

Matter should be cheerful and attractive and of a type which will encourage expression in speech and action as well as writing. It should include general knowledge, both scientific and civic, as well as stories and literary pieces.

Accuracy of information is essential. Exaggeration and distortion of facts must be avoided. Translations and stories retold should be true to the original. Abridged editions should not omit anything essential to carry the story forward.

Selections for class books should be graded in length. They should never be too long, or else the meaning and joy of the piece as a whole will be lost in the study of detail.

Poetry should be chosen and graded with special care. It is important for the teaching of literary appreciation rather than language.

At the higher stages variety of form and theme should be provided, e.g., narrative, descriptive, reflective and lyric, poetry including devotional.

The choice and presentation of subject-matter should be such as to inculcate love of the motherland, reverence for its past and faith in its future destiny as the home of a united people working eagerly and harmoniously for truth and justice and thus helping to build a better world for all mankind. The lessons should expressly or by implication, inspire in children reverence for all religions, respect for all forms of labour and a keen appreciation of kindness, courage, unselfishness and high character rather than of more intellect or wealth.

No matter should be included which is likely to offend the religious susceptibilities of any pupil or which is objectionable morally or which is likely to rouse communal or partisan feelings.

Language Books—Requirements.—The lessons should be such as to make the pupils better in mind, heart and spirit and to make them better citizens of India and of the world.

6. *Illustrations.*—Pictures are essential at the early stages. They should be simple and attractive, but should not be accepted unless they definitely and clearly illustrate the text. In the elementary stage some colour plates may be introduced.

7. *Exercises and Notes.*—Good exercises add greatly to the value of a book. Exercises should be in harmony with the suggestions of the syllabus for the various classes and should take note of oral, grammar and composition work. They should also stimulate literary appreciation.

8. *Grammar.*—Grammar should first be on the inductive plan; it may be both inductive and deductive for higher forms. Grammar books should provide plenty of exercises and examples relating to the pupil's experiences. Sentences foreign to the pupil's experiences give unreality to the lessons. Exercises should be concerned with current Malayalam.

9. *Printing, etc.*—Special regard should be paid to printing, get-up, quality of paper, clearness and attractiveness of illustrations, etc. The following points should be noted :—

(i) The type should be bold and clear and the spaces between words and lines proper and sufficient. Uneven printing and bad printing, including badly printed pictures, should not be accepted.

(ii) Accuracy of printing is essential. In books for detailed study, no errors in printing should be tolerated. Indeed in all school books mistakes in printing, punctuation and paragraphing should be strictly avoided. As far as possible words should not be broken and written in different lines.

(iii) Books should be attractive in appearance. Binding and paper should be strong enough to stand at least one year's wear and tear. Library books should last longer.

10. *Series.*—When a book for class use in the first three standards forms one of a series, it will not ordinarily be recommended, unless the previous volumes are also accepted and recommended.

NOTE.—The copies put on the market for sale should be similar in all respects to the specimen books submitted for consideration.

5. Essential requirements for the approval of Text-Books in History and Civics.

1. Illustrations from epigraphs of one or two South Indian temples (e.g., at Tanjore and Uttiramerur) may be taught for village autonomy and social life of the period.

2. Illustrations in History books should consist of—

- (a) Important personalities,
- (b) temples and monuments, and
- (c) coins and typical epigraphs.

All to be taken from authentic sources.

3. Time-charts, illustrative of the chief cultural contributions of the centuries (preferably pictorial) to be included in every book.

4. Maps should be numerous and each should be illustrative of one or two epochs only. They should be accurate to scale.

5. Transliteration of proper names of persons and places should conform in Indian languages to their original pronunciations as far as possible.

The following view points should be kept in mind generally in the writing of Text-Books in History :—

(1) The general treatment should be of a character to create or help to develop patriotism and a healthy pride in our past, and to make us appreciate our indigenous culture and social institutions, while maintaining a good perspective of the external and international forces that have been acting on National Life.

(2) Also we should try to develop what may be called a world outlook in other words, the consciousness of India's contact, with and influence on, other countries and cultures, and the position of India in the world.

(3) Again while biographies of our Great Leaders, should be stressed their cultural contributions and the effect of their services should also be equally made prominent.

(4) Aspects of our History that may proceed to create healthy impressions should be stressed. Care should be taken to prevent the generation of feelings of exclusively provincial pride, to develop an understanding of mutual, provincial and regional contributions to the sum total of Indian Culture.

