

~~Closed~~
~~1950~~

Education (1950) Department

MS. SERIES.

(14)

G.O. No. 1263 Education

Dated the 20th April 1950.

Despatch Abstract

Education - Secondary - Reorganisation -
Study of General and Composite Mathematics
from the beginning of the school year 1950-51 -

Approved.

Education Department *B*

From

The Director of Public Instruction,
Madras.



No 2323 E.1/49 dated 8.4.50 *(L) 569*

Subject: Education - Secondary - Re organisation -
Syllabus in Mathematics for the Reorganised
Secondary School courses (General and
Composite)

Reference: G.O. Ms. No. 660 Edn dated 1-3-1950

5736
9/3/50

The Committee constituted in the above G.O.
met on 6-3-50 in the Office of the Director of Public
Instruction, Madras. A copy of the syllabus framed is
submitted herewith. The syllabus is being published in the
Fort St. George Gazette and will be finalised after six
weeks taking into account the suggestions which may be
received including the views of the Board of Secondary
Education, if Government so direct. *(H) 12*

2. A copy of the resolution No. 9 of the
Provincial Advisory Board of Education on the subject is
enclosed.

3. I recommend for the approval of Government
that the syllabus in Mathematics as now revised and finalised
as above may be brought into force from the beginning of
the school year 1950-51.

Yours faithfully,

J. O. Paulanathan
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for Director of Public Instruction

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10/4

SYLLABUS IN MATHEMATICS FOR THE REORGANIZED SECONDARY
SCHOOL COURSES (GENERAL AND COMPOSITE).

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This subject is one of the general subjects of the Academic, Secretarial and Pre-Technological High School Courses. It is one of the subjects of Part II of the Domestic and Aesthetic Course for Forms IV to VI out of which ~~teacher~~ pupil has to choose three. Five periods a week are suggested to be given to the subject in a week of 35 periods in each of the respective forms.

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In Forms V and VI alternative syllabuses, for General and Composite Courses are provided. Every pupil is expected to choose one of these in ~~in~~ Form V and continue it in Form VI. The Composite Course is intended for pupils who take the Mathematics and Science Groups in the Intermediate Course.

FORMS IV TO VI.

Suggestions for teachers and textbook writers: These suggestions apply chiefly to arithmetic in the syllabuses for the respective forms. Suggestion (5) applies to all parts of the syllabus.

1) Problems should be realistic, relevant to daily life, school activities, craft and other subjects studied in school. They should include making accounts, using real pricelists, railway time-tables, etc.

2) The textbooks should provide for such problems as far as possible and practicable. The teacher should supplement these by problems specially suitable to the locality and related to the crafts common in the country.

3) Complicated inverse problems should be avoided. The pupils should ~~be given opportunities to~~ ~~reach~~ reach a high level of proficiency in straightforward application of the rules and processes learnt.

4) The answers to problems need not ^{always} be exact numbers. Pupils should be given opportunities to use their judgment to give answers to a reasonable degree of accuracy.

5) From time to time pupils should be tested for speed and accuracy in the fundamental skills and should keep a record of their own performance. Textbooks should indicate such tests and also provide exercises for oral and mental work.

6) Practical work should grow out of school activities as far as possible, and should form an integral part of the teaching of each topic. Most of the practical work may be done in groups. Textbooks must give suggestions about how to do the practical work, and how to perform the calculations and write down the results to a reasonable degree of accuracy.

7) There should be correlation wherever possible ^{with} ~~with~~ Social Studies and with General Science. Alternative problems may be given for pupils taking the different diversified courses where this would be useful in the higher forms.

8) Topics need not necessarily be taken up in the order given in the syllabus. Short methods should not be treated as a separate topic, but they may be taught incidentally.

(P.T.O.)

BOOKS FOR REFERENCE.

