closed
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Education (1950) Department.

MS. SERIES.

71

G.O. NO. 3110 Education

Dated 10.10.1949.

Despatch Abstract.

Education - Schools in the city of Madras - Recommendations of the Committee constituted to enquire into the lack of facilities for Telugu Education - Orders passed.

K.VENKATASWAMI NAIDU B.A., B.L.,
M.L.C.,

"Appah Gardens"
Madras.10.,
15th September 48.

16 SEP 1948

To

The Secretary to Government,
Education & Public Health Department,
Fort St. George, Madras.

Sir,

Schools -- Secondary -- Closure of Telugu sections in certain schools in the City of Madras -- Committee of Enquiry -- Report submission of --
Ref: G.O.Ms.No.965 Education dated 24th April 48.

I have the honour to forward herewith a report of the Madras City Telugu Education Facilities Enquiry Committee, 1948 which is signed by all the members of the Committee with a note of dissent from Sri T.P.Meenakshisundaram Pillai, one of the members of the Committee.

The Stenographer will be relieved on the afternpon of the 19th September 1948. The Director of Public Instruction, Madras may be informed accordingly.

Yours faithfully,

K Venkataswami Naidu

Chairman,
Madras City Telugu Education Facilities Enquiry Committee.

Encl: 1

2/

Edn & P H (B1) Dept.

C. no. 68927-B1/48.

Telephonic Message (P.C.).

From

The Secretary to Government,
Edn & P.H. Department.

3

To

The D.P.I., Madras.

Sub: Schools. Secondary. Classes of Telugu Section in certain schools in the city of Madras — Stenographer deputed — Relief.

Ref

From Sri K. Venkataswami Naid., B.A.B.L., M.L.C., D/ 15.9.1948.

Deputed 17/9/48

@ 15-6-49

The Stenographer deputed by you to work in connection with the drafting of the report by the Committee constituted by Government in G.O. 965 Edn D/ 24.4.48 to enquire into the facts

of facilities for Telugu children studying in certain schools in the city of Madras will be relieved of his duties on the afternoon of 19th September 1948.

17/9/48

17/9/48.

17/9/48

Edn + P H (B1) Deptt.

G.O. No. 68927-B1/48.

29 27/9 HSG

Schools. Secondary - Closure of Telugu Sections in certain schools in the city of Madras. Report of the Committee of Enquiry - Remarks. Called for.

Memo. No. 68927-B1/48-1 Edn dt 27/9/48.

The report of the ~~Committee Constituted~~ Madras City Telugu Schools Enquiry Committee ~~by Government on the above subject, received from Sri K. Venkataswami Naidu, B.A.B.L., M.L.C., Chairman of the Committee, is~~ forwarded to the Director of Public Instruction, Madras and he is requested to ~~Consider the report and~~ offer his remarks in detail on the recommendations of the Committee, at an early date

The DPI (visit the report in orgl. to be returned with reply).

20/9/48 HSG 20/9/48

21-9-48

21/9

B1 5/ 4/ 5

R.C.No.1156 E.1/48

Office of the
Director of Public Instruction
Madras, dated, 8th April 1949.

From

The Director of Public Instruction
Madras.

To

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

14 APR 1949

Sir,

28818 gpd

Subject:- Schools -- Secondary -- Telugu Education facilities -- Enquiry Committee -- Report -- Remarks.

Reference:- Government Memo.No.5390-B.1/49-1, Edn., dated 1..2..1949.

The following remarks are submitted on the various recommendations contained in the Report of the Telugu Enquiry Committee.

p23 (M)

Recommendation No.(1): THAT the bi-lingual classes be abolished.

Bilingual classes may be split up into Tamil and Telugu classes gradually as and when facilities for instruction through both the media become available in the schools.

p23 (M)

Recommendation (2) (a): THAT the following steps be taken to better the facilities for Telugu children .....

This matter may be left to be dealt with by the Corporation of Madras.

p24 (M)

Recommendation (2) (b): THAT parallel Telugu sections be opened in all classes and forms in the Model High School attached to Teachers' College, Saidapet and that Wesley High School, Royapettah, be induced to open parallel Telugu sections as an experimental measure for three years.

There is provision for the study of Telugu as the first language in the Model High School attached to Teachers' College, Saidapet. Out of a total of 550 pupils in the school there are only 8 pupils who have taken Telugu and who are

distributed among Forms I to VI as shown below:-

Form I	..	4
Form II	..	1
Form III	..	Nil
Form IV	..	2
Form V	..	1
Form VI	..	Nil.
		8

The Principal of the Teachers' College, Saidapet, has suggested that the provision for the teaching of Telugu in the school may be removed and that from the beginning of the school year 1949-50, the post of the Telugu Pandit be kept under abeyance. The Correspondent of the Wesley High School, Madras, has reported that the management of the school does not propose to open Telugu medium sections for want of accommodation.

p249(M)

Recommendation (2) (c): THAT two High Schools for girls be opened with provision for teaching through the Telugu medium in all classes, one in Perambur and the other in North Madras . . . . .

It is reported by the Inspectress that the C.S.M. Madras Girls' Day High School, Acharappan Street, George Town, is offering Telugu in all classes. The existing schools in the Perambur area do not want to venture to open Telugu classes for fear of their proving uneconomical: It is also difficult to get necessary accommodation to house the girls. For want of suitable accommodation, the Seva Sadan Girls' Branch School, at George Town, was closed down. All the necessary facilities may be given to schools which are prepared to open parallel sections in Telugu in those areas. While affording such facilities, it would seem necessary to insist on a minimum number of pupils, viz., 15 for secondary schools and 10 for elementary schools in each class, as otherwise it may prove wasteful.

p254(M)

Recommendation (2) (d): THAT in the case of Secondary schools for boys or girls, it is necessary that for THREE years to come strict watch should be kept that existing Telugu sec-

tions are not abolished and that a progressive opening of further sections be encouraged.

This recommendation is acceptable and the schools may be advised accordingly.

Recommendation (2) (e): THAT in all schools which are not entirely Telugu schools, it is essential that provision should be made for Telugu to be studied as a Second Language, in so far as we have found that there are a large number of Telugu students who are studying through the medium of Tamil.

Under the scheme for the reorganised courses of Secondary Education, pupils have to study a second language. The choice of the language to be studied by the pupils under the category of second language is left to the pupils. Hence it is not necessary to make provision for the teaching of Telugu as a second language if there is no demand.

Recommendation (3): THAT provision should be made for the training of Telugu teachers in Training institutions in Madras ...

Proposals have been submitted to Government in connection with the Part II Schemes for 1949-50 for the opening of a secondary training section with Telugu as medium of instruction in the Government Training School for Masters, Madras.

Recommendation (4): THAT a register of all the applications received for admission be maintained noting down therein the mother-tongue of the applicants.

The recommendation is acceptable.

Recommendation (5): THAT there should be a primary section attached to every Government Secondary School.

This recommendation need not be accepted.

Recommendation (6): THAT the Government before accepting any proposal for closure of lower classes in any institution should satisfy itself that there is sufficient provision for Telugu feeder institutions in the vicinity.

This recommendation is acceptable.

Recommendation (7): THAT the Quinquennial Report of the Education Department should give linguistic details of school population districtwar.

It is possible to include in the report any prescribed table in this regard either in the body of the report or as an annexure to it.

Yours faithfully

For Director of Public Instruction.

SJ/9/4.

E & P H Cons Depts

9/

Telephonic Message. 7

Cno. 68927 Bl/48.

Mgy W4 / 2/6

Line is not available

21/4/49.

19/4/49

Served

22/4/49. psy

From

The Asst. Secretary to Government,
Edn & P.H. Department.

To

The Dy. DPI.

Sub: Schools. Secondary - Lack of facilities for the education of Telugu children.

Ref: letter from the DPI., RC no. 1156 E1/48 dated 8.4.1948.

—

Please arrange to ~~forward~~ send the report of the Madras city Telugu Educational Facilities Enquiry Committee forwarded ~~with~~ to the DPI

10 Cf

DPI wrote book Memo no. 68927-B1/48-1 Edn dt 27.9.1948, as it has not been received with the letter referred to above.

18/11/49

14/11/49

15-11-49

plg

BCL 50

29/11/49

C.F. 32 (c).

11/ Cf / 6

Department

Received Registered

From (Name)

Designation The Director of Public Instruction,

Station M A D R A S. .

To

The Secretary to Government,
Education & Public Health Dept
M A D R A S.

Enclosures:

No. Rc. No. 1156/E1/48 dated 25--4-- 1949.

Sir,

Pranté

Sub :- Schools--Secondary--Telugu Education facilities Enquiry Committee--Report --Remarks.

Ref :- Government Memo. No. 68927 B1/48 -1- Edn dated 27--9--48.

****

The report of the Madras city Telugu Education Facilities Enquiry Committee is resubmitted herewith.

for DIRECTOR OF PUBLIC INSTRUCTION

K.M.R. 27-4-

pwl-up in the top file.

27/4

27/4

ASST. SECRETARY TO GOVERNMENT
30 APR 1
EDUCATION AND PUBLIC HEALTH DEPT.

32864 gms

E & P H (B1) Dept.

The remarks of the Dpty on the recommendations of the Telugu Edn Enquiry Committee on pps 5-8 ante may be perused. The recommendations of the Committee will have to be examined by putting up sectional notes and the report has been put up in the Lib* file for taking a copy of it to be sent to the Library of the Legislature. This file may therefore lie over till the report becomes available or till 15/5/49 whichever is earlier.

(* part-loss due to Calcutta passage of H.S.)

15/5/49

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16/5/49

16/5/49

16/5/49

already shaped in the Section and discussed informally.

The copy of the report referred to above has not been taken up and despatches to Secty. to Govt. This file may continue to lie over till 25/5/49.

E & P H (B1) Dept.

G. O. No. 68927 B1/48

pps 5-8 ante

82/1/19/7

16/7/49

pps 5-6 ante

To

The Dpty. Secty to Govt

16/7/49

16/7/49

16/7/49

Schools. Secondary. Recommendations of the Telugu Education Enquiry Committee.

From the Director of Public Instruction, Rc No. 1156-E1/48 dated 8.4.1949.

Memo. No. 68927-B1/48-4 Edn Dt 19/7/49.

The Director of Public Instruction is requested to report whether the Telugu Pandit employed for the teaching of Telugu to the Students in the High School Department of the Teachers' College, Saidapet is being continued during the current school year and ~~if so~~, the number of students studying the language in each form may be intimated.

EDUCATION DEPARTMENT.

From
The Director of Public Instruction,
M A D R A S.

To
The Secretary to Government,
Education and Public Health
Department.

R.C.No.1156-E1/48 dated 19th August 1949.

ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
24 AUG 1949
6368

Sir,

Sub:- Schools-Secondary-Recommendation of the Telugu Education Enquiry Committee.

Ref:- Government Memo No.68927-B1/48-4 Education dated 19-7-49.

***

At present the post of Telugu Pandit is vacant consequent on the transfer of the incumbent, Sri G. Narayana Sarma, officiating Pandit, to the Government Arts College, Mount Road, Madras. The strength of students taking Telugu is distributed as follows:-

Form I	7
Form II	2
Form III	-
Form IV	1
Form V	2

The post of the Telugu Pandit has to be continued during the school year 1949-50 to give tuition to all the 12 pupils mentioned above.

