

Chapter VIII

TELUGU UNIVERSITY (1985)

The Telugu University was established on December 2, 1985, by an Act which was enacted in the Legislative Assembly of state of Andhra Pradesh. The Act, which is **known** as Telugu University Act, 1985 was enacted on October 24, 1985 (Act No. 27 of 1985). The Telugu University was, later, named as Potti Sreeramulu Telugu University on October 17, 1996 vide Andhra Pradesh Government Gazette No. 49. The Potti Sreeramulu Telugu University (hereafter TU) was established to provide for a teaching and affiliating University in the State of Andhra Pradesh for the promotion and advancement of Telugu language, literature, and culture.

The main objects of the University are—

- (1) To function as a high-level research centre in Telugu language, Literature, and Culture, by facilitating and regulating advanced study and research in areas like fine arts, architecture, archaeology, language, literature, linguistics, sciences, etc.
- (2) To translate books from other languages into Telugu and to compile and publish words, expressions, colloquial terms, used by Telugu speaking people, and
- (3) To develop Telugu as a language of modern knowledge and medium of instruction.

According to the Schedule of the University Act, the following are the proposed schools and departments:

School of Language Development

- (i) Department of Lexicography;
- (ii) Department of Linguistics;

- (iii) Department of Language Planning and Modernization

School of Literature

- (i) Department of Classical Literature;
- (ii) Department of Modern Literature;
- (iii) Department of Devotional and Lyrical Poetry;
- (iv) Department of Folk-songs and Folklore

School of Fine Arts

- (i) Department of Music;
- (ii) Department of Dance;
- (iii) Department of Theatre Arts;
- (iv) Department of Folk Arts;
- (v) Department of Planning and Sculpture;
- (vi) Department of Instruments

School of History, Culture, and Archaeology

- (i) Department of History and Culture of Telugu speaking people;
- (ii) Department of Epigraphy and Written Records;
- (iii) Department of Archaeology and Architecture;
- (iv) Department of Local History

School of Sanskrit and Philosophy

- (i) Department of Sanskrit Language and Literature;
- (ii) Department of Philosophy

School of Social Sciences and other Sciences

- (i) Department of Social Sciences;
- (ii) Department of Humanities;
- (iii) Department of Journalism and Communications;
- (iv) Department of Science;
- (v) Department of Medical and Engineering Education

Centres

- (i) International Telugu Centre;
- (ii) Centre for Translation;
- (iii) Centre for Textbook Preparation;

- (iv) Centre for Comparative Studies;
- (v) Centre for Preparation of Telugu Encyclopedia

In order to have an understanding of the TU from language planning point of view, now let us examine the activities of various schools and centres of the TU which are involved in the language planning activities in one way or the other. If we have a bird's eye view of the activities of the TU from language planning point of view, we can find that majority of the proposed/ expected activities are related to Telugu language corpus planning. The schools and centres which can be classified as language planning agencies are: 1. Centre for Encyclopedia; 2. Andhra Pradesh Sahitya Akademi; 3. International Telugu Centre; 4. School of Language Development; and 5. Publication Division. Now let us examine in detail about the activities of different agencies which are working under the TU.

8. 1. CENTRE FOR ENCLYCLOPAEDIA (1947)

Komaraju Venkata Laxmanarau Vijnana Sarvasva Kendram

After India has attained political independence, political and cultural elite of various regional languages made efforts to develop and modernize their respective languages to disseminate modern knowledge system through their own language. For this purpose the need of translations, preparation of glossaries, and textbooks was felt. At about the same time, Avinashalingam Chettiyar, the then Education Minister of the Madras Presidency, announced that 'the government will provide a matching-grant of not more than one lakh rupees for a period of five years to the institutions who would like to prepare encyclopedia either in Tamil or in Telugu **language**' (Sreenivasacharyulu, 1995: 269). Chettiyar himself had taken the initiative and established

'**Tamila VazharchiKazhgam** to prepare **kalaikkazhangiyam** (Encyclopedia in Tamil language) in 10 volumes. For the preparation of encyclopedia in Telugu, Chettiar himself has initiated a meeting on October 15, 1947 at Madras and in that meeting '**Telugu** Bhasha **Samithi** (hereafter **Samithi**) was established with Bezawada Gopala Reddy as its Chairman¹. After the reorganization of states, the Samithi was shifted to Hyderabad. The Samithi was established in 1947 at Madras University. When the Samithi was established, the Madras University had provided a rent-free accommodation, library facilities, and other facilities to the Samithi. Few of the declared objectives of the Samithi are as follows:

1. To publish an encyclopedia and other books to bring the world of knowledge' to common man;
2. To undertake developmental activities to bring out useful literature in Telugu;
3. To give prizes for authors to promote useful writings in Telugu; and
4. Organize meetings, seminars, symposia etc. to develop scientific knowledge among common people.

With these objectives in mind, the Samithi had started working towards achieving these goals. For writing encyclopedia in Telugu, a planning commission had been appointed with Avinashlingam Chettiyar as its chairman². After many discussions, the

¹ **Bezawada Gopala Reddy**, the then Revenue Minister of the Madras State was the President, and Moturi Satyanarayana and G. **Narasimha** Rao were the founder Secretaries. Other members of the Samithi are: RB **Ramakrishnam** Raju. Maganti **Bapineccu**, Parvathani **Brahmayya**, BN Reddy. HV **Sectharama** Reddy. **Maddi** Sudrashnam. Gadicharla Harisarvothama Rao. and V **Emberumanar** Chetti.

² The other members of this committee are: Arcot Lakshmana **Swami Mudaliyar** (the then Vice Chancellor of Madras University); **Manudipudi Venkata Rangayya**; Vissa Appa Rao; Gidugu Venkata **Secthapahy**; Maganti **Bapineccu**; Mallampally **Somasckhara** Sharma; and **Vasantharao Venkata** Rao.

commission had decided to bring out subject wise encyclopedia in Telugu language with one or more volumes devoted to a topic. The Commission, initially, had decided to bring out ten volumes of encyclopedia, but after many other prolonged discussions among sub-committees, it was then decided to increase the number of volumes to 12. However, when it came to actual preparation, the number of volumes had been bulged to 16³. The Samithi from 1954 to 1979 could publish 14 volumes and the 15th volume on Medicines, was incomplete. Consequently, of this incomplete work, the Samithi never find it necessary to publish the 16th volume, Atlas and Index. The following table gives the details of published volumes of the Samithi.

Table. 1.

Subject	Year	Editorial Board
History and Politics	1954	G. Harisarvothama Rao, GV Seethapahy; P Ramamurthy; MV Rangayya
Physics and Chemistry	1955	G. Harisarvothama Rao; V Venkata Rao; V Viswanatha Sharma
Telugu Culture- I	1959	M Somasekhara Sharma; NV Ramanaiah; MV Rangayya; Moturi Satyanarayana
Telugu Culture- II	1962	M Somasekhara Sharma; NV Ramanaiah; MV Rangayya; M Satyanarayana
Economics, Commerce, and Geography	1962	Vemuri Venkata Ramanatham; Khandavalli Subrahmanya Shastri; Rachkonda Ramadasu; Tekumalla Rama Rao
World Literature	1962	Divakarla Venkatavadhani

³ The 16 volumes are as follows: 1) History and Politics; 2) Physics and Chemistry. 3) Telugu Culture- 1. 4) Telugu Culture- II; 5) Economics, Commerce and Geography; 6) World Literature; 7) Philosophies and Religions; 8) Agriculture. **Veterinary Science**, and **Forestry**; 9) Mathematics and Astronomy; 10) Social Sciences; 11) Legal and Administrative disciplines; 12) Engineering and Technology; 13) Life Sciences; 14) Fine Arts; 15) **Medicines**, and 16) Index and Atlas.