1. Mathematics for Modern Schools, by T.H.Ward Hill(George G. Harrap & Co.)
2. Sane Arithmetic for Seniors, by Charles Warrell(George G. Harrap & Co.)
3. Master Key Arithmetic: By F.L.Clapp(Houghton, Mifflin & Co.)
4. Daily Life Arithmetic: ~~By Strayer and Upton(American Book Co.)~~ by Buswell, Brownwell and John(Ginn and Co.)
5. Social Utility Arithmetic: By Strayer and Upton(American Book Co.)
6. Functional Arithmetic through Citizenship. By Trevelyan and Morley. (Longmans).
7. Agricultural Mathematics. (Taliparamba). By V.Raghunatha Ayyar. (Government Press, Madras)..
8. Practical General Arithmetic, for (General course)
9. Mathematics in Theory and Practice, Edited by W.W.Sawyer, B.A. (The New Educational Library, Odhams Publication)
10. Mathematical Recreations: By Maurice Kraitchik.

Each of the first six titles above consists of a graded series.

Useful extracts and cuttings from newspapers and reports.

Railway guides, maps, ready-reckoner tables.

LIST OF APPARATUS REQUIRED FOR MATHEMATICS TEACHING IN THE HIGH SCHOOL.

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Measuring tape marked in feet and inches.(100 feet, if possible)
Surveyor's Chain, a set of arrows and tailor's measuring tape.
Capacity measures.
Letter balance and weights.
Market balance and weights; Weighing machine.
Clock.
Watch showing seconds, preferably a stop-watch. Seconds pendulum.
Wall calendars showing English and corresponding Indian almanac dates.
Several wooden strips or tapes marked in feet and inches to fix to the wall for measuring pupil's heights.
Cardboard and plywood inch squares.
A set of geometrical models--cube cuboid, cylinder, cone, sphere, square, pyramid, triangular prism and hexagonal prism.
Metal straight edge.
Transparent squared paper(inch squares).
Transparent squared paper(Centimetre squares).
A pair of compasses, and dividers, protractor, yard rule, metre rule, set-squares--for blackboard work.
Plumb line and a simple clinometer.
Spirit level and mason's level.
Cross-staff.
Squared blackboard for graphs.
wooden inch cubes.
Hollow rectangular vessel.

(P.T.O.)

Each pupil should have a foot ruler showing inches, tenths and other fractions of an inch, decimetres, centimetres, a pair of compasses and dividers, a protractor and set-squares.

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SYLLABUS FOR THE PARALLEL COURSE IN MATHEMATICS.

FORM IV.

(Common to General and Composite Courses).

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ARITHMETIC.

1. Averages--Inverse problems on averages.
2. Ratio and Proportion: Ratio of fractions, comparison of ratios, Inverse Ratio.

Proportion--equality of ratios. Division in a given ratio; proportionate division.
Representative fraction, (R.F.) to indicate scale.
Compound proportion involving not more than three variable quantities.
Application of ratio and proportion to partnership, time and work and time and distance.
3. Percentage and its application to profit and loss and discount.
4. Simple interest--Use of formula for I and A. Inverse problems on finding P, N, R--Use of interest tables.

ALGEBRA.

1. Generalized Arithmetic--Substitution--Positive and negative quantities--Four fundamental operations including removal of brackets. Binomial multiplication and division of expressions.
2. Simple identities-- $(a + b)^2$; $(a - b)^2$; $(a^2 - b^2)$ and their simple applications.
3. Transformation of formula.(Changing the subject)
4. Simple equation--Problems involving equation method in simple interest, time and work, time and distance and averages.

GEOMETRY (EXPERIMENTAL).

Drawing and measuring angles--Verifying the properties of angles at a point--Drawing parallel straight lines--Verifying the properties of angles made by a transversal with parallel straight lines--Proportionate division of straight lines--Geometrical illustrations of the three identities learnt. Triangle--Constructions based on theorems included in Geometry(Theoretical).

GEOMETRY (THEORETICAL).

Proofs of the following theorems should be indicated orally. A formal proof need not be expected of pupils.

- Theorem 1. If a straight line stands upon another straight line the sum of adjacent angles so formed is two right angles.
- Theorem 2. If from a point on a straight line two straight lines be drawn on opposite sides of it so as to make the sum of the adjacent angles equal to two right angles then the two straight lines are in one and the same straight line.

(P.T.O.)