Yours faithfully,

Joint Director of Public Instruction.

KVS/22/8

15

11

R E P O R T

of the

MADRAS CITY TELUGU EDUCATION FACILITIES

ENQUIRY COMMITTEE, 1948.

17/12

C O N T E N T S.

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13

REPORT OF THE MADRAS CITY TELUGU EDUCATION FACILITIES ENQUIRY COMMITTEE, 1948

--oOo--

1. PRELIMINARY

1. Constitution:

In their G.O. Ms. No.965, Education dated the 24th April 1948 the Government of Madras constituted a Committee (Madras City Telugu Education Facilities Enquiry Committee) consisting of the following members: --

Chairman

1. Sri K Venkataswami Naidu B.A., B.L., M.L.C.,

Members.

2. Sri G. Harisarvothma Rao M.A.
3. Sri S.B.P. Pattabhirama Rao B.A., B.L.
4. Sri T.P. Meenakshisundaram Pillai M.A., M.O.L., B.L.

2. Terms of Reference:

The terms of reference to the Committee were as follows: --

"(i) Whether the educational facilities for Telugu children studying in the schools in the City of Madras have become less in the last two years;

(ii) Whether Telugu sections have been abolished by Government in any school in the City."

3. Extension of reference:

The Committee realising that the terms of Enquiry were restricted, made a reference to Government and the following reply was received from Government in their letter No.48992 B1/48-1, Education, dated 20th July 1948: --

"The Committee of Enquiry may make its recommendations in regard to the improvement of the present position if in the course of the enquiry it is found that such recommendations will be helpful for the better teaching of Telugu children in Madras."

4. Issues defined:

The Committee formulated the following issues for enquiry: --

"1. Whether facilities for Telugu children have been lessened during the last two years;

2. Whether Telugu sections have been abolished by Government;

3. The present position in regard to the teaching of Telugu to Telugu children;

AND

4. Recommendations for improvement."

5. Sittings of the Committee & Inspection:

The Committee held meetings on 17th and 29th May 1948, 26th June 1948 and 13th July 1948 in the Office of the District Educational Officer, Madras and discussed the necessary procedure to be followed in the course of enquiry. They called for documents from the Director of Public Instruction, Madras, Commissioner, Corporation of Madras, District Educational Officer, Inspectress of Girls' schools and invited suggestions and memoranda from the Public.

Then, the Committee held meetings in the different places in the City taking evidence from Parents, teachers, and other persons (individuals and representatives of institutions) as per Appendix 'A'. The Committee inspected several schools in the City as per Appendix 'B' on the dates noted against each. They also inspected a few labour areas thickly populated by Telugu people.

The Committ ee sat at the Office of the District Educational Officer on the following days for the preparation and drafting of the report: --

16th August, 1948
17th August, 1948
20th August, 1948
21st August, 1948(Chintadripet High school)
24th August, 1948
25th August, 1948
26th August, 1948
30th August, 1948

31st August 1948
1st September, 1948
3rd September, 1948
4th September, 1948
7th September, 1948

All the members were present at all the meetings except

1. Sri G. Harisarvothama Rao -- 18.7.1948
2. Sri S.B.P. Pattabhirama Rao- 22.7.1948
3. Sri K. Venkataswami Naidu -- 30.8.1948

On the whole the Committee sat for 26(Twenty Six) days.

The Committee having been appointed in May 1948 when the schools were closed, it was not found possible either for the Committee or for the Department of Education to get at sufficient information till July. It will be seen that the Committee met only TWICE in May and ONCE in June to discuss preliminaries and call for necessary information. The actual work began only in July.

The District Educational Officer, Madras (Sri R. Narasimhulu) assisted the Committee on all the days of its sittings in his Office and also accompanied the Committee on 6th and 10th August 1948 when the Committee visited various schools. We thank the District Educational Officer for the services rendered which were very valuable in themselves.

II. THE FIRST ISSUE EXAMINED.

page 2 ante

In regard to the first issue, that is, "whether facilities for Telugu students have lessened within the last two years, the Committee desires to take into consideration first the factors that are generally understood to be valuable in assessing whether education has progressed or deteriorated.

Elementary Education

(a) Corporation:

Taking the Corporation schools into consideration

21

16

the number of schools catering for Telugu pupils and the number of Telugu pupils studying in those schools appear as hereunder: --

YEAR	No. of Schools	Strength of the School		
		Boys	Girls	Total
1943--1944	44	1950	856	2806
1946--1947	(44+6) 50	2179	1173	3352
1947--1948	(42+6) 48	1841	1529	3370
On 15.7.48	(56+6) 62	2378	1289	3667

For purposes of comparison with the last two years, the figures for 1943-1944 have been taken as they were readily available.

The figures quoted above establish the fact that in 1947-1948 there was a sudden drop in the number of boys in Corporation schools from 2179 to 1841. This number was less than the number (1950) in the basic year 1943-1944. The latest figure for boys on 15.7.1948 is 2378. Evidently there was something wrong probably with the compulsory scheme between 1946-1947 and 1947-48. An improvement has, however, taken place during the current year. There is a similar position in regard to girls also but it is not so bad as boys. In 1947-1948 the figure originally quoted is 1520 and the figure quoted on 15.7.1948 is 1289.

Taking the number of Corporation schools catering for Telugu students, the number was 44 in 1943-1944, 46 PLUS 6(Slum schools) in 1946-1947 and in 1947-1948, 42 PLUS 6(Slum schools) and on 25.7.1948 the number was 56 PLUS 6. Evidently there has been a big jump in the

number of schools catering for Telugu children in the current year after the schools re-opened.

The Commissioner of the Madras Corporation, in his evidence before us, positively asserted that in the past two years there has not been any lessening of facilities for Telugu children.

The Educational Officer, Corporation of Madras in his evidence said that he had instructed all Corporation Elementary schools to open provisionally a Telugu class even if there be a single Telugu pupil seeking admission. He had also passed orders that notices be put up to this effect in every school. No doubt, we found, in one or two places that we visited, that the notices were not really put up and the orders of the Educational Officer not carried out. Any way, the increase in the figures in the number of boys and of schools appears to be the result of the new policy and it is to be hoped that in working out this new policy, no room will be given for deterioration of the position hereafter.

The Committee have to say this in view of a complaint made by some of the witnesses that in the Elementary schools of the Corporation Tamil teachers discouraged parents and children from taking up Telugu, the Educational Officer of the Corporation stated that there was no Tamil teacher handling Telugu classes and that 17 Telugu Trained men were without actual work in Telugu. Our enquiries in a Telugu labour area threw some light on the question. An old respected leader of the locality said that Telugu was not taught with "Kanikaram" which means that there was no heart in Telugu teaching. It looks as though in a developing environment of Tamil much thought was not given and encouragement shown to it, if it was not actually discouraged, even when Telugu sections were opened. He also said that the Telugus were eager to get

would not be possible to give a school within a radius of 4 furlongs. We appreciate his suggestion and we hope that it will bear fruit ere long.

(b) Government Elementary Schools:

There is no Government Elementary school as such, but primary sections attached to Middle and High Schools correspond to the elementary schools. We are examining the position of such schools under the heading "Secondary schools" immediately.

(c) Aided Elementary Schools:

Detailed figures were not available for the aided elementary schools. The totals for all the elementary schools are discussed elsewhere. From these figures and the figures supplied by the Corporation this committee feels that the position with regard to the elementary education of Telugu children so far as numbers go has not deteriorated within the last two years.

Secondary Education

In 1946-47 the number of Secondary schools for boys was 38. Of these 20 institutions had some arrangement for imparting instruction to Telugu students. In the present year, 1948-49, the number of secondary schools for boys has increased to 43. Among these, 13 boys' schools and 14 girls' schools have primary departments.

In boys' schools the number of Telugu boys in 1946-47 was 4,280 out of a total of 30,145 and as against nearly 23,500 Tamil pupils. The number of Telugu girls in the boys' schools during the same year was 236 out of a total of 1,015 and as against nearly

700 Tamil pupils.

In 1947-48, the total number of Telugu boys in the secondary schools was roughly 5,000 out of a total of nearly 31,000 as against 24,000 Tamil students.

There are 20 secondary institutions for girls of which 11 are providing instruction in Telugu. In 1946-47 the Telugu girls were 923 out of a total of 10,196 as against 6,868 Tamil students. In 1947-48 they were nearly 1,300 out of a total of 10,200 as against nearly 7,500 Tamil students.

Closure of Primary sections:

There was a tendency in the managements of secondary schools and also the Government to close down the primary sections attached to the secondary schools. This has been strengthened by the DPI's Proceedings Rc. No.1339 K3/47 dated 16.11.1947. Some of the managers of schools have stated that they are closing down the primary sections for want of space and to make room for additional sections in higher forms. The Headmistress, Presidency Girls' High School, Egmore made a statement to us that on a reference being made to her by the Director of Public Instruction, Madras, she had given the following reply: --

> "It was proposed to close down gradually the whole of the primary sections and as the strength in the Telugu sections did not warrant, there was no need for additional sections with Telugu medium in the Primary classes. It would be hardship to close down Telugu sections all of a sudden".

We had complaints about the Presidency High School in regard to the teaching to Telugu speaking children. The medium of instruction in this institution is Tamil. It is very unfortunate that parallel Telugu sections were not opened in the Primary Department. The result is that such of the Telugu students who could not pick

up sufficient Tamil ~~was~~ were forced to copy what was written in Tamil on the Black board in such subjects like Science, and Geography. In Class III, we were satisfied, by actual observation, that the children copied the writing by a mere process of picture drawing but did not understand the subject matter. Necessarily the teachers would sometimes chide the children for no fault of theirs which produces very deleterious results. We do hope that the Director of Public Instruction, Madras to whom representations have been made, has taken action in the matter and the Government also will look into it so that real grievances may be set right in time .

Sri P.T. Theagaroya Chetty School, Washermanpet closed down 3rd class during 1947-48 and 4th class during 1948-49.

A similar situation appears in Govindappa Naicker High School, George Town. In order to open an additional section in Form I, the school asked for permission to close down the 5th class.

The authorities of these institutions stated that there were schools with Telugu sections nearby to serve as feeders.

The Headmaster, Rao Bahadur Calavala Cunniah Chetty High school, Perambur, says that he could not continue lower classes for want of accommodation. But he had to admit that there were no feeder schools for his Telugu sections. It is very regrettable that even this institution should have closed down lower classes under the above circumstances.

The P.S. High School, Mylapore seems to have closed down lower standards even from 1945-46. They closed down 5th Class during 1946-47.

A.R.C. Secondary school, George Town, Madras closed down Telugu sections even in 1943.

It is a great handicap, more especially for girls, that these primary sections should be closed down in so far as distances in the city prohibit girls from walking to and from schools. This puts parents in a difficult position if they were to arrange for their conveyances at a time when such conveyances are prohibitively costly or are so badly crowded causing unbearable inconvenience and delay.

If closing down of primary sections attached to secondary schools is inevitable as it appears to be, the Government must satisfy itself that in the near vicinity there is sufficient provision for Telugu feeder institutions before accepting the proposal for the closure of any lower sections in any secondary school.

In the case of Government institutions, there is no reason why anything should become inevitable. It is therefore necessary that there should be a primary section attached to every Government secondary institution.