6. Essential requirements for the approval of Text-Books in Geography.

1. *Conformity with syllabuses—Secondary Schools.*—Text-Books must give an adequate treatment of the Geographical sections in the Social studies syllabus. They must be helpful to the students not only regarding the topics specified under social studies, but also in undertaking the suggested social activities, e.g., drawing maps showing air, sea and rail routes.

The Geography of India should be dealt with in such a way as to make the pupils apprehend "Its Unity in diversity", and its rich and varied potentialities, and seek develop in them a pride in their motherland, and a strong faith in its future prosperity. The accounts of the various natural resources should be accurate and constructively suggest the desirability and urgency of their proper development.

Elementary Schools.—A definite syllabus has been prescribed, and text-books must satisfy the requirements regarding both topics and their sequence.

2. *Adequacy of maps (kinds of maps suitable).*—(a) Physical maps of regions, showing the political boundaries also should be given. There should not be overcrowding of names at the expense of the physical features.

(b) It is to be assumed that in the Middle school or Upper Elementary (Stage Forms I to III or Standards 6 to 8) that each pupil will have his own atlas, therefore atlas maps are not necessary in the text-book. There should be a fairly large number of sketch maps illustrating features in the text, some of these must show relief and the scale should be indicated on a few of them.

(c) The first maps using contours should be simple and not complicated. Sometime it is necessary to indicate direction of mountain ranges and here a thickened line is better than the "caterpillar". For children under 11 or 12 a simpler pictorial method of showing mountains is permissible, e.g., a series of small miniature diagrams of mountains.

(d) The maps must be clear, not too crowded with words or symbols and they should be large enough to permit of the words and symbols being read easily inside the average type of class room. The younger the pupil the larger and simpler should the maps be. If there is print on the back of the page it should not be allowed to interfere with the clear representation of the map.

(e) The words on the map should be in the same language as the words of the text; otherwise it makes it very difficult for the pupil to find the same places in the map as are described in the text. This is particularly the case with geographical names which are sometimes so hard to memorize and recognize again. It follows that the explanations and names on maps in Indian language-text-books should be written in that language. In the case of upper school texts (Forms IV to VI) the words of the map may be in English provided these very same English words were also found in the text. Even in such cases it makes the map more difficult to read.

(f) Every map must have a title and a key; in some of the maps at least direction and scale must be indicated.

(g) Artificial boundaries such as taluk and district should not cut off abruptly the natural features such as rivers and mountains and lakes.

3. *Adequacy of pictures and diagrams.*—Pictures are essential in Geography text-books for pupils in the primary and middle school stages (i.e., up to Form III and Standard VIII), where the treatment should deal with the concrete as much as possible.

(a) Reproduction must be very clear otherwise the picture is useless. Photographs are not so useful in general, unless of simple subjects, for children below 12, and here the sketch or drawing, which selects, and emphasizes the particular features to be explained, is more easily grasped by the pupils. These drawings should however be prepared by competent and qualified artists.

(b) The selection of pictures is important. Pictures of isolated buildings are of little significance geographically, unless to show the effects of environments, e.g., steep-roofed house in rainy regions, the skyscraper where land for building is at a premium, etc. Pictures of educational buildings, temples, churches, etc., are generally of little use. What is required mainly is pictures of landforms and scenery, vegetation, processes involved in cultivation, extraction and manufacture, the scene at markets, harbours, railway stations, etc.

(c) Explanation of pictures is very important, for it brings out the relation of the picture to the text, e.g., the picture showing balsas or native boats on lake Titicaca would have the subtitle "They are built of rushes because no trees—and so no wood—grow in this high cold region," or the following explanation under a picture of Vesuvius "This is a picture of the Valcano of Vesuvius which was taken from an aeroplane. You can see the rim of the crater. The floor of the crater is covered with red-hot lava."

(d) Pictures, maps and diagrams should be as large as possible, and show the principal details clearly and conspicuously.

4. *Treatment of subject.*—(a) Language must be suited to the stage of pupil and grammatically correct. In the case of text-books in the Indian languages, the accepted equivalents for geographical technical terms should be used.

(b) The geographical argument should be clear. The following are examples of loose thinking, (i) "In this case more forest is cleared and more lands are brought under cultivation. Hence (sic) the people's whole time is not spent entirely in procuring their food." (ii) "The surplus food that they have in the shape of grain gives them more leisure." (iii) "Their nomadic life and the consequent sufferings it entails makes them very kind to strangers" "as people are nomads their house are leather tents." (iv) "Sheep grazing is an important occupation and this is done by people walking on stilts and doing needle-work leaning on a third stilt for support."

(c) The text should provide a reasonable amount of explanation and description and should not resemble either a 'cram' book or a guide book.