Philosophies and Religions	1903	Kotha Sachidananda Murthy
Agriculture, Veterinary Science and Forestry	1965	MVB Narasinga Rao; M Bapineedu; G Pandu Rangam; VS Prakasha Rao
Mathematics and Geography	1965	A Narasinga Rao; V Thiruvengalacharya
Social Sciences	1965	C Jayadev; B Kuppuswamy; K Umamaheswara Rao
Legal and Administrative disciplines	1968	GCV Subba Rao; V Bala Subrahmanyam
Engineering and Technology	1970	KL Rao; VVL Rao; NN Narayana Rao
Life Sciences	1979	D Venkateswarlu; A Narasimha Rao; J Venkateswarlu; RV Seshayya
Fine Arts	1979	CV Rajamannar; P Sambamurthy; R Subrahmanyam; S Sanjeevadev

Source: Srinivasacharyulu (1995), Pp. 275-277.

In 1986, the Samithi was merged into the Telugu University to form a Centre for Encyclopaedia and later it was named as *Ko-marraju Venkata Laxmanarau Vijnana Sarvasva Kendram*'. This Centre is exclusively concerned with the preparation and publication of a multi-volume, subject wise encyclopaedia in Telugu. In a way this forms an important aspect of the Telugu to disseminate modern knowledge to university students as well as to general public. The Centre had decided to prepare and publish 38 volumes of encyclopaedia in Telugu, covering a wide variety of subjects in the broad areas of Pure Sciences, Applied Sciences, Technology, Social Sciences and Humanities. The following table gives the details of the proposed volumes:

1. A Committee of experts will meet as many times as necessary (usually four to five times) to determine the scope of each volume and advises on the selection of suitable personnel and suggests the sources of reference material for preparation of the concerned volume.
2. The panel of Editors and writers will be sent to the Vice Chancellor for his consideration and approval.
3. An Editorial Committee is constituted to draw a blue print of the volume, to guide the preparation and finally to approve the press copy.
4. A Compiling Editor is appointed to correspond with the possible contributors, to co-ordinate the work with them and to prepare a draft copy of the proposed volume. The Compiling Editor will be an expert in the subject matter with which the volume is concerned. If necessary, he will be provided with an Assistant Compiler.
5. The Compiling Editor will allocate articles to the contributors or writers. He will also take care of the contents, depth, and length of the article. After he receives the articles from the contributors or writers he will edit the article and finalizes the text.
6. An **Artist-cum-Photographer** will also collect necessary pictorial material such as photographs, maps, and illustrations. He will assist the Editorial Board in finalising the layout of the pages for printing.
7. A **language expert** is associated with each of the volumes to finalize the text.
8. After the Compiling Editor approves and Finalizes the text, the Editorial Board approves the text and it will be ready for the printing.

For every contributor to encyclopaedia, the Centre gives remuneration of Rs. 100/- per page in print. Earlier the remuneration was Rs. 50/-. After the press copy is ready in all means, that will be sent to the Publication Division of the university for printing and sales. Earlier the Centre used to decide the number of copies to be published, but now the decision regarding the number of copies is being taken by the Vice Chancellor. The university sells the encyclopaedia at subsidized **rates**⁴.

Since its inception in 1986 the Encyclopaedia Centre has been involved in preparing the encyclopaedias in Telugu. So far, the Centre has published three volumes out of proposed 38 volumes. The completed volumes are:

1. **Lalitha Kalalu** (Fine Arts): Actually the Samithi prepared this volume and before it was published, the Samithi was merged with the Telugu University. After the merger, the Encyclopaedia Centre had published this volume.
2. **Religions and Philosophies**: This volume had earlier published by the Samithi and the Encyclopaedia Centre has thoroughly revised and updated this. This volume was published in 1992.
3. Viswa **Sahithi** (Languages and Literatures of the World): **K. Veerabhadra Rao** and **DVK Raghavacharya** edited this volume. This is an independent work of the Encyclopaedia Centre of the Telugu University and was published in 1994.
4. **The History and Culture of Andhras**: An attempt was made in this volume to present a comprehensive account of the history and culture of the Andhras. This volume was published in 1995 in English. **MV Shastry** and **M. Nagabhushna Sharma** were Editors for this volume.

⁴ The university sells encyclopedias for Rs. 100/- per copy. The university, thus, bears a subsidy of almost Rs. 200/- per copy.

5. Bharatha Bharathi (Languages and Literatures of India): Ch. Radhakrishna Sharma and I. Panduranga Rao edited this volume. This volume is also an independent work of the Centre. The final copy was prepared and the volume is yet to be released formally.

The following is the work in progress at the KVL Vijnana Sarvasva Kendram, TU as on February 9, 2000. A volume on *Bhoutika Shastram* (Physics) has been completed so far as the compiling part is concerned and the editing work is in progress. Press copy of half of this volume has been finalized. Remaining work is expected to be completed in a couple of months. The volume on *Rasayana Shastram* (Chemistry) was also in the final phase of editing. Almost 40% of the press copy was prepared and finalized. Almost 500 pages of another volume *Jyotishya Shastram* (Astrology) were completed. Compiling and editing of this volume were undertaken simultaneously and the work is in progress. The entire script work of the volume *Ayurveda Shastram* (Medicine) was prepared. After the language editing the script will be sent for printing. This will take a few months.

The Centre is proposed to bring out the following nine volumes in near future. The volumes are: 1) Literary Criticism; 2) Land and People of Andhra Pradesh; 3) History of Telugu Language and Literature; 4) Fine Arts—Music; 5) Fine Arts—Dance; 6) Fine Arts—Sculpture and Painting; 7) Tribal and Folklore; 8) Nataka Vijnana Sarvasvam; and 9) History and the Culture of the Andhras (Companion Volume).

It is also proposed to bring out the third volume of *Telugu Samskriti* (Telugu Culture). Actually, the Samithi planned the project of bringing out three volumes of Telugu Samskriti. As a part of

continuing the unfinished job of the **Samithi** because of its merger with the Centre, the Centre is planning to bring out this volume. This volume, as it was aimed, consists of details regarding the geography, flora and fauna, education, natural resources, industries and other major fields of the present day Andhra Pradesh. The scheme of this volume has already been approved and the work too has been assigned to various experts in their respective fields to contribute their articles for this volume.

The work of a volume titled *Nataka Vijnana Sarvasvam* (Encyclopaedia on Theatre Arts) is under progress. A draft copy of *Sahitya Darsanam* (Literary Criticism), which deals with the theories of Literary Criticism of the East and the West, has been prepared and was sent to the editors for their suggestions.

Apart from preparing and publishing encyclopaedias, the Centre is also planning to extend its services to the active teaching and research. The Centre proposes to offer a one-year PG Diploma in Techno-Scientific Translation. The course is already designed and has been approved by the Academic Senate of the University in December 1993. The course material has to be prepared. The Centre also proposes to supervise research scholars who work in the area of encyclopaedia in particular and in any other areas as per specializations of the faculty of the Centre in general.

Producing and publishing mere three volumes of encyclopaedia in 14 years of time is not a great achievement. The reasons for this slow pace in producing and publishing, as it was attributed by one of the personnel of the Centre, is that, the Centre has to work within the limitations of the rules laid by the university.

Due to this, the Centre could not produce encyclopaedias at desired pace. Another drawback is the Centre is not getting any response from the users of their product. This makes us believe that the product is not reaching readers properly. Though the copies of encyclopaedias are being sent for reviewing by both the local and national level press, publicity for the encyclopaedias is lacking. To improve this situation, the state government should take initiative. The state government should take proper steps to make it sure that the copies of encyclopaedias must find a place in all the educational institutions and in all the public libraries run by the government. Apart from this, the Boards of School Education and Intermediate Education, and all the universities should recognize these encyclopaedias as 'reference books' for all levels of education. By this, the encyclopaedias will find their suitable place and will be available to the users/ readers. In addition to this, the Centre for Encyclopaedia must make its own arrangements to get opinions and comments from the readers and based on them the Centre must ensure improvement of the forth coming volumes.