Closure of Telugu sections:

In regard to the closing down of Telugu sections, the Director of Public Instruction, Madras tells us that no Telugu section was closed down under the orders of Government; however, he himself has furnished a memorandum in which the following information is given that relates to closing down though not by the orders of the Government: --

> Copy of D.P.I's letter Rc.1470 E/47 dated 8.1.48 from the DPI, Madras to the Secretary to Government, Education & Public Health Department.
>
> ----

Ref: Government Memorandum No.44971 B1/47
dated 8.11.47 regarding closure of
Telugu sections in certain schools.

I furnish hereunder the particulars called for in the above reference:

Name of school.	Period for which the Telugu section were in existence prior to closure.	Strength of Telugu Pupils during the last 3 years.			Whether any representation were received against closure of sections
			44-45	45-46	46-47	
P.S. High school	From the starting of the school	Cl.V.	11	1	8	
		F.I	16	12	8	
		F.II	13	13	10	
		F.III	22	12	18	
		F.IV	19	20	17	
		F.V	21	21	20	
		F.VI	16	21	27	
			128	99	100	NO
Chintadripet High school	From 1944	F.II	5	4	2	
		F.III	6	10	7	
		F.IV	13	9	7	
		F.V	5	11	3	
		F.VI	8	5	6	
			37	39	25	NO
A.R.C.Secondary school.	From 1943	F.1	..	..	..	
		F.II	11	..	..	
		F.III	11	6	2	
			22	6	2	NO

N.B.

Some of the figures furnished in the above statement do not refer to the two years under review.

Complaints were received that the George Town C.S.M. Higher Elementary School closed down Telugu sections.

On enquiry, the Manager of the C.S.M. Elementary Schools stated that the management abolished the Telugu sections because there were two other schools providing facilities for Telugu children in the locality. She

also adduced a number of other reasons amongst which she mentioned that the number of Telugu children studying in that school was inadequate, the strength in one class being only 8.

We consider that such closing down of sections by aided schools should be carefully scrutinised by the Education Department in order that the studies of Telugu Children may not be disturbed and that the Department should agree to such closures only when it is satisfied that there is provision for the Telugu children in the immediate vicinity.

In the course of evidence it was brought to our notice that Telugu sections were closed in St. Paul's High school. A number of complaints about many other schools were made but they seem to arise in the following way. In certain schools Telugu medium was started only in 1946-47 in Form I and such schools have to work up the Telugu medium to the VI Form by a gradual process. Just at this stage of formation of the Telugu Medium sections, it is possible that absence of a Telugu medium section in a particular class about which an enquiry might have been made by a casual applicant misled him into presuming that no Telugu sections existed in the school as such.

Minister's Statement:

In connection with these closures it was alleged by some that these were the results of the statements made by the Hon. the Minister for Education dated 17th June 1948. Such an allegation about the results of the Hon. Minister's speech of the said date has been made among others by the Andhra District Congress Committee and Sri Sami Venkatachalam Chetty. There were further allegations made

that Hon'ble Minister actually encouraged abolition of Telugu sections. These were mere assertions by individuals or group of individuals. As the written representation of the Andhra District Congress Committee makes it clear these allegations arise on account of the interpretation of "REGIONAL LANGUAGES" which the Hon'ble Minister gave on 2 different occasions. This Committee may not enter into the merits of these interpretations but when the Committee actually put the question to the managements they categorically denied having been influenced by the Hon'ble Minister or his statements.

Closure of English medium sections:

The closing down of English medium sections without substituting Telugu sections for them in various schools has certainly affected temporarily the facilities that existed for the education of Telugu children, more particularly in the City of Madras, because these Telugu children were driven to the necessity of finding accommodation elsewhere. This was voiced by a number of witnesses.

The Madras Andhra District Congress Committee was very strong in its expression.

Sri Somasundara Rao stated that because English sections were abolished, Andhras were adversely affected.

Sri Govindarajulu said: " When there was English medium, Telugu children were never affected".

The Headmaster, P.S. High school and some other Headmasters of schools, where the English medium was running, felt that the English medium was helpful to Telugus, Marathas and other non-Tamil language children.

It should not be understood however that

that because inconvenience was caused to Telugu students and facilities were lessened to some extent by the abolition of the English medium during a period of transition, this Committee is desirous of retention of the English medium any longer. They urge that instruction through the Telugu medium should be arranged on a sufficient scale.

Refusal of admission to Telugu children:

Complaint was made to us by witnesses that certain institutions refused admission to Telugu students. The institutions that we examined denied this allegation. After all, we have to depend in this matter on the statements made by the parties concerned. Whatever be the facts of the case, we would suggest that every school should maintain a Register of all the applications received for admission noting down specially the mother tongue of the applicants. No oral instructions should be given by the Heads of institutions to the applicants as has been the unfortunate practice till now.

Bi-lingual teaching:

A series of complaints have been made against bi-lingual teaching. There can be no two opinions about its evil effects but this is not an evil springing up within the course of the two years under review. It is really the cause of the present condition of Telugu education and therefore it is discussed at greater length under Issue No.3.

Findings on Issue No.1:

From all that has been said heretofore, it is clear that even during the last two years, facilities for Telugu children in the City of Madras have been reduced to some extent though from a statistical study of the number of school going children, there does not

appear to be any deterioration during these 2 years.

III. THE SECOND ISSUE

The closure of Telugu sections in the schools in the City of Madras including institutions run by Government of Madras has already been discussed. But the second issue we have formulated is as follows: --

> "Whether Telugu sections have been abolished by Government in any school in the City."

The Committee inquired of the Director of Public Instruction, Madras in their letter dated 17.5.1948 whether the Government have ordered the abolition of Telugu sections in any school. The Director of Public Instruction categorically denied in his letter No. Rc.1156 E3/48 dated 21.5.1948 that Government had ~~not~~ ordered the abolition of any Telugu sections in the schools in the City.

After all that has been discussed under the first issue, this Committee are of opinion that Government had not ordered the abolition of Telugu sections as such.

The abolition of Primary sections attached to secondary schools as a part of Educational Policy, the abolition of sections teaching through the medium of English, reconversion of the same into Tamil sections without making provision for Telugu sections alongside of them, seem to have contributed to the cry that Telugu sections had been abolished.

Further the rule that there should be a minimum strength of 15 pupils in a section has worked to the disadvantage of Telugu children in a number of schools amounting to abolition of sections.

IV. THE PRESENT POSITION

The Committee is thankful to the Hon'ble Minister for Education for having widened the terms of reference because if they had dealt with the points originally referred to them, their report could not have done real justice to the Telugu children in the City of Madras in so far as the difficulties that have arisen are not the making of these two or three years alone. A large number of causes have contributed to the very unsatisfactory condition and have created the discontent that prevails. In this connection we desire to examine the circumstances that have led to the present position of affairs and make such recommendations as we deem necessary to set right the position.

To start with we examine below available satistics to find out exactly what the proportion of Telugu children is under instruction as compared (1) with the Telugu population of the City of Madras, (2) with the total number of school-going children and (3) with the number of Tamil children in schools.

Examination of Satistics:

Though the Andhras claim nearly half of the population in the City of Madras -- at least equal to the Tamil population -- for purposes of this report we have to be guided by published records and we therefore have referred to the Census Reports of 1931 and 1941. The Tamil and Telugu population of the City in 1931 was as follows: --

Year	Tamil	Telugu	Total
1931	4,11,823	1,24,649	6,45,586
1941	(No information available)		7,76,739

According to the 1931 Census which was the last

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year to have language enumeration the Telugus formed roughly 20% of the population. From 1941 to 1948 we have progressed 7 years and 1951 the next Census year is in sight. According to the vital satistics available in the Municipal Corporation, the population to-day is 9,83,087. Taking 20% of this as Telugu population, the number would come to 1,96,617. For this number the children of school-going age would be 27,526 at 14% of the population. Actually Telugu children at school in 1946--47 were 6,914 out of a total of 90,750 in all elementary schools of the City of Madras. In 1947-48 they were 7,682 out of a total of 94,912. This works out to 1:13 in 1946-47 and it is fairly the same in 1947-48 also. Assuming that 20% should obtain among the children also in 1946-47 roughly 18,000 Telugu pupils should have been at school but only roughly 7,000 were there. In 1947-48 where Telugu children should have been roughly 19,000, there were only 7,600. If we take the Corporation figures of population for this year we see that not a fourth of the Telugus of school-going age are provided for. It was claimed in 1947 on the basis of the 1941 Census figures that in the City of Madras under the Compulsory Scheme 92% of the school going age have been brought under instruction. This claim does not appear to be correct in so far as 14% of 9,83,087, which is the figure available for the present strength of the population of the City, would be 1,37,632, whereas we find that the total school population in the city is only 94,912. Whatever this percentage may be it is clear the Telugu children have not been brought to schools or they have been absorbed into Tamil classes.

Adverting to Secondary schools we find that the proportion of Telugu children to the total is not better

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than in the elementary schools. Roughly 1/7th of the total number was at school in 1946-47 and in 1947-48 it was 1/6th of the total number, roughly 5,000 out of 31,000. If we examine the figures for girls in this category, we find the total number of girls in 1946-47 was 10,196 out of which 923 were Telugu children as against 6868 in Tamil. In 1947-48 the total was 10,200 and the number of Telugu girls was roughly 1,300 as against nearly 7,500 in Tamil. This is a deplorable state of affairs. Not 1/10th of the girls who were at school was Telugu in 1946-47. Not 1/8th in 1947-48. Wherever the Committee went the complaint was more bitter in the case of girls. In the case of girls, distances are of primary consideration and probably also girls are not prone to pick up easily other languages than their own mother tongue.

Compared with strength in elementary schools the secondary school strength appears to be a little better in the one case it being 1:13 and in this case it being 1:8.

Question was raised in our examination that the Telugu schools are very few in number and the Telugu medium schools are fewer still. If numbers were satisfactory the fewness of schools might not have mattered but since our finding is that the number is very unsatisfactory, it may be useful to report about the number of Telugu sections and Telugu medium schools.

We have examined the number of Telugu and Tamil sections in all the schools in the City. We find that in no school and in no class is there more than one Telugu section if the few exclusively Telugu schools are left out of account. In a number of schools Telugu sections are non-existent altogether. Tamil sections are never less

than four to one Telugu section in institutions, where there is provision for Telugu medium which in itself is meagre. Sometimes as many as 6 Tamil sections to one Telugu are working. Taking the numbers in the sections, we find that the Tamil sections are full or over-full whereas the Telugu sections invariably showed that there was enough place for more pupils and sometimes the section consisted of a few children descending as low as even one. These scanty classes employ bi-lingualism as an escape out of this situation. It therefore happens that as compared to Tamil children the Telugu children are nowhere in the picture, though the Telugu population putting at the lowest is in the proportion of 10:33 as compared to Tamil.

On examination we find in the City of Madras that out of 43 boys' institutions, 17 provide instruction in Telugu. Of this one provides instruction in Telugu as a Second language. Four institutions provide instruction through the Telugu medium in the lower forms, two from Form I to Form V, 9 from Form I to VI and one other school is an incomplete secondary school.

Out of 20 girls' high schools, 11 provide instruction through Telugu. At present, no institution carries the Telugu medium up to Form VI. Even Bentinck Girls' High School, which is probably the very best in this respect, has yet to introduce the Telugu medium in Form VI next year.

We cannot explain this whole situation except by saying that there has been a great neglect of the education of the Telugu children through their Mother Tongue in the City of Madras both by authorities, institutions and parents concerned.