(d) The treatment in the lower and middle schools should not attempt to be scientific, nor need the matter be arranged in the form in which the adult would learn it. For example: When scale is introduced first this should be done very simply—there is no need to teach about representative fraction immediately—this might well wait for two more years; similarly in the case of contour lines, it is undesirable to teach sections and forms of contour lines until the pupils have become accustomed to the conception of simple contours; when the rain gauge is first used with young pupils for measuring rainfall, it is undesirable to explain the principle of the relation of the diameter of measuring glass to that of the funnel.

(e) Exercises based on the chapter would be very desirable at the end of each chapter, particularly of the type involving practical work.

5. *Treatment of subject in the primary classes.*—It cannot be too strongly emphasized that the treatment of such small areas as the taluk and the district in an educative way, yet simply enough for children under ten years, **presents considerable difficulties.** In the first place the treatment should not attempt to be logical; secondly it should make use of the concrete as much as possible; and thirdly it should provide plenty of scope for "doing" by the pupils; fourthly the aim should be to develop geographical concepts as well as knowledge of place locations and should give an understanding of simple maps. For example, the pupil of class 3 should be encouraged to draw simple sketch maps (not drawn to scale) of his class-room and his school and the way from his house to the school; then to read a simplified map of his village (which can always be procured from the Taluk office); all this is a necessary introduction to the reading of the taluk and district maps, which should be at least quarto size; they should also be clear, with few names. Practical exercises on these maps will give a better understanding of place location than the learning by heart of long lists of places, e.g., the pupils should be able to find out from the map the headquarters of each taluk, the way from his village to the more important places in the locality, the direction

of bus and railway routes, the names of surrounding districts, etc. Thus one map of the district or taluk is not enough.

The text should be descriptive and should explain very simply, yet with plenty of concrete details, features of land-forms in the home region and the processes of weathering and erosion and deposition, also the kind of crops grown and the seasonal work in connexion with this, also the raw materials and simple processes involved in the industries of the home region particularly with reference to food, clothing and shelter.

6. *Local and Observational Geography.*—There should be some reference in the primary and middle school stage as to the observational work to be carried out in the local environment study of weather, rocks and soil, kinds of crops and occupation, products and routes.

7. Stories in teacher's books for classes 2 and 3 and in readers for class 3 should be such as to illustrate the geographical controls on human life and activities in the several regions, with special reference to food, clothing, shelter, and the work required to procure them.

These books should contain numerous pictures of a simple, clear and typical character. The illustrations need not be photographs but should be drawn by competent and qualified artists if they are line drawings.

7. Essential requirements for the approval of Text-Books in Mathematics.

1. The book should conform to the syllabuses—Departmental or the S.S.L.C. as the case may be—and the various topics in the syllabuses should be adequately dealt with. The suggestions for text-book writers given in the syllabus should be adopted.

2. There should be sufficient explanation of each topic, illustrated by worked examples. The book should not be merely a collection of examples.

3. The book should contain an adequate number of illustrative diagrams and figures which should be neat and accurate.

4. The printing especially of fractions, decimals, and algebraic symbols should be satisfactory.

5. The language of the book should be suited to the class for which it is intended and should be grammatically correct and idiomatic. In books in South Indian languages, the accepted equivalents for technical terms should be used.

6. Answers should be correct.

7. Books intended for the lower standards and classes should be printed in suitably large type.

8. Essential requirements for the approval of Text-Books in Science.

(a) *Elementary Science—Forms I to VI.*—A practical knowledge of the modern applications of Science to daily life is the chief aim of the course in Elementary Science (Physical and Natural). The general principles involved in those applications, and directed observations and simple experiments leading to the above are to be taken up in this course at various stages in Forms I to VI.

Subject-matter.—The syllabus contains the main topics and the details should be confined to what can be taught in class-room during the total number of periods allotted for the subject. Overcrowding with details will decrease the value of teaching. The details will therefore depend on the experience of the pupils, the laboratory facilities in the school on a wide practical knowledge of the neighbourhood in the teacher.

Demonstration should be possible in all cases and practical laboratory work of pupils will have to be limited to a few cases in the Forms IV, V and VI.

Illustrations.—Figures should be natural, fairly large and appealing. More details than are necessary should not be found in them. Parts should be numbered or lettered and the references should all be referred to in the book.

Photographic illustrations of machines are not so useful as line diagrams to explain the parts and working of machines or of a process.

Incongruous, admixture of cross sections and elevations is to be condemned.

