

E. 15. 300-9-11-00.
Educational (190 /) Department.

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G.O., No. 251

DATED 7th May 1901

INDEXED.

ORIGINAL

[Despatch Abstract.]

Education of the Savakas.

Sanctioning certain proposals of the D.P.I.
for the advancement of education among the Savakas.

The Notes
in these Proceedings have been printed.

BACK PAPERS.

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FURTHER PAPERS.

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

For 937 of 01 for 394 Miss
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24/7/01

Government {1901} of Madras. EDUCATIONAL.

Recd.

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} 1901.

Enclosures

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ORIGINAL

G.O., No. 251, 7th May 1901.

MAY.

Education of the Savaras.

Sanctioning certain proposals of the Director of Public Instruction for the advancement of education among the Savaras.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—again the following paper:—

G.O., No. 138, Educational, dated 9th March 1901.

READ—also the following paper:—

From the Hon'ble Mr. G. H. STUART, M.A., Barrister-at-Law, Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 20th April 1901, Ref. on C. No. 935.

With reference to paragraph 3 of G.O., No. 138, Educational, dated 9th March last, and paragraph 8 of my letter read therein, I have the honour to submit the following proposals for the advancement of education among the Savaras.

2. Owing to the extremely backward condition of this community, Savara pupils find it very difficult to pass all the compulsory subjects at one and the same examination, and hence a teacher of Savara pupils is unable to earn results grants which are commensurate with the trouble he takes in teaching his pupils, and he naturally looks to those of his pupils who belong to a more advanced community for the major portion of his grants. In addition, therefore, to the concession made in the Government Order under reference, viz., that Khond and Savara pupils be allowed to rank one class higher for grants than Uriyas, it is necessary to allow the Savaras to be presented for grant examination in one or more of the compulsory subjects at a time, so that they may earn grants on the results of their examination in *each subject separately*. The present system of requiring them to pass in all the compulsory subjects at one and the same examination, like pupils belonging to more advanced communities, places the teachers and pupils of Savara schools at a great disadvantage. If this view is accepted by Government, the necessary modifications will be made in the Grant-in-Aid Code for 1902-1903.

3. Certain changes should be made also in the curriculum of studies laid down in chapter V of the Educational rules, so as to adapt it to the conditions of this community. The following curriculum is proposed by M.R.Ry. G. V. Ramamurti Pantulu, an assistant master in the Zamindari High school, Parlákimedi, who has paid special attention to the subject:—

Standard.	Object lessons.	Fables and stories.	Drawing.	Arithmetic.	Songs.
1. Infant ..	As in Educational rules. Six lessons to be prepared.	Six simple fables.	..	Counting forwards 1 to 12. Simple addition of two numbers whose sum does not exceed 10.	Two.
2. First ..	As in Educational rules. Nine lessons to be prepared.	Eight fables ..	Four figures.	Counting forwards and backwards 1 to 50. Addition of two numbers whose total does not exceed 50. Multiplication table up to 2 times 12.	Four.
Second ..	As in Educational rules. Twelve lessons.	Twelve fables ..	Six figures.	Counting forwards and backwards 1 to 100. Multiplication table 5 times 12. Addition and subtraction mentally of two numbers of not more than two figures.	Six.

Standard.	Object lessons.	Fables and stories.	Drawing.	Arithmetic.	Songs.
Third ..	As in Educational rules. Sixteen lessons.	Sixteen fables ..	Eight figures.	Notation and numeration up to 1,000. Multiplication table up to 10 times 12. Addition and subtraction (on slates) of numbers of not more than three figures. Multiplication and division mentally or on slates, the multiplier or divisor not to exceed 10.	Eight.
Fourth ..	As in Educational rules. Twenty lessons.	Twenty stories. Accounts of four savage races in India and how they were civilised.	Twelve figures.	On slates. Four simple rules. Simple bazaar transaction.	..

Third Standard.—Reading 20 simple words in which conjunct consonants do not occur according to the "Look and say" method.

Fourth Standard.—(a) Pointing out the letters of the alphabet occurring in the words learnt (a, á, i, í, n, ñ, e, é, i, o, ó, k, g, n, j, d, t, p, b, m, y, r, l, v, s). * Simple words in which these letters occur are to be taught. (b) Writing words consisting of three simple letters.

* These are the only sounds that occur in the Savara language.

The following extract from his letter explains the necessity for the above changes in the curriculum:—

"The curricula of studies should be modified and adapted to the conditions of the Savara community. When it is said by some educationists that the present curriculum is not suited to the conditions and requirements of all classes of the Hindu community, I need not emphasise the point that it requires to be altered a good deal before it suits the condition of the Savaras. Since the Savara tribe came into existence, never has a single member of it ever been taught to read or to write. It is a well-known fact that barbarous tribes like the Savaras have a repugnance to learn reading and writing. Is it a matter of surprise that the Savaras have persistently refused to receive instruction when we offer it on conditions too hard for them? The first thing we do when a Savara boy goes to our school, is to make him trace on the floor one or two letters of the Uriya or Telugu alphabet (the Savara language has not been reduced to writing). The whole day, and day after day, he is made to do so. At the close of the year, if he at all stays so long, he may learn a dozen letters. But what is the good of it? Does not the Savara very naturally and reasonably hate such instruction? I have, therefore, suggested that (*vide* paragraph 9 (iv) (b) of my memorandum) instruction should be imparted to the Savaras only orally and that it should consist of lessons on objects and fables and stories illustrated by pictures instead of reading; drawing instead of writing; mental arithmetic and songs. The necessity, usefulness, and expediency of adopting such a course of instruction will be, I think, evident, when it is known that the Savaras are the least civilised of the hill tribes in our province, nay, if we except the leaf-wearing Juangs of Orissa and a few small tribes of the Himalayas, in the whole country. However, I would not altogether exclude reading and writing. I would have them introduced into the fourth year's course of the third standard. To postpone these two subjects till the Savaras overcome their prejudices and get accustomed to school discipline and till they evince some interest in school work, it is most desirable not to frighten them away with the letters of the alphabet, quite meaningless and awkward to those ignorant creatures. I need not say that a good deal of instruction may be imparted orally. A Savara who can only count up to twelve will be much the better for some knowledge of arithmetic which he may acquire with the help of the ball-frame. Is not arithmetic taught in the same manner to Hindu boys of the infant and first standards of our schools? I would extend this method to the second and the third standards in the case of the Savara boys."