- Theorem 3. If two straight lines intersect, the vertically opposite angles are equal.
- Theorem 4. If two straight lines are cut by a third straight line so as to make a pair of alternate angles equal or a pair of corresponding angles equal or a pair of interior angles supplementary then the first two straight lines are parallel.
- Theorem 5. If two parallel straight lines are cut by a third straight line, then i) any pair of alternate angles are equal, ii) any pair of corresponding angles are equal and iii) any pair of interior angles are supplementary.
- Theorem 6. If two straight lines are parallel to the same straight line, they are parallel to each other.

Formal proof to be expected of pupils for the following theorems and the most important riders under them:-

- Theorem 1. The sum of the three angles of a triangle is equal to two right angles.
- Theorem 2. The sum of the interior angles of a polygon of 'n' sides is equal to $(2n - 4)$ right angles.
- Theorem 3. If two triangles have two sides of the one respectively equal to two sides of the other and the included angle of the one equal to the included angle of the other, then the triangles are congruent.
- Theorem 4. If two triangles have two angles of the one respectively equal to two angles of the other and a side of the one equal to the corresponding side of the other, then the triangles are congruent.
- Theorem 5. If two sides of a triangle are equal, then the angles opposite these sides are equal.
- Theorem 6. If in a triangle two angles are equal, then the sides opposite these angles are also equal.

GRAPHS.

STATISTICAL GRAPHS--Plotting of points.

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SYLLABUS IN MATHEMATICS FOR THE RE-ORGANIZED SECONDARY SCHOOL COURSE.

FORMS V AND VI. (GENERAL COURSE)

FORM V.

1. Approximation in whole numbers and decimals. Significant figures, Contracted methods for addition and subtraction. Rough estimate of results in multiplication and division; the use of these to check results.

Approximate equivalents for common units, e.g., foot and centimetre, pound and gram, fluid ounce and cubic centimetre. Simple problems using these. Conversion graphs.

(P.T.O.)

2. Simple problems relating to investments such as fixed ~~an~~ and recurring deposits, savings certificates, stocks and shares, insurance, commission, taxes, bankruptcy. Use of tables.
3. Compound interest. Finding amount and interest only, for a time not exceeding two periods.
4. Square root of integers and of simple fractions by factors.
Square root of integers and decimal fractions by division method.(arithmetical method).
Use of square root table.
5. Pythagoras property of a right angled triangle.
Practical demonstration by paper cutting.
Length of diagonals of squares and rectangles.
Area of isosceles right angled triangles; area of equilateral triangle.
6. Circles--i) circumference of circle, length of an arc.
ii) Area of circle, area of circular ring, area of a sector of circle, proportionate representation by sectors.
iii) Properties of a circle--angle in a semi-circle, a right angle, angle between radius and tangent at the point of contact a right angle.
Construction of tangents to a circle i) at a point of its circumference and ii) from a given external point.
7. Construction of triangles given--
i) a right angle, the hypotenuse and one other side.
ii) two sides and an angle not included by them.
Simple problems on construction of triangles including heights, and distances, by drawing to scale. Actual use of clinometer out of doors.
8. Construction of squares, rectangles, parallelograms and rhombuses, and finding their areas.
9. Simultaneous linear equations in two unknowns. Application to solution of very simple problems.

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FORM-VI.

1. Average or mean values(e.g., as encountered in Geography).
Errors, absolute and relative.
Percentage error.
2. Straight line graphs $y = mx$ and $y = mx$ plus c and their application to ready reckoner, simple travel graphs.
3. Construction and area of--
i) Trapezium, including isosceles trapezium; simple cases.
ii) General quadrilateral.
iii) Regular hexagon.
4. Rectangular solids.
Units of volume.
Finding volumes of rectangular solids.
Use of formulae.
Finding length, breadth, height or cross-section.

(P.T.O.)

5. Surface area and volume of:-
 - i) Right prism, cross-section being a triangle, rectangle, isosceles trapezium or regular hexagon.
 - ii) Right circular cylinder.
 - iii) Right circular cone.
 - iv) Sphere.
6. Plane figures and solids of the same shape.

Comparison of corresponding lengths, areas and volumes.
Enlarging and reducing simple plane figures.
7. Reviews and revision tests.