Bi-lingual Education:

~~Though~~ This neglect referred to in the previous section seems to have escaped the attention of all concerned on account of the very insiduous results of what is generally known as bi-lingualism in education in the schools of the City of Madras.

In many schools in the City a peculiar type of class by name "Bi-lingual Class" has grown up through long years wherein the same teacher teaches both in Tamil as well as in Telugu, the mixed auidance of Tamil and Telugu pupils at the same time in the same class room. It would be interesting to note that the same teacher, performing a dual ordeal, engages students of two languages in one period class.

The strongest objection on this point was voiced forth by the Andhra District Congress Committee. Among others, Sri M Satyanarayana M.C.A., while giving evidence before the Committee, complained that Tamil teachers were handling Telugu classes and the language used by such teachers in handling bi-lingual classes was a corrupted one.

Dr. Pattabhi complained that his daughter obtained 15% in Mathematics as the medium of instruction was in Tamil while she obtained 55% in Telugu.

The Headmaster, P.S. High school, Mylapore stated that to make up the strength for one section Tamil and Telugu boys were put in the same class with teachers who knew both Telugu and Tamil. When we questioned whether Telugu boys were able to follow such classes, he replied that they were able to follow and he produced two boys who according to him were able to follow the bi-lingual class. But when the boys were actually examined in his presence they expressed their hardship in following the

subjects taught in the bi-lingual class by a bi-lingual teacher for the simple reason that the Telugu language that was adopted and the style of teaching in both languages were such that they could not follow without much strain on them.

We have examined one or two such bi-lingual classes in various schools. It is perhaps economically sound for the managements to have such classes but we find that the teaching was not effective. It could not be effective by the very nature of things. In the schools in the City of Madras, Tamil sections pre-dominate in most cases. Therefore, the staff of the school is mostly Tamil and the atmosphere is equally the same. It happens that generally Tamil teachers knowing Telugu handle these bi-lingual classes.

Even this does not happen in certain institutions. Only the text books prescribed for the Telugu students are in Telugu but the teaching is all done in Tamil in the name of bi-lingualism.

This bi-lingual system appears to have obtained for a very long time, at least from that time when the Mother Tongue was made the medium of instruction in the lowest classes.

Even granting, for a moment, that there is a teacher who is quite proficient in both languages, though by accident, in any place, when the same teacher teaches Tamil and Telugu pupils simultaneously in both the languages, naturally one set of boys either Tamil or Telugu must be idling their time which is, criminal in itself, especially when no attempt has been made to introduce a plan like the Dalton plan, where children are not taught by the teacher through the medium of a language, but through free-will and independent

activity of the child.

The system of bi-lingual teaching is unnatural and it involves not merely waste of time for the Tamil as well as Telugu students, but also means that an artificial atmosphere is created and the children do not get efficient or effective teaching. It was only fit for British Bureaucracy to force their language as medium of instruction on other language children but that can no longer hold good and these bi-lingual classes should be abolished and the Telugu and Tamil sections should separately be opened for Tamil and Telugu children with all possible speed.

It may be pointed out here that the whole disadvantage that the Telugu child has suffered has arisen out of the bi-lingual muddle. The Telugu child has not had its proper opportunities in so far as the managements have very often sought the line of least resistance and, in the name of economy, have either forced Telugu children to take Tamil or have contrieved to establish bi-lingual classes and put the Telugu children at a grave disadvantage.

This special feature seems to have made Educational authorities overlook one other difficulty the Telugu children had. In sparcely populated areas like Chintadripet where there are nearly 16 elementary schools, the Telugu children have heavily lost because every elementary school was allowed to admit Telugu children in the bi-lingual lower classes and later on dispense with such Telugu classes on the ground of economy and small attendance, thus forcing Tamil on them ultimately or obliging them to go elsewhere.

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V. RECOMMENDATIONS

The Committee recommend

(1) THAT the Bi-lingual classes be abolished.

Now that the Mother Tongue has been given the predominant place in education by the local Government and the Government of India, it is essential that bi-lingual classes should not continue any further. All such classes should be divided off into Tamil and Telugu sections and whatever be the strength of such Telugu sections when formed, they should be kept on for 3 years to come both in Aided and Government institutions so that people may have sufficient time to make adjustments in the meantime.

(2)(a) THAT the following steps be taken to better the facilities for Telugu Children.

That with a view to better the elementary educational facilities for Telugu children it be generally ruled that every elementary school or primary section attached to a high school run either by Government or by Corporation shall open parallel sections for Telugu children except in areas where the Telugus are sparcely populated. We consider that an area for this purpose is "Sparcely populated" if the Telugu population within the area is around 10%. In such areas the Corporation and the Education Department may decide in what schools Telugu classes shall be concentrated. We recommend that every year due publicity should be given to the location of schools where Telugu sections have been provided.

(b) THAT parallel Telugu sections be opened in all classes and Forms in the Model High School attached to Teachers' College, Saidapet and that Wesley High School, Royapettah be induced to open parallel Telugu sections as an experimental measure for 3 years.

In regard to Secondary Schools for boys we find that certain areas of the City are fairly well served with schools that have Telugu sections or have begun to open Telugu sections. A few areas are not served. They are Saidapet and Royapettah. In Saidapet though there is a High School attached to the Teachers' College, it is disappointing to find that that school has no Telugu medium classes. It is up to Government to begin immediately Telugu medium irrespective of cost and attendance for the time being. The Saidapet school is likely to serve all the Telugu children scattered over the southern suburbs of the City of Madras.

(c) THAT two High Schools for Girls be opened with provision for teaching through the Telugu medium in all classes, one in Perambur and the other in North Madras.

The northern portion of the City where Telugus are thickly populated as also Perambur are not served by any High School for Girls. At Perambur girls were admitted into Rao Bahadur Calavala Cunniah Chetty High School but the management has now decided NOT to admit girls and it has become a very great hardship.

+18 ante As already pointed out, distances do matter in the case of girls more than in the case of boys.

(d) THAT in the case of Secondary schools for boys or girls, it is necessary that for THREE years to come strict watch should be kept that existing Telugu sections are not abolished and that a progressive opening of further sections be encouraged.

(e) THAT in all schools which are not entirely Telugu schools, it is essential that provision should be made for Telugu to be studied as a Second Language, in so far as we have found that there are a large number of Telugu students who are studying through the medium of Tamil.

(3) THAT provision should be made for the training of Telugu teachers in Training institutions in Madras.

Now that we have suggested changes and the Government have adopted a policy of making the mother tongue a predominant factor in the education of children, the above recommendation becomes imperative.

(4) THAT a Register of all the applications received for admission be maintained noting down therein the mother tongue of the applicants.

(5) THAT there should be a primary section attached to every Government Secondary School.

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NOTE By SRI T.P. MEENAKSHISUNDARAM ~~PILLAI~~. 38

I am not agreeing to the recommendation that there should be a Telugu section in every class in every school, though that recommendation has been made from a wider point of view so as to be applicable to all the bi-lingual areas such as Chittoor, Palghat etc. That there should be ample provision for the education through the respective mother tongue of the various linguistic groups has been emphasised by the Central Government. Like Ceasar's wife, the Government must be above suspicion and therefore every Government institution should have parallel sections in Tamil and Telugu. The Government is following such a policy in the Lady Willingdon Secondary school and the Presidency High School. Probably because The Teachers' College Model school was outside the city limits, till recently, such a policy had not been pursued there. Next to the Government, come the private agencies. Just at this juncture, when these are liable to be suspected, they ought not to be entrusted with this work unless they themselves voluntarily come forward to bear the burden. The Corporation of Madras is the third educational agency, which has introduced the Compulsory Universal Education Scheme. On it therefore must devolve this duty of providing facilities for Telugu education. The Corporation and the Government should decide from time to time where all there should be provision for the education of the Telugu children and such a decision should be given wide publicity.

The provision of Telugu sections in all classes in every school in all areas where the population of the linguistic group is above 10% is futile and wasteful. The question of cost may be considered first. There can be no justification for opening a section without reference to the probable demand. There are more than 400 elementary

institutions of which nearly 100 provide education through the Telugu medium. Even if a single teacher is appointed in the remaining institutions, the expenditure will amount to more than 2 lakhs (Salary, Dearness Allowance, Provident Func contribution and Pensionary contribution) a year. It is not suggested, however, that the cost should stand in the way, if it was really necessary.

Is it necessary? The Commissioner of the Corporation has issued orders that even if there was a single Telugu student applying for a seat in a school, he or she should be admitted whether there is a Telugu class or not in that school. If sufficient children are forthcoming a Telugu section is opened in that Corporation school. If there are not sufficient Telugu children to make up an efficient Telugu section, he has ordered them to be transferred to the nearest Corporation school where there is provision for teaching Telugu. This is the only scientific way for solving this problem. This experiment has been going on for a few years and the results have been highly satisfactory, in that it has revealed certain areas as being the most fitted for developing Telugu education. This scientific procedure aught not to be disturbed by impracticable experiments.

The suggestion that parallel Telugu sections might be opened in all the classes in all the school was put to the Commissioner by me. He stated that from his experience it was not beneficial to the Telugu student. My experience in Chintadripet drove me to the same conclusion. Education is not an individual affair but a social communion requiring a sufficient number of students for its success. Even in these days when emphasis is laid on treating every student as an individual and developing his unique personality, the social aspect of education is never relegated to the back ground. Without

a sufficient number of students, there can be no education worth the name. In the elementary schools of the City there is so much of wastage and the average attendance is so poor that the evil effects of having a class for 3 or 5 children become worse. The teacher will be enjoying a holiday whenever the students are absent. Even if a few are absent, he cannot make a progress for fear of the absent children losing the benefit of the lesson. These 3 or 5 Telugu children in the midst of a hundred and more Tamil children, under these circumstances will be unconsciously learning Tamil rather than Telugu. Naturally after sometime these Telugu pupils join the Tamil classes.

This is not an imaginary difficulty. In North Washermanpet, there is a Corporation Boys' school very near an area where more than 1,000 Telugu Washermen live. The Telugu sections were abolished in this chool some years back. It was alleged that the Telugu parents themselves prayed for the close of the Telugu sections. The people whom the Committee interviewed in this area, on theoretical grounds, agreed that they as Telugus should educate their children through Telugu and that they would send their children to a Telugu school if opened. The real difficulty was however revealed by another parent. He admitted that there was provision for Telugu sometime back in that Corporation school but as some of his children even after 4 years in one case and 2 years in another case, could not make up any progress in Telugu he had to transfer them to Tamil sections. The Headman explained that as there were 4 K's and 4 p's etc., in Telugu, it was rather difficult to learn Telugu. It is surprising that a Telugu Gentleman should be making that statement or complaint usually made by the careless Tamil students learning Telugu. The Tamilian atmosphere seems to have influenced them to this extent. The Committee were further informed that Telugu

was not taught with "Kanikaram" or loving solicitude. Were the Telugu teachers from outside Madras laughing at the so-called Madras Telugu of these poor children to such a great extent that the pupils became ashamed of their Telugu and rushed to the Tamil classes with a sigh of relief.? I have known such a thing happening elsewhere. It is very unfortunate that some Telugu teachers do not realise that the correct Madras dialect -- not the corrupt one -- with its relationship with the dialects of the Rayalseema and the South is occupying an important place both historically and Geographically. In passing, it is necessary to mention that Telugu teachers from Madras should be t-rained at one or other of the Training centres in the city, as suggested by this committee, with a view to avoid this complaint against lack of kanikaram.