4. It is also necessary to offer special encouragement by way of increased pay or honoraria to teachers in Hill schools and Superintendents of Hill schools who learn the Savara language. Most of these teachers and superintendents are now ignorant of the language, and hence are unable to make themselves fully understood by the Savara pupils under their charge. I may mention in this connection that almost all the Savara pupils now under instruction are taught either Uriya or Telugu and not their mother-tongue, and it is evident that instruction imparted in a foreign language to pupils in the primary standards cannot be satisfactory. If teachers employed in Hill schools in the agency could be induced to learn the Savara language, the system

of oral instruction by means of object lessons which is recommended in paragraph 8 of my letter already referred to might be introduced with success. I, therefore, recommend that teachers employed in schools established in the Savara villages or near them, who require a fair knowledge of the Savara language and have at least four Savara pupils reading in their schools for not less than a year, may receive an honorarium equal to three months' pay. The Superintendents of Hill schools who learn the Savara language may likewise be given an honorarium equal to three months' pay.

5. If the above proposals meet with the approval of Government, a draft of the necessary changes in the Grant-in-aid code and in the Educational rules will be submitted.

ORDER—No. 251, Educational, dated 7th May 1901.

The proposals of the Director are accepted. A draft of the necessary changes in the Grant-in-aid code and in the Educational rules should be submitted.

(True Extract.)

C. J. WEIR,
Ag. Secretary to Government.

To the Director of Public Instruction,
Judicial Department.

Exd A. D. Xavier.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 251, EDUCATIONAL, DATED 7TH MAY 1901.

[SUBJECT.—*Education of the Savaras*.]

From the Director of Public Instruction, Ref. on C. No. 935, dated 20th April 1901.

In their order No. 138, Educational, dated 9th March 1901, the Government sanctioned the proposal of the Director that Savara pupils should be allowed to rank one class higher for grants than Uriyas. With a view to the advancement of education among the Savaras the Director now makes the following further proposals:—

(1) that Savara pupils may be allowed to be presented for grant examination in one or more of the compulsory subjects at a time so that they may earn grants on the results of their examination in each subject separately;

(2) that certain changes may be made in the curriculum of studies laid down in chapter V of the Educational rules so as to adapt it to the conditions of the Savara community; and

(3) that teachers employed in schools established in the Savara villages or near them who require (? acquire) a fair knowledge of the Savara language and have at least four Savara pupils reading in their schools for not less than a year and the Superintendents of Schools who learn the Savara language may be given an honorarium equal to three months' pay.

2. These proposals appear to be calculated to meet the special requirements of the case and may be sanctioned. The Director's proposal, if sanctioned, cannot apply to the teachers in results schools. There is no necessity, I think, to raise the point.

A. T. PRINGLE.
1-5-01.

T. KANAKASUNDARAM PILLAI.
26-4-01.

P. T. THARYAN.
30-4-01.

The proposals of the Director may be accepted and he may be told to send in a draft of the changes in the Grant-in-Aid Code and the Educational Rules. Too much cannot be expected, for some time to come, of these hill tribesmen.

A. T. PRINGLE.
1-5-01.

Secretary.

H. A. SIM.
1-5-01.

Honourable Member.

I agree.

A. T. A[RUNDEL].
4-5-01.

The draft placed below may issue.

P. T. THARYAN.
4-5-01.

A. T. PRINGLE.
6-5-01.

Secretary.

C. J. WEIR.
6-5-01.

Educational (190/) Department.

CURRENT No. 563 ^{to 251}/_{215/01}

From

[Name] The Hon'ble Mr. G. H. Stewart, M. A. Bar-at-Law,[Designation] Director of Public Instruction,[Station] Madras.DESPATCHED
20 APR. 1901

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Please put on type
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22-4-01

Ref. No. 935 of 1901.Dated 20th April 1901.Enclosures 22 APR 1901Received 22 4 1901Registered 22 4 1901

SUBJECT.

Submitting certain proposals for the advancement of education
among the Savakas.

BACK PAPERS.

1385 9-3-01

FURTHER PAPERS.

3. Certain changes should be made also in the Curriculum of studies laid down in Chapter ~~IV~~^V of the Educational Rules, so as to adapt it to the conditions of this community. The following curriculum is proposed by M.R.Ry.G.V.Ramamurti Pantulu, an assistant master in the

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The proposed letter is
accepted. A draft of the
letter is being sent to the
Secretary of the Government
for his consideration.