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SYLLABUS FOR THE PARALLEL COURSE IN MATHEMATICS (COMPOSITE COURSE).

FORMS V & VI.

1. Square root of integers and common fractions by factors--
Square root of integers and decimal fractions by the division method--Use of square root tables.
2. Compound interest--Finding amount and interest only for a time not exceeding two periods.
3. Circles:-i) Circumference of circle, length of arc and
ii) Area of circle, area of circular ring, area of sector of a circle.

ALGEBRA.

Multiplication of trinomials:-

Theory of positive integral indices.
Easy factorization of quadratic functions.
Factorization applying identities learnt.
Simultaneous equations in two unknowns.
Problems leading to simultaneous equations in two unknowns.
Solving simultaneous equations in three unknowns by the method of elimination.

GEOMETRY (EXPERIMENTAL).

Construction of triangles using theorems learnt--Construction of right angled triangles given hypotenuse and one side; Construction of triangles given two sides and an angle not included by them--Verification of the theorem of Pythagoras--Practical demonstration by paper cutting.

Problems on heights and distances.

Construction of rectangles, squares, parallelograms, and rhombuses.

Area of figures including maps and field work.

GEOMETRY (THEORETICAL).

A formal proof of the following theorems need not be expected from the pupils, though proofs should be indicated orally:

(P.T.O.)

- Theorem 1. The sum of any two sides of a triangle is greater than the third side. (The straight line joining two points is the shortest distance between them).
- Theorem 2. Perpendicular is the shortest distance from a point to a given straight line.
- Theorem 3. The locus of a point which moves so as to be equidistant from two given points is the perpendicular bisector of the line joining the given points.
- Theorem 4. The locus of points which are equidistant from two intersecting straight lines is the pair straight lines which bisect the angles between the given lines.

Pupils will be expected to give proofs of the following theorems and to solve easy riders under them:-

- Theorem 1. If two triangles have three sides of the one respectively equal to three sides of another, then the triangles are congruent.
- Theorem 2. If two right angled triangles have their hypotenuses equal and another side of one triangle equal to a second side of the other, then the triangles are congruent.

Application to:-

- 1) "The straight line drawn from the centre of a circle to bisect a given chord which is not a diameter is at right angles to the chord."
- 2) "If a line be drawn from the centre of a circle perpendicular to a chord of a circle it will bisect the chord".
- 3) "Equal chords of a circle are equidistant from the centre".
- 4) "Chords which are equidistant from the centre of a circle are equal".

- Theorem 3. If one side of a triangle is greater than the other side then the angle opposite the greater side is greater than the angle opposite the smaller side.
- Theorem 4. If one angle of a triangle is greater than a second angle, then the side opposite the greater angle is greater than the side opposite the smaller angle.
- Theorem 5. In a parallelogram 1) the opposite sides are equal, 2) the opposite angles are equal and 3) the diagonals bisect each other.
- Theorem 6. If three or more parallel straight lines cut off equal intercepts on one straight line which cuts them, then they cut off equal intercepts on any other straight line which cuts them.
- Theorem 7. If a parallelogram and a rectangle have the same base and lie between the same parallels they are equal in area.
- Theorem 8. The area of a triangle is equal to half the area of a rectangle drawn on the same base and between the same parallels.

(P.T.O.)

Theorem 9. In a right angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.

Theorem 10. If the square on one side of a triangle is equal to the sum of the squares on the other two sides, the triangle is right angled.

Extension to obtuse and acute angled triangles.

Numerical applications.

GRAPHS.

Graphs of $y = mx$; $y = mx + c$ and their application to ready reckoners and conversion graphs.

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FORM VI. ARITHMETIC.

1. Volumes of rectangular solids--finding length, breadth, height or cross-section.

2. Surface area and volume of:-

- i) Right prism, cross-section being a triangle, rectangle, isosceles trapezium or regular hexagon.
- ii) Right circular cylinder.
- iii) Right circular cone.
- iv) Sphere.

ALGEBRA.

H.C.F., L.C.M., Fractions--Simple type--Solution of quadratic equations by the method of factorisation.