Printing and binding.—In addition to the details given about these in the notes on Elementary Schools syllabuses, the following points are to be observed:—

The general principles enunciated and definitions should be given prominence by using bolder types. Facts which may be omitted at a first reading and of secondary importance to the course may be printed in smaller types and be assigned a subordinate place in the book.

Scientific terms.—Scientific terms already in common use (whatever be their source) should be continued. When new words have to be coined, English terms may be used, and transliterated in the regional language (the English words being given by the side in English within brackets to draw attention to their pronunciation). The vernacular terms should be adaptable to take on different terminations for derived ideas and in compound names. In view of the national use of all scientific literature, coining of special equivalents peculiar to Tamil only should be discouraged.

A glossary of the vernacular scientific terms used in a book and their English equivalents may be usefully given at the end of it.

Using English words and sentences so as to form part of vernacular sentences and paragraphs is objectionable.

General.—In the Upper Secondary forms, books may contain tables of constants (Physical and Mathematical), formulæ of frequent use for ready reference. Simple experiments in simple measurement of physical quantities, and numerical exercises thereon should be started in Form IV if not earlier, and class demonstrations on a large scale, with models and specimens should be freely given in Forms IV to VI.

At the end of each lesson or at least at the end of each section there should be given a set of questions. These questions should be designed (1) to test the pupils' understanding of the lessons, and (2) to call for some thinking on the part of the pupils and to require an integration of the ideas obtained from the lessons and from experiences or an application or interpretation of the ideas learnt in the section.

It will be also very helpful if a section on *things to do* could be added at the end of each section suggesting activities that would make more meaningful the ideas in the section.

(b) *Nature Study, Gardening for Elementary Schools.*—The syllabuses on Nature Study and Garden work were drawn up and published in 1939. Without considering the method of treatment which was indicated in the syllabus, books were published in haste and a large number of these submitted for review during the year were more like language readers than books on "Scientific" subjects. However these were recommended for use for two years only and these do not stand the test of useful books in a pre-scientific course.

The aim of this course is to develop the powers of observation and classification and generalization based on observations made from time to time. Such an aim is very different from that of language lessons. Mere facts noted in books play a subordinate place in this syllabus, just as songs written down in words play an insignificant part in lessons in a music class. The method in which the facts are gathered after careful observation in various ways is all important in this subject.

Pupils in Standards 1 to 3 can read books with a little difficulty and cannot grasp the contents at the same time with ease, as reading takes up all their time and energy. As such, books are not recommended in Standards 1 to 3.

The introduction of class books in Standards 4 and 5 helps cramming though it helps the teacher and pupils to a little show of work. As the attention of pupils is drawn away from their chief source of observation to the reading of what is printed in books, the use of class books which contain mere statements of facts is not recommended in Standards 4 and 5.

Books may be recommended in Standards 6 to 8. They may contain instructions and forms for observing and recording the

observations leading to the maintenance of a "nature calender". Periodical observations on the growth, structure and habits of animals, the routine in agricultural operations, etc., may be usefully recorded in Nature Calendars.

If the detailed directions given in the syllabus be carefully followed, the need for class books in classes 1 to 3 will disappear and in classes 4 and 5 will scarcely be felt.

Printing and binding.—Books should be neatly printed with sufficient space between letters, between words and between lines and a good margin all round a page so that there may not be a heavy strain for the boys in reading. Types should be clean and clear. Impressions should be clear and the paper thick enough so that impressions on one side do not interfere with the reading of the words on the reverse side. Flimsy covers for books are to be avoided.

Subject-matter and arrangement.—Lessons should be short so as to be finished in two sittings of a class. Matter should be divided neatly in short paragraphs. Questions may be found at the ends of lessons to guide the reader.

Hints for what have to be observed, collected and preserved in their excursions should find a place. Each excursion period should be preceded and followed by periods spent in the class room.

Illustrations should be clear and appealing, be bold and not too small.

Concentric system of treatment.—Topics included in the syllabus for one class are not intended to be exhaustively treated from the standpoint of the teacher. Year after year by repeated observations the knowledge about each topic will grow in volume and an all-round general knowledge will result.

Books should be sparingly used in classes. These should contain brief summaries of what have been learnt in excursions on fields and periodical work in gardens. Books crowded with details spoil the aim of the pre-scientific courses of study.

9. Essential requirements for the approval of Text-Books in Commercial Subjects.

Conformity with the syllabus.—It should be clearly stated if the book is intended to be prescribed as a Text-Book for Secondary School-Leaving Certificate Public Examination, Government Technical Examinations, or the Secretarial Course under the Reorganized Secondary Education Scheme. Special attention should be paid to see if the subject-matter covers the whole syllabus of the respective examinations and the finalized syllabuses in the case of the Secretarial Course.