The Tamilian atmosphere, even otherwise seems to be very contagious. In a Corporation Girls' school just near Sri P.T.Theagoraya Chetty High School there are parallel Telugu sections. Therefore there is no question of the Telugu children being compelled to take up Tamil for want of Telugu sections. The Headmistress is a Malayalee lady and therefore there is no room here for complaint against any Tamilian conspiracy. What does one find here? The Telugu children are reading Tamil. In the lowest class, in one Tamil section, of 30 children, 20 Telugu children have chosen to learn Tamil, leaving the parallel Telugu section with a very poor strength. If this is happening in schools where there is sufficient strength, what will be the fate of the Telugu sections with 3 or 5 children. If Telugu education were to make any progress one must provide for the proper atmosphere by having efficient Telugu sections with sufficient strength, in centrally located schools.

But the question of distances should also be considered especially when these schools are for the

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benefit of the young children of 5 and 6. At first the Commissioner of the Corporation suggested that a school with provision for teaching Telugu in a radius of a mile from the child's home might be satisfactory. But some members of the Committee thought that a distance of a mile might be very inconvenient for the child to walk to and fro, and therefore suggested a radius of 4 furlongs. The Commissioner was kind enough to promise a scheme of Telugu schools on that basis being prepared. Subsequently after a careful examination of the existing schools, he has written to the Committee stating that the present schools with Telugu classes satisfy the requirements of the scheme suggested. If the aided schools are taken into consideration, the distance will be still less at least in some areas. It may be that there are still a few areas unexplored but the Commissioner has promised to explore and provide for them.

Nor is the recommendation workable that there should be a parallel Telugu section in every school in areas where more than 10% of the population speak Telugu. How is one to find out this percentage? Till a census is taken, this recommendation has to remain a dead letter.

It is ultimately a question of demand and supply. In no school is any Telugu section full. More pupils can be admitted in all these sections. One has only the 1941 Census to follow in calculating the number of children of the school going age. On that basis probably 95% of these are already in the school. If the increase in the strength of the population can be estimated, it may be that only 90% of the children are in the school. Calculating on the present strength of the Telugu students, there may not be more than 500 Telugu children to be brought under instruction. The present Telugu sections may easily accommodate these children with a few more slum schools to be opened if necessary.

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The feeling that there is no provision for Telugu education grows out of a feeling of disappointment resulting from a mistaken expectation. On the basis of the census figures for the Telugu population, which are themselves considered to be under estimates by the Andhras, one expects a certain number of children to read in the Telugu sections. Where even a fraction of that figure has not been reached, one is naturally disappointed. The overwhelming influence of the Tamilian atmosphere prevalent everywhere in the city has brought about this result. The Nayudus, the Reddies, and the Sadhu chetties and others have become thoroughly Tamilised except for the language they speak at home. A good proportion of these Nayudus have become such great scholars and ardent advocates of Tamil that they are found as Tamil Pandits in various institutions in the city. Most of them hail from the southern districts and they are therefore inextricably linked with the Tamilians. Even otherwise the atmpsphere of Madras has been becoming more and more surcharged with Tamilian influence. Even as early as 1931 the people knowing Tamil were 77 or roughly 80% of the total population whilst those who knew Telugu only were 9 or roughly 10%. This proportion is probably kept up in the higher ~~forms~~ forms of the Secondary schools where the boys and girls ~~form~~ form in the last decade are studing. But since 1931 the Tamilian influence has been gathering strength like the snow ball rolling down the slopes of the Alps. That explains why the proportion between the Telugu children and others is 1:13. In an atmosphere like this, it will throw no light, if one were to compare the number of people whose mother tongue is Telugu with the number of those whose mother tongue is Tamil. This so called neglect of their mother tongue cannot be cured by any Government except to the extent of opening sufficient schools with Telugu sections in convenient centres.

The same consideratio n apply to Secondary schools. Even here it is not advisable to have Telugu sections without sufficient strength. In this period of transition when the school has to change over from English to the Mother tongue as a medium of instruction, certain disturbances are inevitable. Except in a few schools Telugu sections were not opened and others were getting permissions for having English medium sections. The English medium section was made possible because of a sufficient number of Tamil students preferring the English medium. But it was slowly discovered by the parents and the students that the English medium was responsible for many a failure. In the absence of these Tamil children it was becoming difficult to have even these English medium sections for the benefit of Telugu students. If things had been allowed to drift, the Telugu education in secondary schools would have completely disappeared. In 1946, the educational authorities conferred with the Headmasters to decide what schools should be compelled to open Telugu schools. As a result the Telugu students were proposed to be grouped in such centralised schools. As a result the number of parallel Telugu sections began to grow progressively, but in some schools Telugu had to disappear for they had to transfer their Telugu students to the centralised schools. To the extent that these children had to go elsewhere, the facilities are said to have diminished. This inconvenience must be admitted. But as a result of this reshufflings more and more Telugu medium sections have been coming into existence in recent years; the bi-lingual classes are dying a natural death except in one or two instances and the Telugu atmosphere has been strengthened in many institutions. Except for this temporary inconvenience which may, from one point of view, tantamount to a loss of facility to some extent, the statistics clearly show that

that the facilities for the Telugu teaching has increased in all directions along right lines.

It was said that the Hon'ble Minister for Education by his statements and otherwise conspired with the Tamil Correspondents to close down Telugu sections. Even in a democratic State it may be admitted the Ministers are powerful enough to bring about certain results. If there were a conspiracy the statistics prove how powerless and helpless the conspirators were. Facts completely disprove this wild theory of conspiracy, on whose behalf no evidence was tendered even when pressed for. Nor is there any truth in the complaint that the Tamil Headmasters refused admission to Telugu children. The fact that the Telugu sections which these Headmasters are running in spite of the economic strength for a number of years, can easily be taken in more Telugu children, disproves this theory. It is however to avoid such complaints being made, that the committee have recommended that applications for admissions should be preserved in writing.

Turning to the sufficiency of the provision for Telugu education one finds that the Telugu sections can admit more children. Taking the number of Telugu children receiving elementary education and comparing it with the seats available in the secondary schools one has to conclude that for some years to come there can be no difficulty in supplying the demand for Telugu secondary education. For this expansion of secondary education taking place automatically, the burden of elementary education should be taken off the shoulders of the secondary schools. They must be allowed to close down lower classes so as to enable them to open more Telugu sections. Nor should they be compelled to run Telugu sections with 4 or 5 classes where Bi-lingualism is abolished. As bi-lingualism is almost dead, this discussion is purely academical. But in all such cases as already suggested by the Committee, the Government must satisfy

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before agreeing to such closures, that provision exist for the Telugu children in the near vicinity. But in the case of girls' high schools, it is necessary to continue the primary sections for sometime more.

Except with reference to this point of insisting on sufficient strength and suggesting centralised schools, I am in agreement with my colleagues in all other respects.

M e m b e r,
Madras City Telugu Education Facilities Enquiry Committee,
Madras.

APPENDIX 'A'

Date(1)	Place(2)	Name of person & Designation(3)
17th July 48	Sri P.T.Theagaroya Chetty School, Washermanpet.	1. Sri P. Ramaswamy Chetty Garu, Special Engineer, Corporation of Madras.
		2. Ponneri Ramakrishnayya Garu, President Andhra Congress Shabha, Ponneri and Member, Andhra Provincial Congress Committee.
		3. Sri P. Sitarama Pantulu Garu, Attorney at Law, Notary Public
		4. Dr. Appa Rao, Treasurer, First Circle, Andhra Congress Committee.
		5. Sri P.C. Munuswamy Chetty, Director, Sri P.T.Theagaroya Chetty School, Washermanpet.
		6. Sri L.S. Chandrasekara Iyer, Head-master, Sri P.T. Theagoroya Chetty School, Washermanpet.
		7. Sri M. Sreeramalu Chetty, M.A., L.T., Assistant Headmaster, Sri P.T. Theagaroya Chetty School, Washermanpet
18th July 48	Kesari High School, Royapettah	8. Prof. Venkatarasiah, Retd. Prof. of Politics, Andhra University.
		9. Sri S. Subbiah Chowdary, Advocate
		10. Sri S. Ramamoorthy, Advocate
		11. Sri R. Venkatappa, Sub Editor, "Grihalakshmi"
		12. Sri B. Somasundara Rao, Retd. Deputy Director of Public Instruction, Madras.
		13. Sri R. Lakshiminarayana, Advocate, President, Andhra Yuvajana Mandali
		14. Sathrasala Venkataram, Secretary, Andhra District Congress Committee, Madras
		15. Sri M. Seshachalapathi M.A., B.L., Correspondent, Kesari High school for Boys and Kesari Kanya Vidyalaya, Royapettah.
		16. Sri S. Rajagopal Rao M.A., L.T., Headmaster, Kesari High School, Madras.
19th July 48	Hindi Prachara Sabha, T'Nagar.	17. Sri M. Satyanarayana, Member, Constituent Assembly & Secretary, Hindi Prachara Sabha, Madras.

19th July 48	Hindi Prachara Sabha(Contd)	18. Sri Sami Venkatachala Chetty Garu
		19. Sri T. Lakshmayya Raju, Meteorological Department, Government of India.
		20. Sri V.A.B. Sastri, Telugu Translator, Madras High Court.
		21. Sri K. Suryanarayana, Telugu Translater to Government of Madras.
		22. Sri B. Ranga Rao, Commercial employee
		23. Sri D.B.R. Sarma, Journalist.
20th July 48	Pachiappas High School, G.T.	24. Sri G. Hanumantha Rao, Inspector, Bharat Insurance Company.
		25. Sri T.S.Sreeramalugupta, S.K.P.D. Hostel.
		26. Sri C. Govindarajulu B.A., Secretary, Madras Scouts Association and Member, Piece Goods Merchants Association.
		27. Sri Subbiah, Headmaster, Govindappa Naicken Secondary School, G.T.
		28. Sri Chengalvoraya Pillai, Headmaster, Pachaiyappas High School, Madras.
		29. Sri Venkatarama Chetty, President, Andhra Peoples Association.
		30. Sri A. Lakshiminarasaya, Manager, All India Spinners' Association, Andhra Branch.
		(a) Sri V.Radhakrishnan, YMCA Andhra-vignana Parishot.
21st July 48	Ripon Buildings	31. Dr. A. Pattabhi
		32. Gaddi Rangayya Naidu, Secretary, Andhra, District Congress Committee, Councillor, Corporation of Madras, ex-Member, All India Congress Committee and ex-M.L.A.
		33. Sri K. Venkatapathi Naidu
		34. Sri K. Allawandar Naidu
		35. Sri C.S. Sastri, Auditor.
		36. Sri Balaji Singh.
		37. Sri Venkatacharlu
		38. Srimathi C.H. Mary
		39. Sri Rangachari
		40. Sri Venkataraman
		41. Sri Sundaravadivelu, Educational Officer, Madras Corporation.