Functional Notation, Remainder theorem and its applications to factorisation.

Undetermined Co-efficients--Application to find square root (casting one expression as a function of another not required.)

Square root--extraction--Homogenous and symmetrical expressions--Factorization of homogenous and symmetrical expressions. (3rd and 4th degrees only).

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GEOMETRY (EXPERIMENTAL).

Construction of quadrilaterals--Drawing tangents from an external point--Heights and distances as application of similar triangles--Construction of regular polygons of 6 and 8 sides i) in or about a circle, ii) on a given straight line. Construction of regular polygons of 5, 10 and 12 sides using protractor.

GEOMETRY (THEORETICAL).

The following theorems to be assumed as axioms and no formal proof to be expected of pupils:-

Theorem 1. In equal circles equal arcs subtend equal angles at the centre and its converse.

Theorem 2. In equal circles equal arcs cut off equal chords.

Pupils will be expected to give proofs of the following theorems and to solve easy riders under them:-

(P.T.O.)

Theorem 1. There is one circle, and only one which can pass through three points not in the same straight line.

Theorem 2. The angle which an arc of a circle subtends at the centre is double that which it subtends at any point on the remaining part of the circumference.

Application to: Angle in a semi-circle is a right angle.

Theorem 3. Angles in the same segment of a circle are equal.

Theorem 4. The opposite angles of a cyclic quadrilateral are supplementary.

Theorem 5. If the line joining two points subtends equal angles at two other points on the same side of it the four points lie on a circle.

Theorem 6. A quadrilateral in which two opposite angles are supplementary is cyclic.

Theorem 7. The tangent to a circle at any point on its circumference is perpendicular to the radius of the circle at the point of contact.

Theorem 8. If two circles touch the point of contact lies on straight line through the centres.

Theorem 9. The angle between a tangent to a circle and chord through the point of contact is equal to any angle in the alternate segment.

Theorem 10. If a straight line is drawn parallel to one side of a triangle it cuts the other two sides proportionately, and its converse.

Theorem 11. If two triangles are equiangular, the triangles are similar.

Theorem 12. If three sides of one triangle are proportional to three sides of another triangle, then they are similar.

Theorem 13. If two triangles have one angle of one equal to an angle of the other and the sides about these equal angles in proportion, then the triangles are similar.

Theorem 14. If two chords of a circle, produced if necessary, cut one another, then the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other, and its converse.

GRAPHS.

Graphs of $y = mx + c$ and $y = ax^2$ and their application to the solution of linear and quadratic equations.

TRIGONOMETRY.

Sine, cosine and ~~tan~~ tangent of an acute angle, use of trigonometrical tables.

Gsk:11.3.50.

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8
Office of the Director of
Public Instruction,
Madras-6, April 4, 1950.

From The Convenor,
Provincial Advisory Board of Education
To The Members of the Provincial Advisory
Board of Education.

Sir/Madam,

I enclose a copy of the Minutes of the meeting
of the Provincial Advisory Board of Education held on 29th
March 1950.

Yours faithfully,

J. V. Paulanahie
For CONVENOR. 711

Copy to B1, B2, E, L, J and SE Sections.

155 Bpms

5. Dr. A. Lakshmanaswamy Mudaliar said that from the educational point of view the mother tongue was the best medium and from the administrative point of view the regional language was the best medium of instruction. He also said that the study of a language as language was different from the use of it as medium and experience has shown that the use of a regional language as medium in the past did not suffer among students who did not study it as a language but studied Sanskrit in its place.

6. Mr. M. Satyanarayana said that irrespective of the regional language the medium of instruction should be in the mother tongue. He desired the House to consider whether students who took Hindi as the First Language and mother tongue might be insisted upon to study one of the regional languages in the second language group.

7. Sri K. Kuruvilla Jacob advocated the same distribution for Form I as was recommended by the Expert Committee for Forms II and III.

8. After discussion, the House approved the recommendations at items (v) and (vii) of the Expert Committee as modified by the Director as follows:--

Any Indian language, whether it is the mother tongue, ^{or the} Regional Language, Classical Language, or any other language may be the First Language; the medium of instruction will be in the Regional Language irrespective of the first language, except where it is specially provided for, for the minorities under conditions prescribed by Government.