8. 2. Andhra Pradesh Sahitya Akademi (1957)

The Andhra Pradesh Sahitya Akademi (the State Academy of Letters) was constituted by the Government of Andhra Pradesh in 1957 to promote literature in the state. The Andhra Pradesh Sahitya Akademi (hereafter Sahitya Akademi) was mainly concerned with the publication of books—both research oriented and for popular use; and encouraging individual writers to publish their works by providing financial assistance. Another important activity that was undertaken by the Sahitya Akademi has been selecting best books published in Telugu from different genres of literature each year and honoring the writers. **The dif-**

ferent genres that were considered for choosing best works include: poetry; novel; short story; drama; and literary criticism" (Nagabhushana Sarma and Veerabhadra Sastry, 1995: 318). However, after the Sahitya Akademi was merged with the Telugu University in 1985, the activities hitherto undertaken by the Sahitya Akademi are being carried out by the Telugu University. At present, the publication of various dictionaries has been undertaken by the Publication Division, and honoring the writers every year is being done through the 'Extension Service Centre' of the Telugu University.

Though majority of the publications of the Sahitya Akademi were confined to compilation of different dictionaries, however, it had published books on Telugu inscriptions up to 1100 AD as well. Among the dictionaries that were produced by the Sahitya Akademi, the dialect dictionaries of occupational **terms—*mandalika vrittihadakosas***—are worth mentioning here. The Sahitya Akademi has proposed to bring out a series of dictionaries of terms used in native occupations like agriculture, weaving, carpentry, smithy, fishing etc. based on a sample field survey of the whole state of Andhra Pradesh. "The ultimate purpose (of preparing such dictionaries) is to facilitate the preparation of a standard Telugu dictionary on historical principles" (Krishnamurti, 1962: 5). This project was started with the initiative of Bh. Krishnamurti to "survey and record the expressions used by the country-folk", which in turn, "be of considerable interest and benefit to the linguist, the lexicographer, and the sociolinguist, and the institutes of higher learning devoted to the encouragement of regional languages" (Krishnamurti, 1962: 99). It may be noted that this project started at a time when newly formed linguistic states paid considerable attention to the development of their regional languages.

The proposed scheme of preparing dialect dictionaries of occupational vocabularies was approved by the Executive Committee of the Sahitya Akademi in June 1958. Since the agriculture constitutes the main occupation of the (Telugu speaking) region, it was decided that a survey of the vocabulary used in farming be undertaken first in preparing the series. The work of data collection was started on October 28, 1958 and completed towards the end of February 1959.

To compile each of these dictionaries, separate Editorial Boards were formed. The editorial board for each dictionary consisted of the Editor; Sub-Editor and compiler wherever necessary. To supervise the overall compilation of these dictionaries, a separate 'Committee of Editors, the Telugu Dialect Dictionaries' was formed with Krishnamurti as its chairman, and the editors of different volumes were the members of this committee. The following table gives the details of each of the dictionary.

Table. 3.

Name of the occupation	Editor	Assistant Editor/ Compiler	Year
Agriculture	Bh. Krishnamurti	T. Donappa	1962
Handloom	Bh. Krishnamurti	P. Dakshina Murthy	1971
Fisheries	T. Donappa	...	1991
Vaastu	B. Radhakrishna	...	1968
Pottery	G. Narayanaswami Reddy	G. Nagayya	1976

One of the major contributions of the compilation of these dictionaries was to the field of Telugu lexicography. This project, however, was the first systematic attempt in Telugu dialectology. The field experiences and observations, during the tenure of this project made it possible to draw the dialect boundaries within

the Telugu speaking area. Another important purpose which this project served was: formulation of principles of standardization of the vocabulary and terminology of different occupations (Krishnamurti, 1962: 128).

8. 3. International Telugu Centre (1976)

In 1975 the first World Telugu Meet was held in Hyderabad. In that meeting, many Telugu speaking people across the globe had participated and expressed their views and intentions to continue speaking their language and upholding their culture. The need for an organization to cater the educational and cultural needs of Telugu speaking population who are residing outside the state of Andhra **Pradesh** and India was felt at this meeting. To realize that, in 1976, International Telugu Institute was established in Hyderabad. After the establishment of Telugu University in 1986, the International Telugu Institute was merged with Telugu University and is a part of that ever since. After the merger, the name has been changed to International Telugu Centre (hereafter ITC). Some of the declared aims and objectives of the ITC are as follows:

1. To strengthen the educational and cultural relations between Telugu speakers of Andhra Pradesh and those residing outside Andhra Pradesh and India;
2. To undertake and conduct research to cater the (linguistic/ educational and cultural) needs of Telugu people outside Andhra **Pradesh**;
3. To publish books and magazines about the life-style and culture of Telugu people;
4. To popularize teaching and learning Telugu language outside Andhra Pradesh and to publish primers for this purpose; and

5. To render financial support for establishing libraries for Telugu people in other states.

In some of the foreign countries like Mauritius, South Africa, Malaysia etc. and in few other states of India, Telugus are in considerable number. Some of these people still speak Telugu at their home and some do not. Where the Telugu people are in considerable number, the respective state governments are offering Telugu as a second language in schools. In such schools, the syllabus for Telugu is made by the authorities over there and the teaching materials required for this purpose are being developed by the teachers themselves. While preparing primers and readers for this purpose, the teachers, who are involved in this, were following, more often than not, the 'textual style' of Telugu. The reasons for using this style are many. This style is different from that of the variety they use at their homes. This is more evident in the case of Telugu people who had settled in foreign countries like Mauritius and Malaysia some generations back. To make these people familiar with the modern Telugu and to write primers and readers for teaching purposes, the ITC supplies needy material like books (mostly primary level books), readers, audio and video cassettes. In this matter the ITC is working, more or less, as a 'service centre'.

The TU obtains books, primers that were sent to different associations from '*Balala Academy*'. This academy also provides stories, rhymes, patriotic songs etc. in the form of audio cassettes. During the tenure of NT Rama Rao's chiefministership, the Government of Andhra Pradesh had undertaken the task of preparing video cassettes in 1989 to teach Telugu. This was done with the help of Bapu Ramana. Initially the lessons were prepared in 21 cassettes and later they were abridged to fit into a set of 14

cassettes. These lessons were mainly aimed to teach Telugu to children who are residing outside Andhra Pradesh. It is believed that, after completion of this course, a child acquires proficiency in conversational abilities in Telugu language.

In addition to these cassettes, few other cassettes also were prepared by the State Council for Educational Research and Training, Andhra Pradesh for intermediate level students. The Southern Regional Language Centre at CIIL Mysore also helps the TU by providing both audio and video lessons. As the acquisition of these kinds of cassettes from other agencies is a painstaking and time consuming activity, to overcome this, the ITC is planning to start an institution of its own to undertake the preparation of these materials. This was proposed under IX plan and the proposals were sent for clearance. It is hoped that during the 2000-2001 academic year the ITC would be in a position to start producing audio material on its own. The ITC is also having plans to provide teaching material in the form of audio and video cassettes for the Certificate Course being offered by the ITC.

Apart from helping out the Telugu teachers in **non-Telugu** speaking areas, the ITC is also involved in conducting 'short-term orientation courses' for teachers who teach Telugu outside Andhra Pradesh. These teachers will be using the '**textual**' variety of Telugu while teaching and are not aware of the present day modern Telugu. The main aim of this course is to introduce present day standard language to the teachers and users of Telugu outside Andhra Pradesh. This course is of 3-week duration. For every course ITC invites around 40 teachers for participating. In this course, the main thrust will be on teaching method-

ology. Language experts from TU and other universities will be the tutors for this course.

For the benefit of those who cannot attend the above said course personally, the ITC is offering a 'Certificate Course in Modern Telugu' through correspondence mode. This course is of 10-month duration and it starts, usually, in the month of June every year. This course was initially started by the International Telugu Institute, but was stopped in between for various reasons. After the ITC has established itself firmly, it has started this course again in 1995-96 academic year. The average number of the students who are taking this course is 10. Though the Board of Studies of the TU decides the syllabus for this course, the ITC prepares study material for this purpose. At the successful completion of the course, a certificate will be issued by the TU.