22nd July 48	Ripon Buildings	42. Sri Narashimham, Commissioner, Corporation of Madras, Madras.
		43. Sri Sundaravadivelu, Education Officer, Corporation of Madras, Madras.
		44. Sri Lodd Giratharadas.
5th August 48	Rao Bahadur Calavala Cunniah Chetty High School for Boys Perambur	45. Dr. T. Jayaram Chetty, ex-Corporation Doctor and an old veteran of Aided schools.
		46. Sri Janikirama Reddi, Correspondent, Aided Elementary school, Paper Mills Road, Perambur.
		47. Sri Srinivasalu Naidu, Manager, M & S.M Rly. Grain Shop, President, Labour Union and Treasurer, M & S.M. Rly. Federation.
		48. Sri V. Kondaswamy Reddi, Agriculrist Sembiyam.
		49. Sri Appa Rao, Vice-President, Andhra Sangham
10th August 48	C.S.M.Head-Quarters, Kilpauk	50. Miss Indira Iswariah, Manager, C.S.M. Elementary Schools, Madras.
		51. Miss Calder, Principal, C.S.M.Preparatory school, Kilpauk.

APPENDIX 'B'

Name of the institution	Date
1. Corporation Boys' Elementary school, Tiruvathiyur High Road, Madras.	5th August 1948
2. Corporation Higher Elementary School for Girls, Korukkupet.	-do-
3. Corporation Boys' Elementary school, Cemetry Road, Washermanpet.	-do-
4. Venkataramana Telugu school, Perambur	-do-
5. Rao Bahadur Calavala Cunniah Chetty High school for Boys, Perambur	-do-
6. London Mission Bentinck Girls' High school, Vepery.	-do-
7. Sir M. Ct. Muthiah Chettiar High school, Vepery.	-do-
8. Chintadripet High School, Madras	-do-
9. Hindu High school for Boys, Triplicane	6th August 1948
10. Lady Willingdon Secondary School for Girls, Triplicane	-do-
11. National High School for Girls, Triplicane	-do-
12. P.S. High School for Boys, Mylapore	-do-
13. Presidency High School for Girls, Egmore	-do-
14. St. Paul's High School, Vepery	10th August 1948
15. Thirvothiswarer Free High School, Vepery	-do-
16. Union Committee High School, Choolai	-do-
17. Corporation High School, Nungambakkam	-do-
18. Ramakrishna Mission High School for Boys, T. Nagar	-do-
19. Ramakrishna Mission High school for girls, T. Nagar	-do-
20. Model High School attached to Teachers' College, Saidapet.	-do-

--ooo--

APPENDIX 'C'

(a) Memorandums received

1. The Madras Andhra District Congress Committee.

2. The Andhra Yuvajana Mandali, Madras.

(b) Letters ~~Petitions~~ received

1. Sri V. S. Kothandapani, C/o Bank of Hindustan Ltd., Chintadripet.

2. Sri Sami Venkatachalam Chetty, 58 Thyagaraya Road, Madras.15.

3. Sri Y. Venkatasubramaniam, M.A., B.L., Advocate, 25 Veerappan Street, G.T., Madras.

4. Sri V. Karunanidhi, 7 Srinivasanagar, Spur Tank, Egmore, Madras.

5. Sri N. Venkatapathy, 110 Big Street, Triplicane, Madras.

6. Sri T.L. Raju, 11 Kumarappa Mudali Street, Nungambakkam, Madras.6.

7. Sri Sami Venkatachalam Chetty's letter to the Press.

8. Sri Jaganatham Naidu, Government Pensioner, 22 Suramal Street, Egmore.

9. Sri S. Sami Jaliah, Secretary, Andhra Sangam, Perambur

10. Sri R. Venkatapayya, Royapettah.

--O--

EDUCATION AND PUBLIC HEALTH DEPARTMENT.
(BI)

58/52

EDUCATION - Schools in the City of Madras - Recommendations of the Committee constituted to enquire into the lack of facilities for Telugu education - Orders passed.

Read: G.O.Ms.No. 965 Education, dated 24--4--1948.
From Sri K. Venkataswami Naidu, M.L.C., dated the 15th September 1948.
From the Director of Public Instruction, R.C.No.1156-E1 of 1948 dated the 8th April 1949.
From the Director of Public Instruction, R.C.No.1156-E1 of 1948 dated the 19th August 1949.

ORDER MS.NO. 3110 EDUCATION, dated 10. 10. 1949.

In G.O.No.965 Education, dated the 24th April 1948, the Government constituted a committee to enquire and report whether facilities for the education of Telugu children studying in the schools in the City of Madras had been curtailed in the two years prior to 1948 and whether Telugu sections had been ordered to be abolished in any of the schools in the City. Subsequently, the committee was also asked to make any recommendations in regard to ~~the~~ improvement, ~~of the present position,~~ if in the course of the enquiry it was found that such recommendations would be helpful for the better teaching of the Telugu children.

2. The Committee in its report has stated that during the two years prior to 1948, the facilities for the education of Telugu students have been reduced to some extent though from a statistical study of the number of school going children there does not appear to be any deterioration, and that the Government have not ordered the abolition of any Telugu sections in any of the schools. In order to improve the facilities

P.T.O.

for the education of telugu children, the committee has made certain recommendations. The Government have considered those recommendations and pass the following orders on each of the recommendations:

Recommendations Nos. 1 to (5):

(1) Abolition of bi-lingual classes.
(2) Opening of parallel sections with Telugu medium in all elementary schools and primary department of secondary schools, except in areas sparsely populated.
(3) Opening of parallel telugu sections in all classes and forms in the Model High School attached to the Teachers' College, Saidapet, and as an experimental measure for three years, in the Wesley High School, Royapettah.
(4) Opening of two high schools for girls with provision for teaching through Telugu in all classes, one at Perambur and the other in North Madras.
(5) ~~Non-abolition~~ Retention of existing telugu sections in secondary schools for boys or girls for the next three years and encouragement of progressive opening of telugu sections.

According to G.O.No.2125 Education, dated the 2nd July 1949, provision should be made for students belonging to linguistic minority communities in this Province to receive instruction through their mother tongue or any language other than the regional language subject to the minimum strength prescribed therein. No action is therefore called for on the above recommendations. The post of the Telugu Pandit in the High School Department of the Teachers' College, Saidapet, employed for the teaching of telugu will be continued during the current year.

Recommendation No. (6):
Provision for the study of Telugu as the second language:-

Under the reorganised scheme of Secondary Education, pupils have to study a second language and the choice of the language is left to the pupils. If there are sufficient number of pupils offering Telugu as second language, necessary provision will be made for the study of that language.

Recommendation No.(7):
Provision for the training of telugu teachers in the training institutions in Madras.

The proposal was considered in connection with the budget for 1949-50. It will be considered again.

~~Recommendation No.(8):~~

Recommendation No. (8):
Maintenance of a register of all applications received for admission, showing the mother tongue of the applicants.

The Government do not consider that any useful purpose will be served by the maintenance of the register.

Recommendation No. (9):
Provision of a primary section in every Government Secondary School:

The Government do not accept this recommendation. In order to provide better facilities in the higher forms, primary classes in the secondary schools are being gradually closed down to facilitate the opening of additional sections in the ~~hgh~~ higher forms.

Recommendation No.(10):
Before closing the lower classes in any institution, ~~it~~ should be satisfied that there is sufficient provision for telugu feeder institutions in the vicinity.

The recommendation is accepted. The D.P.I. is requested to see that, before the primary classes are closed in any of the schools, there are sufficient facilities for the education of telugu children in the locality.

Recommendation No. (11):
Quinquennial Report of the Education Department should have details of school population district-war.

This recommendation is also accepted. The D.P.I. is requested to suggest a suitable table which can be inserted in the Statistical Volume.

To
The D.P.I.
The AG thro' Fin.
Sri K. Venkataswami Naidu, M.L.C.,
'Appah Gardens',
Madras, 10 (with copy of GO.No. 2125 Edn. dated 2nd July 1949.)
Copy to 'A' Section.
Copy to C1 Sections.
Two S.Cs.

Note

File

G. no. 68927-B1/48-1

Schools - Secondary. Closure of Telugu sections in certain schools in the city of Madras. - Report of the Committee of Enquiry.

54

From Sri K. Venkataswami Naidu, B.A.B.L., M.L.C., dated 15.9.1948.

In Ho. no. 965 Edn dt 24.4.48, the Govt. Constituted a Committee of Enquiry consisting of (1) Sri K. Venkataswami Naidu, M.L.C., Chairman, (2) Sri B. Hari Sarvottama Rao, (3) Sri S.B.P. Pattabhirama Rao + (4) Sri T.P. Meenakshisundaram Pillai, to enquire and report whether the educational facilities for Telugu children studying in the schools in the city of Madras have become less in the last two years and whether the Govt. have abolished any Telugu sections in any grie schools in the city. Subsequently the terms of reference to the Committee was extended so as to enable the Committee might make its recommendations in regard to the improvement of the present position if in the course of the inquiry it was found that such recommendations would be helpful for the better teaching of Telugu to the Telugu children in Madras.

2. The Chairman of the Committee has now submitted the report of the Committee. ~~to Govt. for examination~~. The report is unanimous except for the note of dissent by Sri T.P. Meenakshisundaram Pillai, one of the members of the Committee. The recommendations of the Committee and the note of dissent by Sri Pillai are on pages 23-26 and pages 27-35 (respectively.) of the report. Before examining the recommen-

P.T.O.

Fig

pp 5-8 of (X)

Letters Regd. nos 48992-B1/48-1 Edn 8017/48 (X) 18-9-48

Shown below (M)

68927 B1/48

dations of the Committee in detail, it seems necessary to obtain the remarks of the Director of Public Instruction and to obtain his remarks in the matter. A draft memo to the Director is submitted below for approval. Before it is sent, the file may be circulated to JDPI(E&P) (Cm).

S
21-9-48
HM(E&P)(Cm)

24/9/48
Secy
25/9/48

We may call for the DPI's report for the present. On receiving it, the details of reforms which he recommends may be considered later on.

A
Secy
21/9

ISA
26-9-48

No approved draft below may issue
VR
27-9-48

SECRETARY, EDN. AND P.H. DEPT.
27 SEP 1948
GOVERNMENT OF MADRAS

[Memo. no. 68927-B1/48-1 Edn. dated 27/9/48] fucf

B1

Secretary, E.& P.H.

What has happened to Sri Venkataswamy Naidu's Committee report? It is many months since they made their report but I have not seen it. We must consider and pass necessary orders well ahead of the next school year so that whatever may be done may be done in advance . That matter may be looked into and put up.

ISA
22.12.48

H.M. Education.

96257/28-12-48

Please see the minutes of JDPI(E&P) above. The report of the Committee referred to therein, has been referred to the DPI for his remarks with reference to the minutes at 'A' above. The

P.T.O.

A ISA 68927 B1/48

Director was last reminded on 14.12.48. The file may be circulated to JDPI(E&P).

24/12/48
Secy
24-12-48

VR
24-12-48

S
Approved E/R (Cm)
ISA
30.12.48

pp 5-8 cf

SECRETARY, EDN. AND P.H. DEPT.
30 DEC 1948
GOVERNMENT OF MADRAS

From the Director of Public Instruction, R.C.No. 1156-E1/48 dated 8.4.1948.

Please see the remarks of the Director of Public Instruction on pp 5-8 cf on the recommendations of the Telugu Education Enquiry Committee. The recommendations have been examined in the sectional notes below.