Treatment of the subject.—The treatment of the subject should be logical. While it is not necessary that the order of the treatment should follow the order of the syllabus it is essential to see

that there is proper evolution of the subject in the arrangement of the topics. The descriptions and explanations should be clear, concise and definite and not ambiguous, verbose and indefinite. The various topics should be clearly illustrated with Indian examples. In view of the changed political conditions an honest attempt should be made to explain Indian conditions in greater detail so that the requirements of the Indian students may be met.

Book-keeping.—In the case of book-keeping there should be sufficient number of suitable illustrations to explain and elucidate the various principles expounded and there should be given at the end of each chapter dealing with the topic, sufficient number of suitable exercises taken from the previous year's question papers of the Indian Examinations so that the student may have a clear idea of the standard of the relative examinations for which he is studying. The forms of various documents and books maintained by the companies and firms should be given clearly.

Geography, Banking and Theory and Practice of Commerce.—These are growing subjects of vital importance and therefore up-to-date topics of public interest must be discussed and exemplified with reference to Indian conditions, besides covering the syllabuses given. Where necessary specimen forms of various commercial documents should be given with detailed explanations of Indian conditions.

Typewriting.—In the case of Typewriting it is not desirable to grant approval to books which contain merely exercises—exercises for speed practice, tabular statements, official and commercial letters, etc., without any general instructions as to how they should be typed. Clear and definite instructions about setting out matter for display work, instructions for typing tabular statements, commercial and official letters, and common abbreviations used in manuscript writing should be given. A short synopsis of the mechanism of important machines should be given in view of the fact that a written paper on mechanism has been recently introduced in connexion with the Typewriting Examination of the Bifurcated Secretarial Course.

Language.—The language and style should be simple and suited to the stage for which the book is intended to be prescribed, and should be free from grammatical and other errors. In the case of books in the Indian languages it is very important that the official equivalents of the various commercial terms published by the Department should be used. No approval should be given if there is any departure from this principle. If necessary, the English terms may also be given in brackets.

10. Essential requirements for the approval of Text-Books in Music.

Notation.—The music of all the songs should be given in accurate notation. The books are intended to be used over a wide

area and it is not possible for every teacher to be familiar with the tunes referred to by the author. The notation will help one to learn the piece easily and teach it accurately. The notation will also help in deciding if the sahityas (libretto) of the songs conform to the rules of musical prosody. The notation will again be of help in deciding if phrases admissible in the raga are used.

In the case of songs for which the ragas cannot be specifically mentioned, the melakartas (parent scales), should be given and the accidentals indicated wherever they occur.

In the case of songs, whose sahityas are in a language other than the regional language, it is desirable that the meanings of such songs are given in the appendix, in the regional language for the benefit of the teacher.

In svarajatis, varnas, kritis and kirtanas the phrasings of the music (dhatu) should be correctly indicated.

Choice of songs.—In addition to progressively graded vocalises, graded selections from classical composers, well-known folk songs, ballads, divyanama kirtanas, selections from Tevarams, Tiruvachagams, Tiruppugazh, Nalayira Divya Prabandham, and selections from well-known operas like Tyagararaja's Nowka Charitram and Gopalakrishna Bharati's Nandanar Charitram should be chosen. Every piece must contain on its top the name of its raga, tala and composer. Cinema tunes and songs with an inferior type of music should be avoided. Songs with faulty sahitya and songs set to so-called English notes should be avoided. Piece chosen should as far as possible be in South Indian ragas. Songs of contemporary composers should be avoided unless they are of acknowledged merit. Pieces far above the standard should be excluded. In the case of classical pieces, the original sahityas should be kept intact, and not replaced by modern ones.

In the case of Tamil books, which contain songs in Telugu, Sanskrit or Kannada it is desirable that the sahityas are printed in Telugu or Devanagari script separately and also transliterated in Tamil. This will help in the correct pronunciation. Wherever story songs or songs which happen to be selections from operas are included such songs may be illustrated with appropriate illustrations. Wherever possible, the name of the composer should be indicated at the top of each song. The names of ragas should be correctly spelt. For instance Harikambhoji is the correct name. In some Tamil books this name is printed as Arikambodi. (The significance of the name Harikambhoji as the 28th melakarta raga will be lost if the name is given as Arikambodi.) In each book, definitions of appropriate technical terms should be given. The exercises belonging to the sphere of Abhyasa Gnana should be properly graded and presented. The original tunes of well-known songs should under no circumstances be replaced by other tunes.

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