The CIIL at Mysore has a Southern Regional Languages Centre (SRLC) which offers courses in the southern regional languages. The learners of these languages at this centre have to go for a 'language environment tour' for 15 days. During this tour, the learner has to be in the native language speaking environment to have the first hand experience about the language they are learning. As a part of exchange of expertise program, the ITC undertakes the responsibility of Telugu learners by providing lectures and demonstration classes at Hyderabad.

As a part of fulfilling its aims, the ITC conducts Workshops on Textbooks. Usually the teachers, in schools where Telugu medium is offered, translate the study material for themselves for teaching the class. These translations at individual level, without proper training in translation methods, leads to inconsis-

tency of the language they are teaching. To minimize the risk of this inconsistency, the ITC organizes workshops on textbooks. For this workshop, the ITC invites the core subject (Mathematics, Natural Sciences, and Social Sciences) teachers to attend. During this workshop, the senior teachers, among the invitees, are asked to translate the lessons and the resource persons from NCERT and SCERT will evaluate these translations and help them for betterment. For each workshop a different region/state will be selected. The main aim of this type of workshops is to train teachers to make themselves able to translate their textbooks. For publishing these translated books, the ITC partially gives financial assistance. This expenditure is met from the ITC's grant allocated for such purpose.

As a step towards widening the range of ITC's activities, the ITC is planning to offer the Teacher Training Courses (TTC) to the teachers who are working in non-Telugu speaking states. Though conducting courses like TTC is under the purview of the Directorate of School Education, the ITC as part of its program came forward to offer its services. This course will be in correspondence mode. The proposal for the same has been sent to the Directorate of School Education and is under active consideration.

To introduce Telugu literature to the non-resident Telugu people, the ITC is planning to offer BA course in Special Telugu through correspondence mode of education. The syllabus for this has been prepared and the course is likely to commence shortly.

Though the staff members of the ITC were not involved in regular teaching and research, based on the availability and rele-

vance of the subject, the staff of the ITC were allotted to guide the research work of scholars from other departments of the university. In addition to this, the ITC, through the TU and various agencies like American Institute of Indian Studies, provides affiliation and guidance to the foreign students.

As a part of helping various associations in spreading and maintaining Telugu culture, the ITC helps these associations in more than one way. One of such way is sending cultural troupes to those places. The ITC recognizes various cultural troupes in Andhra Pradesh belonging to different forms of art. Based on the requirement of associations outside Andhra Pradesh, the ITC selects the troupe and sends it to different places. All the expenses of such these troupes are met by the ITC. For this kind of purpose, the ITC has earmarked an amount of one lakh rupees each year. If more than one association asks for the same kind of troupe, the ITC decides what troupe to be sent where.

In addition to the non-plan expenditure, the ITC has an amount of Rs. 10 lakhs for planned expenditure. The costs of preparation of material to be sent to various associations, charges towards acquisition of material from different other agencies/ institutions etc. will be met from this fund. Depending on the availability of funds, the activities of the ITC etc. the budgetary allocation fluctuates. For example, during 1995-96 and in subsequent years, a mere amount of Rs. 4 lakhs was allocated to the ITC. However, it was felt that, the allocation of funds **majorly** depends on the understanding of the allocation authorities about the activities undertaken by the ITC in general.

8. 4. School of Language Development

The School of Language Development (hereafter SLD) was established as a part of the Telugu University to undertake specialized activities of research and teaching with special reference to modernization and development of Telugu language. For these purposes the SLD has two departments, namely, Department of Language planning and Modernization and the Department of Lexicography. It is worthy of a note that, initially, at the time of establishment of the Telugu University, it was proposed that there should be another department, the Department of Linguistics, in addition to the existing two departments. However, for the reasons unknown, the proposed department never had been realized. Though these two existing departments have their own staff earmarked separately, all the activities of them are carried out under the auspices of the SLD. By principle, the Dean of the SLD heads both the academic and administrative schedules of the SLD with the help of Heads of the two departments. At present, the School of Language Development is situated in the Public Garden campus of Telugu University.

The Department of Language Planning and Modernization has a total number of six teaching faculty, of which one is Professor, two are Readers and other three are Lecturers. The Department of Lexicography has a total number of nine teachers, of which two are Readers, and others are Lecturers. The Professor from the Department of Language Planning and Modernization is the Dean of the SLD. However, as the Professor is on leave, at present, the SLD is being headed by one of the senior Readers of the Department of Lexicography. Likewise, the Department of Language Planning and Modernization is also being under the head-ship of a senior Reader of the department.

The SLD was established, for the academic activities of research and teaching in Linguistics, particularly applied areas like lexicography, translation, **socio-linguistics**, dialectology, language acquisition, mother tongue education etc. The school offers higher education and research facilities to the interested scholars. Though, there are two departments associated with the SLD, no department offers courses individually. All the activities are carried out through the SLD. Only for the administrative convenience, the two departments are separate. However, the Department of Lexicography is also expected to produce dictionaries and engage in other lexicographic activities apart from teaching and research in linguistics in general. Hence, it would be difficult to discuss the activities of each department separately.

The SLD started its activities in 1987 with M.Phil. (Linguistics) and Ph.D. (Linguistics) courses. From the 1988-89 academic year the SLD expanded its activities by offering MA course in Linguistics. Nonetheless the SLD discontinued offering MA program from 1995-96 academic year. In lieu of the discontinued MA program, the SLD started offering a Post Graduate Diploma in Linguistics and Telugu Language Teaching through correspondence mode from the academic year 1996-97. The following table shows the number of scholars enrolled for different courses in the SLD from 1991-92.

Table. 4.

Academic Session	Courses			
	MA	M. Phil.	Ph.D	PG Diploma
1991-1992	22	10	3	*
1992-1993	22	15	3	▲
1993-1994	23	12	7	
1994-1995	23	11	2	*

1995-1996	24	10	—	*
1996-1997	*	9	9	
1997-1998		11	3	
1998-1999	*	12	2	6
1999-2000	*	10	2	2
Total		90	31	

Source: Head, Department of Language Planning and Modernization, School of Language Development, TU. *Course has not been offered.

Though the SLD has started functioning from 1987-88 academic year, the number of scholars enrolled for each course in different years is not available with the SLD. However, the Dean of the School mentioned that from 1987-88 to 1990-91, the average number of M. Phil and Ph.D. scholars enrolled was four each per year.

Though the Table-1 gives us an impression that, the students who were opting the MA program has been good enough for any university to continue the teaching program, the reality is different. It was disclosed by the Dean of the SLD that, "due to poor attendance only the university had to discontinue offering MA program" (in an unrecorded interview with the researcher on May 8, 2000). If we go into the details, we find the following. The TU, like many of the universities in the state of Andhra Pradesh, is following year-wise system of examination pattern. As TU is maintaining residential hostels for its students, 75% of minimum attendance is necessary for students to appear in the final examinations. However, those who could not able to attend 75% of the classes for variety of reasons, can be permitted to take final examinations after paying an amount of Rs. 50/- as attendance fee.

Moreover, some students reported that, many of the students who opted the MA (Applied Linguistics) program are more inter-

ested in other competitive examinations than attending the classes regularly. They are of the opinion that, no job is guaranteed by completing the MA (AL) program. On the other hand, the faculty members' response is different. They feel that, when a PG level course in a particular field of study is being offered, it is not unfair to expect the students to have a minimum level of knowledge in that field of study. As the subject linguistics as such is not being offered by any of the universities in the state at graduate level, whoever joins the MA program in Linguistics is completely new to the subject. Hence it will be difficult for both the teacher to teach and the students to understand the course syllabus. These difficulties resulted in the poor attendance of the course. This, in turn, resulted in discontinuance of MA (AL) program by the university.