2. After orders are passed, the file may be sent to Finance Dept. for remarks.

A Pgs 3, 13 & 21 of Sectional Notes
Thro' Secy
Pgs 21 of Sec. Notes.
GT. 613 of Sec. Notes.
Secy 10/6/49
S/Secy 7/6/49

ASSISTANT SECRETARY TO GOVERNMENT
39096
14 JUN 1949
FINANCE DEPARTMENT

Ref. to Secretariat for orders
For Instructions 68927 B1/48-2 Edn
14/6/49
A 14/6

4/6/49
Secy
5.6.49

VR
11-6-49

A.S.I
S
Fin
DSM
13/6/49

However desirable, it may be to provide instruction in the mother tongue, it will not be economic to Govt, or attractive to private schools, to have sectional classes, without a minimum enrolment. Initially a minimum strength to the extent of 20 was fixed by the Cabinet, but there is a proposal now for a strength of 10. The proposals will have to be drawn in the light of this strength

13/6
Fin
PTO

Now for E III see pp. 6(a) & 9 infra

B1

E.A

Fin (Exp A)

Please see the notes of E and P.H. from p. 1 above.

Finance may agree with the views of the E+PH Secretary ~~in~~ note on p. 3 above, Subject to the orders of the Cabinet awaited regarding minimum strength. The views of the E+PH Dept. in the sectional notes also may generally be agreed to in this Dept. It is presumed that the proposals at ks on p. 6 and on page 9 of the Sectional notes will be reconsidered in the light of the decision to be arrived at regarding the minimum strength.

LAA 16/7/49

Thro' E III

17.6.49

16/7/49

17.6.49

Fin. no. 39086/Exp A-B1/49 dt. 20.6.49

20/6/49

E & P.H

B1.

ASST. SECRETARY TO GOVERNMENT 47123 21 JUN 1949 EDUCATION AND PUBLIC HEALTH DEPT.

Please see the note of the Finance Department above. The file may lie over till orders are passed on the question of medium of instruction in educational institutions.

28/7/49

4712/3

File sent to Pat (Spl) for consideration during Cabinet

22/7/49

22.6.49

Orders have since been issued in regard to the medium of instruction for linguistic minority students in elementary and secondary schools vide Govt. no. 2125 Edn. dated 2/7/49. The further notes on pp. 6(b) & 9 of the Sectional notes below are for approval. Finance may again see before circn.

9-7-49

S/11/7/49 Fin

ASST. SECRETARY TO GOVERNMENT 45494 11 JUL 1949 FINANCE DEPARTMENT

Edn Govt no. 68927 B1/49-3 Edn 11/7/49

Fin (E III)

(Previous Fin. note on p. 4 above)

This dept.'s notes have been added in pp. 6(a)-6(b) & 9 of the Sectional Notes below. After orders are passed thereon, the case may be returned to E.P.H.

12/7/49.

13/7/49

Exp. H.

B1.

The further notes of this department on page 6(b) of the Sectional notes below are for approval.

2. The file may now be circulated to H.M (E&P) for orders on the points commented in the Sectional notes below.

14/7/49

14.7.49

15/7/49

The further note on page 6(b) of the Sectional notes below is for approval.

18/7/49

14/7/49

16.7.49

[Memo. no. 68927-B1/49-4 Edn dt 19.7.49]

From the DPI., Rc no. 456-B1/49 dt 19.8.49.

Please see the letter from the DPI on page 14g. The further notes on p. 6(b) of the Sectional Notes below are for approval. The file may again be sent to Finance Dn. for remarks before circulation.

28/8/49

S/23/8/Fin

27/8/49

ASST. SECRETARY TO GOVERNMENT 56187 29 AUG 1949 FINANCE DEPARTMENT

Edn Govt no. 68927 B1/49-Edn

29/8

29/8

68927/B1/48

B1

FIN (Estt)

(Pro. Fwd Note on p.5 below)

This dept's remarks have been added on 6(c) of the Sectional Notes below. After orders are passed thereon, the file may be returned to E&P.H.

29.9.49 3.9.49

FIN.U.O. 6827/Estt.

5.9.49.

5/9/49

E & P. H.
B1.

ASST. SECRETARY TO GOVERNMENT
68833
6 - SEP 1949
EDUCATION AND PUBLIC HEALTH DEPT.

Please see the note of the Finance Department above. The further notes on page 6(c) of the Sectional notes below are for approval.

2. The file may be circulated to HM (E&L) for orders on the points examined in the sectional notes below.

7/9/49

S

HM(E&L)

I may agree to the proposals in the Sectional notes, as noted upon

✓

H.M (E&L)

8/9

Are not all the proposals quite out of date. And do any of them require any action now?

Govt do not run any Secondary or Elementary Schools except the model Schools attached to Training institutions and our recent orders allow the D.P.I to permit classes with different language as media of instructions where there is demand for it. Is any further action necessary

34/8/49

SECRETARY, EDN. AND P.H. DEPT.
SEP 1949
GOVERNMENT OF MADRAS

57

Please see the minutes of HM (E&L) on page 6 ante. It is respectfully submitted that the proposals examined in the Sectional notes below are not out-of-date. So far as the provision of facilities to the linguistic minorities for the study through the medium of their mother tongue or any other language other than the regional language is concerned, the orders already passed in Go. 2125 Edn dt 2/7/49 will be followed. ~~The proposals examined~~ in regard to other matters examined in the Sectional notes ~~are the recommendations of the Committee~~ it seems necessary to ~~some orders on the~~ Committee's recommendations ~~of the Committee~~ constituted under the ~~Chairmanship of Sri K. Venkataswami Naidu~~, M.L.C., ~~by the Government in Go. No. 965 Edn dated 24.6.48. It is therefore necessary to pass orders on the recommendations of the Committee~~

2. The file may be therefore be circulated to HM (E&L) for passing orders on the proposals examined in the Sectional notes.

W

This Go is referred to at pages 1 and 9 of the Sectional notes.

13-9-49

X 5-9-49

9/9/49 12.9.49

13/9/49

S

HM(E&L)

As I see, except no (1) all other recommendations are now covered by the policy of allowing linguistic minorities, separate classes when the prescribed strength is available. Can we not simply communicate this to the Committee

13/9

8

43483Bn/48

Please see the Secretary's query on page 7 ante. The recommendations (1) to 2(d) are covered by the orders already issued in Bo. no. 2125 Bn dated 2.7.1949. ~~Ide is for orders wherein orders may be issued in~~ No action is necessary on these recommendations ~~given orders in the Bo. referred to above.~~ 2. The posts of the Telugu Pandits in the High School Department ~~employed~~ in the Teachers' College, Saidapet, employed for the teaching of Telugu as the second language may be continued during the current school year - The Finance Dept. have agreed to this proposal - vide page 6(c) of the Sectional rules.

3. In respect of the other recommendations of the Committee, namely, 2(e) to (7) which are not covered by the orders in the Bo referred to in para 1 above, orders of HM (E&L) may be obtained. These recommendations have been examined on pages 11-21 of the Sectional rules.

19-9-49

19.9.49

Tcsn
22.9.49

S 20 (E&L) / 9

1st. N (E&L)

~~I have~~ The Sectional rules

The draft order below is for approval. It may be issued after approval by Finance.

4/10/49

A.S II / Financial

1-10-49

2/9/49

Tcsn
27-9-49

A.S IV

Endtl. no. 68927 dtd 4/10/49 - Bn

4/10/49

4/10/49

Hd 1-10 give sec. rules.

W

vide also page 10(c).

ASSISTANT SECRETARY TO GOVERNMENT
64654
5 - OCT 1949
FINANCE DEPARTMENT

9.

Fin (E&L)

(Last seen with Finance on p. 6 above)
Further note and the remarks of Asst (E&L) on p/p 6-8 above may be perused. The draft order below may be accepted and the case returned to E&L.

Fin. U.O.
64654/E&L.1/49
6.X.49

6.10.49

6.10.49

C.S
6.X.49

E&L
31.

The draft order below may now be issued.

8/10/49

S 10/10

ASST. SECRETARY TO GOVERNMENT
7 - OCT 1949
EDUCATION AND PUBLIC HEALTH DEPT.

7/10/49
Tcsn
7/10/49

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

59

(1) THAT the Bi-lingual classes be abolished.

Now that the Mother Tongue has been given the predominant place in education by the local Government and the Government of India, it is essential that bi-lingual classes should not continue any further. All such classes should be divided off into Tamil and Telugu sections and whatever be the strength of such Telugu sections when formed, they should be kept on for 3 years to come both in Aided and Government institutions so that people may have sufficient time to make adjustments in the meantime.

REMARKS OF THE D.P.I.

Bilingual classes may be split up into Tamil and Telugu classes gradually as and when facilities for instruction through both the media become available in the schools.

E+PH (RD) Deptt.

The views of the DPI above may be conveyed in - No mention has been made about the minimum strength necessary for separate sections - The question of the minimum to be fixed for linguistic minorities to receive instruction through the medium of their mother tongue is under separate consideration and the decision of the Cabinet is awaited. Attention is in this connection solicited to the recommendations of the DPI (extracted at page 23 q (M)) of the sectional notes (page 5 q) infra

11-6-59

13/6

orders subsequently issued in GO Ms 2125 Edn 2-7-59

7-7-59

5.8.59

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

2(a). That the following steps be taken to better the facilities for Telugu children.

That with a view to better the elementary educational facilities for Telugu children it be generally ruled that every elementary school or primary section attached to a high school run either by Government or by Corporation shall open parallel sections for Telugu children except in areas where the Telugus are sparsely populated. We consider that an area for this pupose is "Sparsely populated" if the Telugu population within the area is around 10%. In such areas the Corporation and the Education Department may decide in what schools Telugu classes shall be concentrated. We recommend that every year due publicity should be given to the location of schools where Telugu sections have been provided.

RECOMMENDATIONS OF THE D.P.I.

2 (a): This matter may be left to be dealt with by the Corporation of Madras.

E+PH CBIS Deptt.

The recommendation of the DPI may be accepted. A copy of this may be communicated to the Commissioner, Corporation of Madras for necessary action.

From the DPI's remarks, it is presumed that the primary sections are attached to most high schools in the Madras city.

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

---

2 (b) THAT parallel Telugu sections be opened in all classes and Forms in the Model High school attached to Teachers' College, Saidapet and that Wesley High School, Royapettah be induced to open parallel Telugu sections as an experimental measure for 3 years.

In regard to Secondary schools for boys we find that certain areas of the City are fairly well served Telugu sections. A few areas are not served. They are Saidapet and Royapettah. In Saidapet though there is a High school attached to the Teachers' College, it is disappointing to find that that school has no Telugu medium classes. It is up to Government to begin immediately Telugu medium irrespective of cost and attendance for the time being. The Saidapet school is likely to serve all the Telugu children scattered over the southern suburbs of the City of Madras.

REMARKS OF THE D.P.I.

There is provision for the study of Telugu as the first language in the Model High school attached to Teachers' College, Saidapet. Out of a total of 550 pupils in the school there are only 8 pupils who have taken Telugu and who are distributed among Forms I to VI as shown below:-

Form I	..	4
From II	..	1
Form III	..	Nil
Form IV	..	2
Form V	..	1
Form VI	..	Nil.
		8

The Principal of the Teachers' College, Saidapet, has suggested that the provision for the teaching of Telugu in the school may be removed and that from the beginning of the school year 1949-50, the post of the Telugu Pandit be kept under abeyance. The Correspondent of the Wesley High School, Madras, has reported that the management of the school does not propose to open Telugu medium sections for want of accommodation.