9. The question of a composite course including Algebra and Geometry as an alternative to General Mathematics was considered and the House decided to have it as an alternative to General Mathematics. It was also decided that if possible the alternative course might come into force from next school year.

10. The next item of the agenda, viz., Item (3) Viz., restoration of the authority of Headmasters of High Schools in the matter of detaining students from appearing for the S.S.L.C. examination was taken up for discussion.

11. Sri Narasimha Rao said that he was against the restoration of the authority to the Headmasters in the matter of detaining students. Now that Citizenship Training had been introduced in the school curriculum, it would inculcate some fear in the minds of the pupils. He feared that students in his area (Andhra Desa) might resort to strike.

12. The Hon. the Minister disagreed with the views of Sri Narasimha Rao and said that under no circumstances should a decision on the question be influenced by the fear that students may go on strike.

13. The House finally agreed to restore the authority to the Headmasters of high schools to detain from appearing for the S.S.L.C. examination pupils whom they considered unfit to do so. The Board also expressed its desire that Headmasters should not detain too many students.

14. Item (5) of the agenda, viz., whether preference should be given to B.As. over B.Scs. in the matter of appointment of teachers was then taken up. The Director said that as the

teaching in secondary schools was through the medium of the Regional Language it was worthwhile to appoint B.As. in preference to B.Sc.s. as the latter were not competent to handle any subject other than the particular Science they had specialised in.

15. The House finally approved the suggestion that preference might be given to B.As. over B.Sc.s. in the matter of appointments of teachers for Forms IV to VI.

16. Item (4) of the agenda, viz., recommendations of the Adult Education Subcommittee was then considered. The Hon'ble Mr. Justice Basheer Ahmad Sayeed suggested that it was better that Government themselves took over the responsibility for the supervision and control of the spreading of Adult Education in the Province. He did not favour non-official agencies being entrusted with the work. He desired that for Adult Education a new department might be set up which would be in complete charge of the organisation, supervision and control of Adult Education work. The House accepted in general the recommendation of the Adult Education Subcommittee that Government should be responsible for the administration of Adult Education. Dr. Lakshmanaswamy Mudaliar also supported the recommendations of the Subcommittee.

17. Item (1) viz., steps to be taken in connection with the improvements to Elementary Education of the agenda, was then discussed. The House accepted the views of Dr. A. Lakshmanaswamy Mudaliar as follows:

'That Elementary Education should be given the highest priority with regard to literacy and every effort should be made to spread Elementary Education by shift system, by the appointment of part-time teachers and by such other methods as the Director may consider fit.'

18. Item (6) of the Agenda, viz., Provision of play fields for Elementary Schools was then taken up. The House discussed this question at some length and decided that it was not possible to make provision for play fields in urban areas; it might be possible only in rural areas.

19. Item (7) of the agenda, viz., teaching of Hindi in Elementary Schools was then taken up. The recommendation of the Expert Committee, viz., "That the Committee feels that there is no need to extend the study of Hindi to the primary stage but that such schools as desire to teach it may be permitted to do so on a voluntary basis" was accepted.

20. Item (8) of the agenda: The Board did not discuss the subject.

S. S. Pantulian
574
For CONVENOR.

6736
C. no. 6371 B/50.

Education - Secondary - Reorganisation - Study
of General and Composite Mathematics.

pp 1-109

From the Director of Public Instruction, R.C. no. 2323 E/49
dated 8.4.1950

In So. no. 660 E/49 of 1.3.1950, the Government

EDUCATION DEPARTMENT (B)

EDUCATION - Secondary - Reorganisation - Study of
General and Composite Mathematics from the beginning of
of the school year 1950-51 - Approved.

(L) 569

Read: G.O.Ms.No.660 Education, dated the 1st March 1950.
From the Director of Public Instruction, R.C.No.2323-E/49
of 1949 dated the 8th April 1950.

pp 1-109

20/2/50

ORDER MS.NO. 1263 EDUCATION, dated 20-4-1950.