Like any other MA programs of the university, the MA (AL) course, which was offered by the SLD was also a two-year full-term course. There were a total of eight papers for the whole course—four each year. Though the name of the course is MA in Applied Linguistics, equal importance was given to both the theoretical and applied parts of linguistics. Out of eight papers, four papers were theoretical and four were of applied in nature. The theoretical papers were offered in the first year and the applied linguistics papers were offered in the second year. All these eight papers were compulsory papers and no other optional papers were offered. However, when the course was first introduced, it was proposed to have ten papers—five each per year—for the course. In the very first year of the course, five papers were offered to the students. But, due to the reasons like non-availability of textbooks of the courses, non-interest on the part of students etc. the SLD had to content with the four papers each for two years. The papers that were offered in the MA

program include Syntax, Lexicography, Translation, Language Acquisition, Historical Linguistics, Socio-Linguistics, Phonetics etc.

As the TU itself has research in concerned areas as one of its prime objects, the SLD is endowed with responsibility of teaching linguistics and conducting research on various aspects of Telugu language, especially in the area of Applied Linguistics. The research areas of the faculty members of the SLD are as varied that they range from core linguistics to recent trends in applied linguistic like Computational Linguistics. To be precise, the research areas of the faculty members include Language Acquisition, Lexicography, Telugu Linguistics and Literature, **Dra-vidian** Phonology, Psycholinguistics, Socio-linguistics, Language in Encyclopedia, Computational Linguistics etc.

As a part of the academic activities of the SLD, apart from active teaching and research, it conducted seminars, workshops and refresher courses. The following table shows the details of such activities.

Table. 5.

Title	Year	Collaboration
Workshop on Linguistic Periodization and Classification of Telugu	1988	
National Workshop on Lexicography	1990	
International Summer Institute on Functional Linguistics	July- August 1991	CIEFL, Hyderabad

UGC Refresher Course on Telugu Language and Literature	November, 1991	—
UGC Refresher Course on Telugu Language and Literature	February, 1992	---
International Summer Institute in Phonetics and Phonology	July, 1992	CIEFL, Hyderabad
National Seminar on Lexical Semantics	December, 1992	—
National Workshop on Common Vocabulary in Indian Languages	February-March, 1993	CIIL, Mysore
<i>Telugu: BhashasastraDruk-padalu</i> (National Seminar on Telugu Linguistics)	March, 1994	—
National Workshop-cum-Seminar on Lexical Typology	1994	CIIL, Mysore
National Seminar on Socio-Linguistics of Address and Reference in Telugu and other Indian Languages	March, 1995	—
National Workshop on Technical Terms in Telugu	March, 1995	—
National Seminar on <i>Nighantu NirmaNam: Sutraalu, Paddhatulu</i>	1995	—
National Workshop-cum-Seminar on Language Planning for Administration	February, 1996	CIIL, Mysore
National Seminar on Language, Culture, and Lexicography	1996	CIIL, Mysore
Seminar on Special Dictionaries and Problems in Compilation	March, 2000	...

If we go into the details of the research work undertaken by the faculty members of the SLD, we can find the following features. So far, in its existence of 12 years, the faculty of the SLD had produced more than 15 M. Phil, scholars and two Ph.D. scholars. The details of broad research topics of these scholars are as follows:

Table. 6.

Area	Number	Degree
Structure of Telugu	1	M. Phil
Language Planning and Translation	3	M. Phil
Socio-Linguistics	2	M. Phil
Lexicography and related areas	4	M. Phil
Translation of Drama	1	Ph.D.
Language Acquisition	2	M. Phil
Newspaper Language	2	M. Phil
Telugu Literature	1	Ph.D.

At present, more than 30 M. Phil scholars and 15 Ph.D. scholars are carrying out research under the auspices of the SLD in different areas of research. The following table gives the details of the scholars and the broad areas of their research who are presently working with the SLD.

Table. 7.

Area of Research	M. Phil.	Ph. D.
Language Teaching and Learning	9	2
Telugu Grammar	1	1
Biographies	—	2
Modernization and Structure of Telugu	7	2
Socio-Linguistics and Ethno-linguistics	10	2
Newspaper Language-Telugu	1	2
Language in Education	1	--
Language Planning	2	—
Translation	1	--

The above table gives us an understanding that the research areas like **socio-linguistics**, language teaching and learning, and

modernization of language are attracting more number of scholars to pursue their research in these areas.

Though the data provided by the faculty members makes us believe that, the overall average number of students working with each faculty member is three, it is not true in every case. It is noteworthy that, out of a total of 15 faculty members, about 60% of the faculty members are actively involved in research supervision activities apart from their other teaching and research activities. As the SLD, at present, has no regular teaching program and the SLD is a research centre, it is a matter of concern that the remaining 40% of the faculty members are not involved in active research supervision activities. The main reason for the non-involvement of few of faculty members in such activities is that, though these members are now considered as the faculty of this school, it was not so when they joined the SLD. All these members were joined the SLD as Project Assistants in different projects undertaken by the SLD from time to time. After the completion of their respective projects, based on the educational qualifications and duration of service of the individuals, the government promoted them to the Junior Lecturer's grade. Again after few more years of regular service, they were promoted to the Assistant Professor (University Lecturer) grade in the university. However, it is proposed and decided by the SLD to allot research scholars to these faculty members also from the 2000-2001 academic year, based on the qualification and on the intake of scholar into the SLD.

In accordance with the one of the TU's main objectives, namely, to compile and publish Telugu words, expressions, colloquial terms, mutual borrowings, words peculiar to industries and other occupations which are used by Telugu speaking people,

the Department of Lexicography, under the auspices the School of Language Development, as a first attempt in this direction has taken up project of preparing a dictionary of Telugu Newspaper Language. It was published by the Telugu University, as "*Patrika Bhasha Nighantuvu* (Dictionary of Telugu Newspaper Language) [in Telugu]" in 1995. The project was started in June 1987 and was completed in April 1994.

The following are the circumstances that led to this project. The project for the compilation of a dictionary of Telugu Newspaper Language was initiated by the then Dean, School of Language Development, in June 1987. The staff of the Department of Lexicography was assigned the job of collection of material. After an academician from Annamalai University joined the Department of Lexicography as its Head in March 1988, "he took up the work of theoretical planning of the dictionary along with other duties like training the staff in lexicographic theory and methods, survey and evaluation of Telugu dictionaries, identification of gaps in the Telugu lexicographic situation" etc. Apart from this, he "was also responsible for the preparation of the structure and format of the entries in the dictionary". By the end of 1989 the collection of material was completed. This was followed by the selection of entries and writing of definitions. The definitions were written by the editorial board members (Bala Subramanian, et al, 1995: v). The following table gives the details of the members of the editorial board and duration of their services.

Table. 8.

Name	Associated as	Period	Duration
Bala Subramanian	Editor	March 1988-April 1991	37 months

Kama Rao, K	Editor	September 1987- April 1994	79 months
Vadla Subrahmanyam	Editor	June 1987- August 1991 and November 1993-April 1994	55 months
Ramanai ah, MV	Editor	Sept 1987- April 1994	79 months
Raghu Rama Raju, D	Asst. Editor	April 1989- October 1992	42 months
Ramanjaneyulu, K	Asst. Editor	April 1989- April 1994	60 months
Reddy Shyamala	Asst. Editor	April 1989- May 1994	61 months
Ramanjani Kumari	Asst. Editor	June 1987- July 1990	37 months
Usha Devi, A		June 1987- Dec 1989	30 months
Puranam S. Sharma**	Tech. Consult	Two terms X 3 months	6 months
Total			486 months

Source: Bala Subramanian, et al, (1995: xvi). **A veteran magazine journalist.

In 1990, a sample fascicle of 200 entries was printed and circulated among the scholars, journalists and others for their suggestions and comments which were taken note of in the further editorial work. After the revision, final editing and proofreading the press copy was made on computer and the other entries were arranged in alphabetic order (Bala Subramanian, et al, 1995: vi).