P.T.O.

6

E+PH (BIS) Dept.

Please see the recommendation of the Telugu Eth Enquiry Committee and the remarks of the DPI on page 5 ante. In the circumstances stated by the Director, it does not seem necessary to open parallel sections with Telugu medium in the High School attached to the Teachers' College, Saidapet. For orders.

There are likely to be protests if the existing facilities are withdrawn. The question may be considered next year if there is no improvement in 1949-50.
K
11-6-49

2. The Dir has reported that the management of the Wesley High School, Royapettah, does not propose to open Telugu medium classes, for want of accommodation. The Dir may be requested to ascertain & report whether sufficient strength in Telugu parallel sections are opened in the School and if so, whether the sections cannot be opened by providing temporary accommodation pending the construction of additional buildings. If the management is agreeable to provide temporary accommodation if a grant is made for the purpose, the Director is requested to ascertain the cost of construction of temporary sheds

p.6 ante

This will mean extra expenditure. It does not seem necessary to pursue the question.
A
11-6-49
I agree

4/4/49
Work
5.6.49

11-6-49

S 13/6

With reference to the above, it is submitted that facilities were provided during last year in the model High School attached to the Teachers' College, Saidapet, for the study of Telugu as the first language and not in the Tamil language as the medium of instruction. Even though the strength of Telugu students in the School is not economic, the study of the language as the first language may be permitted during the current school year & the question may be reviewed in 1950-51.
B

2. The minimum strength fixed for provision of mother tongue as medium of instruction for students belonging to linguistic minorities in secondary schools is

C

6(a)

Copies sent to Dy 21258/49 (4) 2-7-49 p.5 ante

HS for the three forms - Forms I to III & Forms IV to VI. The number of the Telugu pupils in the school is very few and there is no case for the opening of parallel sections with Telugu medium.

A
9/7/49
Work
8.7.49

11
9-7-49

S 11/7

First (EIII).

This dept. may agree with E.P.H. that the question of asking the management of the Wesley High School, Royapettah, to open Telugu medium classes need not be pursued & that there is no case for the opening of parallel ~~Telugu~~ sections with Telugu medium in the Model High School attached to the Teachers' College, Saidapet.

vide 'A' on p. 6 ante
'C' on pp. 6-6(a) above.

2. At present, there is provision for the study of Telugu as the first language in the Model High School attached to the Teachers' College, Saidapet, and a Telugu Pandit has been sanctioned for imparting instruction in Telugu. In view of the fact that there are only 8 pupils (out of a total of 530 pupils in the School) in all the Forms I to VI put together, the Principal of the College & the D.P.I. have suggested that the provision for the teaching of Telugu in the school may be removed from the beginning of the current School-year & the post of Telugu Pandit kept in abeyance. E-P.H., however, propose that the study of Telugu as the first language may be permitted during the current school year, though the

'X' on p. 5 above

'N' on p. 5 above

'B' on p. 6 above

Strength

strength of Telugu Students is not economic. It is submitted that it appears quite unnecessary to provide for the instruction of Telugu, in view of the fact these are only 8 pupils who have taken the language — vide 'X' on p. 5 above. Fin. may advise that the Dir.'s recommendation be accepted.

12/7/49.

of whom 4 are in I Form, 1 in Form II, 2 in Form IV & 1 in Form V.

13/7/49

13/7/49

Next Fin. note on p. 9 infra

PTO

E&PH(Edn) Dept.

Please see the note of Finance on pages 6(a) to 6(b) above. Their orders is whether their suggestion to abolish the post of the Telugu Pandit in the (High School Department) Teachers College, Saidapet, may be agreed to.

The forms might have begun to work by this time. Please find out the strength in the various forms in the current year & also whether the Pandit is being continued.

15/7/49

14/7/49

work 14.7.49

The draft memo to the DPI below is for approval.

18/7/49

16/7/49

work 16.7.49

[Memo. no. 68927-B1/48-4 Edn dated 19.7.49] p13 cy

From the DPI., Rc. no. 1156-E1/48. dated 19.8.49. p14 cy

Please see the letter from the DPI on page 14 cy. The total no. of Students to whom Telugu has to be taught is 12 & the Dir. considers that the post of the Telugu Pandit has to be continued during the current School year. The Dir's view may be accepted. Finance may see again for remarks, if any, prior to circulation.

28/8/49

27/8/49

S 29/8

X

63

Fin(Edn.III)

(Pre. Finance Note on Nos. 6(a) & 6(b) above.

No further notes by E&PH. on 6.6(b) above may be perused. In the circumstances stated therein, their proposal to continue the existing post of Telugu Pandit ~~employed for~~ for teaching of Telugu to the students in the model High School attached to the Teachers' College. Saidapet, during the current school year may be agreed to in Finance.

3.9.49

3.9.49

5/9/49

E&PH(Edn) Dept.

Please see the note of the Fin. Dept. above. They have agreed to the proposal of this dept. at 'x' on page 6(b) ante.

6/9/49

7-9-49

6.9.49

6/9

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

64

2(c) THAT two High schools for Girls be opened with provision for teaching through the Telugu medium in all classes, one in Perambur and the other in North Madras.

The northern portion of the City where Telugus are thickly populated as also Perambur are not served by any High school for Girls. At Perambur girls were admitted into Rao Bahadur Calavala Cunniah Chetty High school but the management has now decided ~~not~~ to admit girls and it has become a very great hardship.

As already pointed out, distances do matter in the case of girls more than in the case of boys.

RECOMMENDATIONS OF THE D.P.I.

It is reported by the Inspectress that the C.S.M. Madras Girls' Day High School, Acharappan Street, George Town, is offering Telugu in all classes. The existing schools in the Perambur area do not want to venture to open Telugu classes for fear of their proving uneconomical. It is also difficult to get necessary accommodation to house the girls. For want of suitable accommodation, the Seva Sadan Girls' Branch School, at George Town has closed down. All the ncessary facilities may be given to schools which are prepared to open parallel sections in Telugu in those areas. While affording such facidities, it would seem necessary to insist on a minimum number of pupils, viz 15 for secondary schools and 10 for elementary school in each class, as otherwise it may prove wasteful.

E+PH(B1) Dept.

The recommendation of the DPI above may be accepted. Apparently the Director is not in favour of opening a Govt girls school in these areas.

11-6-49

5.6.49

65

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

page 25 g (M)

2(d) THAT in the case of Secondary schools for boys or girls, it is necessary that for ~~three~~ years to come strict watch should be kept that existing Telugu sections are not abolished and that a progressive opening of further sections be encouraged.

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page 6 cg

REMARKS OF THE D.P.I.

This recommendation is acceptable and the schools may be advised accordingly.

E to H (B I) Deptt.

The DPI may be asked to advise the managements of schools on the lines of the recommendation of the Committee.

4/4/49
Under
5.6.49

11-6-49

S 13/6

(W)

Please see the orders in Govt. No. 212 S Edn dated 2.7.49. According to this Govt. parallel sections Can be opened with Telugu medium only if the strength of pupils is 45 for three forms.

11/7

8/7/49
Under
8/7/49

Fin (E III).

No special remarks are called for in Finance.

12/7/49.

M/ 13/7/49 Engg. Secretary

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

66

2(e) THAT in all schools which are not entirely Telugu schools, it is essential that provision should be made for Telugu to be studied as a Second Language, in so far as we have found that there are a large number of Telugu students who are studying through the medium of Tamil.

REMARKS OF THE D.P.I.

Under the scheme for the reorganised courses of Secondary Education, pupils have to study a second language. The choice of the Language to be studied by the pupils under the category of second language is left to the pupils. Hence it is not necessary to make provision for the teaching of Telugu as a second language if there is no demand.

E+PHCBD Deptt.

The view of the DPI above may be concurred in.

5/13/6

67

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

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(3) THAT provision should be made for the training of Telugu teachers in Training institutions in Madras.

page 25 g (M)

Now that we have suggested changes and the Govt. have adopted a policy of making the mother tongue a predominent factor in the education of children, the above recommendation becomes imperative.

REMARKS OF THE D.P.I.

(3) That Provision should be made for the training of Telugu teachers in Training institutions in Madras.

page 7 g
p 25 CF dr
GOM. 3068 (C)
3-12-48

Proposals have been submitted to Govt. in connection with Part II Schemes for 1949-50 for the opening of a secondary training section with Telugu as medium of instruction in the Government Training school for Masters, Madras.

E & P H C (M) Dept.

In view of the remarks of the DPI no action is necessary on this point.

Jhvo' 70274 C1/48
St. to note and
Answers passed as
A above
C/27 CF

A
6/6/49
DPI
5.6.49

The proposal was considered in connection with the Part II schemes for 1949-50 and it was deferred to 1950-51

8/6/49.
8/6/49.

DPI
13/6/49 S

13/6

AM
21/6

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

68

page 25 q (M) (B)

(4) THAT a Register of all the applications received for admission be maintained noting down therein the mother tongue of the applicants.

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page 7 q

REMARKS OF THE D.P.I.

The recommendation is acceptable.

E & P H C B (1) Deptt.

This recommendation may be accepted. The DPI may be asked to issue necessary instructions to the managements of schools in the matter. It is possible that this will throw additional work on the clerical staffs of schools, who will generally be over-worked at the time of admissions. It would perhaps seem sufficient if instructions are issued to the school authorities to preserve carefully the applications for admission received from candidates indicating therein their mother tongue.

4/6/49

Mrs 5.6.49

B

11-6-49

S 13/6

Fri (Sept 1)

Nowadays there is a tendency for the applicants to put in applications in as many schools as possible to ~~day~~ take their chance in some schools when seats become available. It does not seem that any really useful purpose would be served by ~~shown~~ by either A or B above

A.P. 17.6.49

may agree with Finance

KM 17/6

AB 17/6

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

69

(5) THAT there should be a primary section attached to every Government Secondary school.

REMARKS OF THE D.P.I.

(5) This recommendation need not be accepted.

EDUCATIONAL Deptt.

The DPI's view may be agreed to. In order to provide better facilities in the higher forms, primary classes are being gradually closed down so to facilitate the opening of addl. sections in the higher forms.

11-6-49

5.6.49

S/13/6

RECOMMENDATIONS OF THE TELUGU ENQUIRY COMMITTEE.

(6) THAT the Government before accepting any proposal for closure of lower classes in any institution should satisfy itself that there is sufficient provision for Telugu feeder institutions in the vicinity.

REMARKS OF THE D.P.I.

(6) This recommendation is acceptable.

May be accepted.

RECOMMENDATION OF THE TELUGU ENQUIRY COMMITTEE.

(7) THAT the Quinquennial Report of the Education Department should give Linguistic details of school population district-war.

Though linguistic statistics are gathered in the Annual Return, they are not incorporated in the Quinquennial Report except with reference to English. It has not been possible for this Committee to get at the required lingusitic statistics because the Annual Returns are destroyed year after year.

RECOMMENDATIONS OF THE D.P.I.

(7) It is possible to include in the report any prescribed table in this regard either in the body of the report or as an annexure to it.

Edward P.H Sept

The D.P.I may be asked to suggest a suitable table which can be incorporated in the Statistical volume.

page 26 cy (M)

A.S.C.

pp 7-8 cy

7/6/49.

13/6/49

13/6

7ii (Exp 13)

Finance cy.

17.6.49