19/4/50

The Government approve the recommendation of
the Director of Public Instruction that the study of
General and Composite Mathematics under the reorganised
scheme of Secondary Education may be introduced from the
beginning of the school year 1950-51, after the syllabi
prepared for the subjects are finalised in the light of
the suggestions that may be received.

P.T.O.

EDUCATION DEPARTMENT

2. The file may now be circulated to
H.M.(E+L) for orders

Seems unnecessary
in view of the fact that
given by the D.P.I.
for 15-4-50
unnecessary
15/4

(1) whether the syllabi may be placed before the
Board of Secondary Education for approval, after final-
ising them on receipt of the suggestions received, and
(2) whether they may be brought into force from
the next school year as recommended by the D.P.I.

14/4/50
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H.M.(E+L)

EDUCATION DEPARTMENT (B)

12
EDUCATION ~~Secondary~~ Reorganisation - Study of
General and Composite Mathematics from the beginning of
of the school year 1950-51 - Approved.

Read: G.O.Ms.No.660 Education, dated the 1st March 1950.
From the Director of Public Instruction, R.C.No.2323-Ed
of 1949 dated the 8th April 1950.

ORDER MS.NO. 1263 EDUCATION, dated 20-4-1950.

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General and Composite Mathematics under the reorganised
scheme of Secondary Education may be introduced from the
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prepared for the subjects are finalised in the light of
the suggestions that may be received.

P.T.O.

6736
C. no. 6276/50.

Education - Secondary. Reorganisation - Study
of General and Composite Mathematics.

pp 1-10g

From the Director of Public Instruction, R.C. no. 2323 E/49
dated 8.4.1950

-2-

2. The syllabi ~~of the present~~ need not be
placed before the Board of Secondary Education for its views in
view of the publicity given by the D.P.I.

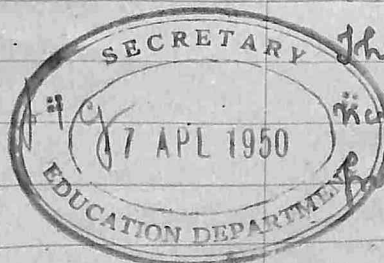
To
The D.P.I.
The Registrar,
University of
Madras, Chepauk,
Madras.
The Registrar,
Andhra University,
Waltair.
The Registrar,
Annamalai Univer-
sity, Annamalai-
nagar.
Two S.Cs.

(L) 5-6g

In S.O. no. 660 E/1.3.1950, the Government
accepted the recommendation of the Expert Committee consti-
tuted by them that there should be two alternative syllabi
for Mathematics - (1) a Composite syllabus including Arith-
metic, Algebra & Geometry and (2) a syllabus in Mathe-
matics similar to the present one in addition, if
possible, of a few topics in Commercial Arithmetic and
that the students should be allowed to study any one
of the syllabi according to their choice. ~~The syllabus
has been drawn up by a Committee specially constituted for the purpose
a Committee to prepare the necessary syllabi and the
Committee has now drawn up the syllabi. It is being~~

(L) 5-6g
pp 2-10g

published in Fort St. George Gazette and it will be finalised after
six weeks taking into account the suggestions which
may be received including the views of the Board
of Secondary Education, if Government so direct.
The Provincial Advisory Board of Education has
decided that the Composite course including Algebra
and Geometry should be studied as an alternative
to General Mathematics and that it should be
introduced from the next school year, if possible.
The Director also recommends that the syllabi as
now revised and finalised may be brought into force
from the school year, 1950-51.



2. The file may now be circulated to
H.M.(E+L) for orders

Seems unnecessary
in view of the publicity
given by the D.P.I.
15-4-50
15-4-50

(1) whether the syllabi may be placed before the
Board of Secondary Education for approval, after final-
ising them on receipt of the suggestions received, and
(2) whether they may be brought into force from
the next school year as recommended by the D.P.I.

14/4/50
14-4-50

15-4-50

H.M.(E+L) 176

The orders in circulation on page 1 ante
may be perused. The draft order below is for
approval.

02/07/50
DET
C.M.D.

27/4/50
1282
17.4.50

19.4.50

seen through by a Committee of the Council

17.4.50

17.4.50

17.4.50

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