For the purpose of data for their dictionary, the Telugu newspapers like Andhra Prabha, Andhra Bhoomi, Andhra Jyothi, Andhra Patrika, Eenadu, Udayam, Praja Shakthi, and Vishalandhra were selected using restrictive principles. This dictionary is a special dictionary and is concerned with a specific category of words, viz., those words that are used in the general language of day-to-day communication. Each entry of this dictionary has

the structure like 1) The headword, 2) Grammatical category of the headword or the part of speech to which the headword belongs to 3) roman transliteration of the head word for the convenience of "non-Telugu user of the dictionary", 4) definition of the head word in Telugu, 5) the synonym, or words with similar meaning, if any 6) context in which the head was used, and the 7) name of the news paper with date from which the head word was taken. (Bala Subramanian, *et al*, 1995: iii-v).

The dictionary was published by the Telugu University in 1995 with more than 4000 entries spread over 406 pages of dictionary in 2000 copies, and is priced at Rs. 75/-. The editors were modest enough to accept the limitations of the dictionary by saying "the editors do not claim exhaustiveness in the coverage of the vocabulary of Newspaper Telugu" and further acknowledges the fact that "the newspaper vocabulary is expanding in a faster pace to cope with the demands of modern society". To keep with the pace at which the newspaper vocabulary is expanding its horizons, the editors, as a part of their future plan, "plan to continue the collection of material and revise the dictionary periodically" (Bala Subramanian, *et al*, 1995: vi). However, none of the six members, who are still working in the department is involved in such activity now and even after the four years of its first publication, the dictionary has not been revised.

For the purpose of highlighting the necessity of a dictionary like newspaper language dictionary, the editors say: "Educated readers with considerable English background and appreciable knowledge in Telugu can understand the new coinages based on the context. But the readers of average or minimum educational background find it difficult to understand the new words and the concepts denoted by them". Another difficulty for the aver-

age reader in understanding these concepts is that they did not use dictionaries and more over these words would not find a place in such common dictionaries. Therefore compilation of specific dictionaries like newspaper language dictionary becomes a necessity (Bala Subramanian, et al, 1995: iii). It is clear from the above statement of editors that the dictionary is specially aimed at assisting a commoner who only have a minimum knowledge in Telugu and is not exposed to English language—in understanding new words and concepts which are being used by the newspapers. It is interesting to note that this statement is in clear contradiction with the statement that follows: "...Roman transliteration of the head word...help the non-Telugu user of the dictionary" (Bala Subramanian, et al, 1995: v). One cannot understand how a dictionary which is aimed at audience with minimum knowledge in Telugu would also, at the same time, be useful for the non-Telugu users.

With the help of Table 5 and by going through the dictionary, we can infer that, for compiling a dictionary with about 4000 words, it took about seven years for about seven people. We find disproportion between the amount of intellectual labor and the end product. Facts such as number of actual working days/hours, participation in teaching and other activities do not justify the disproportion.

As far as the research projects are concerned, we can differentiate the research projects undertaken by the faculty members as (a) Department level projects and (b) Individual projects. Owing to this differentiation it is necessary here to discuss these things on the basis of departments.

Apart from compiling of the Telugu newspaper language dictionary, other projects that have been undertaken by the faculty members of the Department of Lexicography, both at individual and departmental level, were

1. **AnukaraNapada nighantu** (A Dictionary of metapoetic words in Telugu), which was started in 1991 and completed in 1994. Though it was claimed by the concerned faculty member that, the TU has accepted to publish the project report, it was not mentioned by the Publication Division of the TU in its list of forthcoming publications.
2. **SambandhiPadakOsam** (a Thesaurus in Telugu), is a collaborative project at Departmental level and is being sponsored by the TU. This project was started in January 2000. Three faculty members of the department are associated with this project. The project is expected to be completed by the end of 2000. It is also hoped that the TU will publish this thesaurus once it is completed.
3. **The Doublets in Telugu—A Dictionary**, is a minor project sponsored by the TU. The project was started in 1993 and is expected to be completed in 2000.
4. **Telugu—Kannada Common Vocabulary**, a minor project sponsored by the TU. The project was started in 1999 and is still in progress.
5. **English—Telugu Electronic Dictionary**, a TU sponsored project started in 1999 and is expected to be completed by the end of 2000.
6. **CharmakAra PadAlu—SEkaraNa—BhAshA Parisilana** (a dialectal occupational dictionary of Cobblers of Nalgonda district), a TU sponsored minor project started in January 2000. The duration of the project is one year. As of now, target respondents were identified using different field methods and collection of data is in progress. Due to the limitations in

terms of time and nature of work, it was decided to limit the data collection to only one district of Andhra Pradesh, i.e., Nalgonda. By carrying out this project, it is hoped that, the terms used by the cobblers, which were till now are in a register form, will become known to the general public in a wider domains and gains popularity.

7. **Telugu—Tamil Common Vocabulary**, was started in 1989 and completed in 1993. The report of the project is yet to be published.
8. **Lexical Doublets in Telugu—Tamil**, was started in 1995 and completed in the year 1997. However, the report of the project has not so far been published.
9. **Acquisition of Vocabulary and Meaning: A Case study of Telugu**, is a major project sponsored by the University Grants Commission (UGC). The project has been under progress since 1995. Though the report of this project has not been published, it is said that this is in the final stages of submission.
10. **BhAshA sAstra PadakOsam** (a Dictionary of Linguistics) is a collaborative project sponsored by the TU, started in 2000 and is expected to be completed in 2001.
11. **A Study of Words, Word Combinations and Kannada Influence on Rayalaseema Literature (Stories)**, a minor project sponsored by the UGC. The project was started in February 2000 and is expected to be completed by the end of December 2000.
12. **Popular Telugu Dictionaries and their Target Users— an Analysis**, an UGC sponsored minor project, was started in 2000. It is hoped to be completed in the year 2001.
13. **Samstha Kriya, bhAshA sAstra PadakOsam**, a collaborative project sponsored by the TU. The project was started

in the initial months of 2000. This project is expected to be completed in the year 2001.

14. **Agricultural Terms with special reference to Tamil**, a one-year minor project sponsored by the UGC, started in February 2000.

As a part of the School of Language Development, the Department of Language Planning and Modernization has undertaken the following projects till now.

1. **Language in Education**, a UGC sponsored major project, was started in 1995. At present, the project is in its final stages. The report drafting, it is said, is in progress.
2. **A Study of Shape Similarity Method in Teaching Telugu Script for Class-I** (An approach to the Theory of Symbols). It is a minor project sponsored by the AP Primary Education Project, under the auspices of the Government of Andhra Pradesh. This project was started in 1995 and was completed in 1996. Though the project was completed, the report was not published either by the Government of Andhra Pradesh or by the individual researcher.
3. A UGC sponsored minor project, **Telugu as Third Language in Haryana**, was started in 1996 and is in its final stages of completion now.
4. An ethno-linguistic project, titled **Influence of Telugu on Banjara**, a TU sponsored minor project was started in 1997.
5. **Coinage of Business Terms in Telugu Newspapers**, a minor project sponsored by the UGC, started in the year 2000.
6. A department level minor project, titled **Language in Administration—With Special Reference to TU Administration**, was started in the year 1999. It is a collaborative project undertaken by two faculty members of the department.

The funding body for this project is TU. The project is expected to be completed by 2001.

7. A major project Socio **Linguistics of Variation in Telugu**, is being sponsored by the UGC, started in the year 1999 and is expected to be completed by 2002.
8. English Telugu **Electronic Dictionary for Machine Translation**, a collaborative project, jointly sponsored by the TU and the Anusarak, University of Hyderabad. The project was started in 1999 and is to be completed by the end of the year 2000.

If we observe the above list of the projects where the faculty members of the SLD are associated, three things will become clear. (1) barring one or two projects, all other projects are fully or in part are connected with the Telugu language in one way or the other; (2) the majority of the projects is sponsored by the TU; and (3) the majority of the projects are concerned with the Telugu language corpus planning. By these observations, we can safely conclude that the main aim of both the TU and UGC sponsored projects is development of Telugu language in more than one way. We can also observe that the SLD is slowly but steadily aiming to thrive as a premier research institution by concentrating all its efforts towards this goal.

8. 5. Publication Division

In accordance with the declared aims and objectives of the TU, the Publication Division, as a rule, striving to publish books that are important from point of view of Telugu language and literature. The publications of this division include dictionaries, *MAndalika Vritti PadakOsAs* (dialect dictionaries), encyclopaedias, translations, books of general interest etc. Apart from these, the reference books are also being published for the sub-

jects offered by the university in particular and by other university in general. The main thrust of these publications is literature, history, culture and social aspects of Telugu language as such. The Publication Division, besides Telugu books, also publishes translation of books in other languages like English, Hindi, Tamil, and Urdu.

The sales of the books published by the TU are done through the sales counters situated at the University's headquarters at Hyderabad and a branch office located at its Rajahmundry campus. By participating in national and state level book-exhibitions, the university gains publicity for its publications and develops its sales. So far, the university had participated in book-exhibitions organized at different places of the country like Bangalore, Bhillai, Delhi, Hyderabad, Vijayawada, and Vishakhapatnam. Apart from participating in book-exhibitions, the University on its own organizes book-exhibitions and sales at its headquarters in Hyderabad. In addition to this, the University organizes book-release functions for majority of its publications. This kind of functions also help university in popularising their publications. The interested booksellers from all-over the state buy the university publications. Apart from these, efforts are also being made to organize book-exhibitions in other states and **in** district **headquarters** of the state. The following table gives us the extent of income to the university through the sales of its publications.

Table. 9.

S. No	Year	Income (in Rs.)
1	1995-96	7,46,510-00
2	1996-97	5,71,997-00
3	1997-98	6,25,666-00

Source: Progress Report of **Publication Division**

8. 5. 1. The Printing Process

There is an Advisory Board to the Publication Division. The members of this board include professors of different subjects, scholars, heads of different institutions etc. Based on the requirements of different departments within the university like Encyclopaedia Centre, International Telugu Centre, etc., and on the advise of the board, the Vice Chancellor, the Registrar, and the Director of the Publication Division takes the final decision with regard to the nature and necessity of the books to be published. Based on the need and relevance of the book, the Vice Chancellor alone decides the number of copies to be published. In general practice, every publication will get a minimum of one thousand copies per edition. However, depending on the demand of particular publication, the university makes arrangements for reprints, which range between 500 and 1000 copies.

Though the publication of literature is one of the three-pronged objectives in the establishment of Telugu University, it is surprising to note that the university could not able to procure a press of its own even after 15 years of its existence. All of the printing work of the university publications will be done through private presses. In accordance with the guidelines laid by the university, the publication division approves and approaches private presses for printing work. There are about 45 such presses. The rates for printing will be decided, after taking various factors into consideration, by the university and the work orders will be sent to these presses. Based on the response from these presses, the work permit will be given to the press, which meets the majority of the conditions laid by the university.

To maintain the quality and continuity, the Telugu University itself procures the newsprint for its publications. The university

buys the paper from the government approved agents/ stationery dealers. In the initial years when the university was established, the government used to provide paper to the University on subsidized rates. But, for the past ten years the university has been paying the full cost of the paper. However, efforts are being made from the university administration to revive earlier practice. The paper thus purchased will be supplied to the publishers concerned.

While arranging for the writers for books, the university, it was told, will take every possible step to ensure the quality of its content. The writers, in general, will be experts in their respective fields. Based on the name and fame of the author, quality of the content, the university pays remuneration to the authors. The remuneration for authors ranges from Rs. 5,000/- to Rs. 10,000/- per volume. Apart from this remuneration, no royalty will be paid to the authors in case of reprints. As the authors are being paid a handsome amount for the work rendered in preparing book, they will not have any kind of rights over their product. The copyright for every publication of the Publication Division lies with the university. Apart from publishing books on its own, the Telugu University also extends financial assistance to individual authors for publishing books on Telugu language, culture, and literature. The university has reserved an annual grant of five lakh rupees for this purpose.

The students, teachers, and scholars constitute the **majority** of the users of Telugu University publications. Along with subject specialized books, the university also publishes books under 'popular series' for general public. The university gets the feedback on the quality and popularity of the publications through

many ways. Letters from readers, correspondence from the dealers, reviews on the books, news media are few among them.

The university offers concessions to various sections of users of its publications. The students of TU will get 50% rebate/ concession of the notified cost of the publication. In addition to the students, other parties who are eligible to get concession on purchasing of university publications are of three categories. The first category consists of booksellers. Depending on the number of copies purchased the rate of concession varies. For purchasing 1-49 copies a publication, they get 25% of rebate. The more the number of copies purchased more the rebate. For copies 50 to 99, 30% rebate; and 33.3 % for more than 100 copies. The other category is government institutions like schools, colleges, universities etc. These institutions get 15% rebate irrespective of the number of copies. The third category is individuals. The individuals get concession on the amount for which they purchased. If the amount is less than Rs. 500/-, they get 10% concession; and 15% if the amount is more than that. Apart from this kind of concessions, the university bears the transport/ parcel charges for delivering the books. By looking at this concession structure, we should not think that the university is offering its services on subsidized rates. The amount spent on this kind of concession is also charged. The university fixes the price of any publication by including these concessions. One personnel working with the Publication Division stated that, while deciding the price of a publication, 50% of actual cost is added to the selling price. For example, if a book cost the University Rs. 100/- per copy, the selling price would be Rs. 150/- per copy. Thus the university reimburses the amount spent in the form of concessions/ rebates.

The following table gives the details of publication of the university.

Table. 10.

S. No	Type/ Subject of Publication	Number
1	Dictionaries	6
2	Special Glossaries	3
3	Dialectal Occupational Terms	5
4	Encyclopaedias	3
5	Relating to Literature	37
6	Essays, Research	30
7	Translations	3
8	Biographies	7
9	Fine Arts	10
10	Primers	1
11	General Books	13
12	Magazines and Special Issues	9
13	In Tamil	2
14	In Hindi	11
15	In Urdu	4
16	Translation of Ambedkar's Works	12*
In English		
17	Literature	11
18	General	4
19	History and Culture	6
20	Monographs	25

Source: TU Publication List, 1999.

*10 volumes completed, and 2 in progress.

Conclusions

OBSERVATIONS AND CONCLUSIONS

The main focus of our study in this dissertation has been the nature, structure, and functions of language planning agencies with special reference to Telugu. In the course of study, we have revisited the concept of language planning since the introduction of the term 'language planning' in 1957. It has been observed that, language planning is perceived as the choosing a language or language variety among the existing alternatives and to develop and modernize that language by using various state apparatuses to meet the ever changing linguistic needs of a society.

We have made a brief survey of language situation, planning, and agencies around the globe in order to have a global picture of the language planning activities by various agencies. In this survey we found that language planning agencies have a very significant role in multilingual countries in general and the so-called developing and or under-developed countries in particular. We have also observed that, in Europe where, in most of the cases, the political boundaries are confined with the linguistic boundaries, the efforts on the part of linguistic minorities are aimed at acquiring the linguistic identity. Whereas in the developing and under-developed countries, the language planning efforts are mainly concentrated on 'language-as-source' for the betterment of its speakers in terms of education, job opportunities, political participation etc.

It is truism that the past history always exerts its influence on the present as well as the future history of an individual, an institution, or a country. This fact of life prompted us to take a historical overview of the language policies in India and how

they have been carried out by various language-related apparatuses of the state machinery beginning from the pre-colonial period to the post-independent era. It has been observed that the languages of the ruling elite of the respective periods dominated the language scene and the language planning activities revolved around those languages. Even in the post-independent era, it has been observed that Hindi-speaking section of the ruling elite shaped the language policies, owing to their dominant economic and political position at the national level in the spheres of politics and economy. However, at the regional level, the elite of the majority languages tried to establish the dominance of their languages without paying necessary attention to the minority languages, more particularly to the tribal languages.

In our study of the history of Telugu language planning agencies, we have observed that elites in the field of language and literature played a crucial role as agents of language planning. It has been observed that the publication of *Balavyakaranamu* and *Praudhavyakaranamu* in 1815 by Chinnaya Suri and B. Sitaracharyulu respectively is the first attempt at codification of Telugu. The history of language status planning witnessed a controversy of styles in the beginning of the 20th century. We have observed that elites belonging to rival intellectual approaches namely, Classicism Vs Modernism participated in this controversy and the then colonial state acted as an ostensible mediator. We have noted that rival elites in the Telugu speech community acted as 'historical agents' in the language planning process. In other words, they played the role of language planning agencies.

In our study we have noted that Telugu Bhasha Samithi (October 1947) [subsequently named as Encyclopedia Centre] is the first language corpus planning agency that came into existence in the post-independent period. We have observed that, this agency played a very useful role in modernizing the Telugu language by means of preparing encyclopedias in different disciplines.

The mid-1960s and late-1960s witnessed formation of Translation Cell and Translation Directorate (1964), enactment of Andhra Pradesh Official Language Act (1966), and establishment of Telugu Academy (1968) as language planning agencies. While the first and last of these agencies contributed to language corpus planning, the second mentioned agency contributed to both language status planning as well as language corpus planning activities. We have observed that the Official Language Commission, owing to its lack of statutory powers, remained simply as a recommendatory body.

One of the major language planning agencies that contributed considerably to the corpus planning of Telugu in the field of pre-university and university education is Telugu Academy. However, it has been observed that due to lack of proper orientation, funds, and relevant personnel, the Telugu Academy could not accomplish the tasks that were assigned to it.

One may observe that, establishment of International Telugu Institute (1976) [subsequently named as International Telugu Center) was aimed at assigning some status to Telugu and to undertake relevant corpus planning activities outside the state of Andhra Pradesh and India among the Telugu speakers. How-

ever, it has been observed there is no feedback in response to its activities.

Telugu University is the latest idea to create a multi-faceted agency to develop Telugu language in terms of dictionary making, modernization, and other forms of language development. Apart from its constituent parts like International Telugu Institute, Telugu Bhasha Samithi (which merged into it), the Telugu University has not made any substantial contribution to realize its language planning related goals. Nonetheless, the 'Newspaper Language Dictionary' compiled by the Department of Lexicography of Telugu University is an exception.

The role played and the functions performed by the Telugu language planning agencies are to be taken forward with serious concern and commitment on the part of the state and non-state agencies and individuals. However, in the context of obsession for English language, especially as the language of the so-called information technology, has become a threat to the existence, let alone the development of Telugu language. It is high time that Telugu speaking population raise its voice for the implementation of Telugu at all levels and in all domains within their speech area. But this is an 'Utopia' in the context of wide spread illiteracy and deeper socio-economic divisions among the population.

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Appendices

Appendix- 1

Part XVII of the Constitution of India

Official Language

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Chapter III. Language of the Supreme court, High courts etc.

- 348. Language to be used in the supreme Court and in the High Courts and for Acts, Bills, etc.
- 349. Special procedure for enactment of certain laws relating to language.

Chapter IV. Special Directives

- 350. Language to be used in representations for redress of grievances.
- 350A. Facilities for instruction in mother tongue at primary stage.
- 350B. Special Officer for linguistic minorities.
- 351. Directive for development of the Hindi language.

343. Official language of the Union.

(1). The official language of the Union shall be Hindi in Devanagari script.

The form of numerals to be used for the official purposes of the Union shall be international form of Indian numerals.

(2) Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:

Provided that the President may, during the said period, by order authorize the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.

(3) Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of-

(a) the English language, or

(b) the Devanagari form of numerals,

for such purposes as may be specified in the law.

344. Commission and Committee of Parliament on official language.

(1) The President shall, at the expiration of five years from the commencement of this Constitution and thereafter at the expiration of ten **years** from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission.

(2) It shall be the duty of the Commission to make recommendations to the President as to-

(a) the progressive use of the Hindi language for the official purposes of the Union;

(b) restrictions on the use of the English language for all or any of the official purposes of the Union;

(c) the language to be used for all or any of the purposes mentioned in article 348 ;

(d) the form of numerals to be used for any one or more specified purposes of the Union;

(e) any other matter referred to the Commission by the President as regards the official language of the Union and the language **for** communication between the Union and a State or between one State and another and their use.

(3) In making their recommendations under clause (2), **the** Commission shall have **due** regard to the industrial, cultural **and** scientific advancement of India, and the just claims and the interests of persons belonging to the non-Hindi speaking areas in regard to the public services.

(4) There shall be constituted a Committee consisting of thirty members, of whom twenty shall be members of the House of the People and ten shall be members of the Council of States to be elected respectively by the members of the House of the People and the members of the Council of States in accordance with the system of proportional representation by means of the single transferable vote.

(5) It shall be the duty of the Committee to examine the recommendations of the Commission constituted under clause (1) and to report to the President their opinion thereon.

(6) Notwithstanding anything in article 343 , the President may, after consideration of the report referred to in clause (5), issue directions in accordance with the whole or any part of that report.

345. Official language or languages of a State.

Subject to the provisions of article 346 and article 347 , the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State :

Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

346. Official language for communication between one State and another or between a State and the Union.

The language for the time being authorized for use in the Union for official purposes shall be the official language for communication between one State and another State and between a State and the Union:

Provided that if two or more States agree that the Hindi language should be the official language for communication between such States, that language may be used for such communication.

347. Special provision relating to language spoken by a section of the population of State.

On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognized by that State, direct that such language shall also be officially recognized throughout that State or any part thereof for such purpose as he may specify.

348. Language to be used in the supreme Court and in the High Courts and for Acts, Bills, etc.

(1) Notwithstanding anything in the foregoing provisions of this Part, until Parliament by law otherwise provides-

(a) all proceedings in the Supreme Court and in every High Court,

(b) the authoritative texts -

- (i) of all Bills to be introduced or amendments thereto to be moved in either House of Parliament or in the House or either House of the Legislature of a State,
- (ii) of all Acts passed by Parliament or the Legislature of a State and of all Ordinances promulgated by the President or the Governor of a State, and
- (iii) of all orders, rules, regulations and byelaws issued under this Constitution or under any law made by Parliament or the Legislature of a State.

shall be in the English language.

(2) Notwithstanding anything in sub-clause (a) of clause (1), the Governor of a State may, with the previous consent of the President, authorize the use of the Hindi language, or any other language used for any official purposes of the State, in proceedings in the High Court having its principal seat in that State :

Provided that nothing in this clause shall apply to any judgment, decree or order passed or made by such High Court.

(3) Notwithstanding anything in sub-clause (b) of clause (1), where the Legislature of a State has prescribed any language other than the English language for use in Bills introduced in, or Acts passed by, the Legislature of the State or in Ordinances promulgated by the Governor of the State or in any order, rule, regulation or byelaw referred to in paragraph (iii) of that sub-clause, a translation of the same in the English language published under the authority of the Governor of the State in the Official Gazette of that State shall be deemed to be the authoritative text thereof in the English language under this article.

349. Special procedure for enactment of certain laws relating to language.

During the period of fifteen years from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President, and the President shall not give his sanction to the introduction of any such Bill or the moving of any such amendment except after he has taken into consideration the recommendations of the Commission constituted under clause (1) of article 344 and the report of the Committee constituted under clause (4) of that article.

350. Language to be used in representations for redress of grievances.

Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

350A. Facilities for instruction in mother tongue at primary stage.

It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

350B. Special Officer for linguistic minorities.

(1) There shall be a Special Officer for linguistic minorities to be appointed by the President.

(2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Government of the States **concerned.**]

351. Directive for development of the Hindi language.

It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

Appendix- 2

The following table briefly describes the activities of various language institutions, which were established to develop and modernize various national languages.

Name of the LPA(s)	Year and Place	Funding Agency	Major Goals
Assamese			
Assam Academy for Cultural Relations	1960, Guwahati	Private donations	Conducts courses in Assamese; Publishes books
The Asom Sahitya Sabha (The Assam Literary Association)	1917, Guwahati	Endowments, private donations, state and Central government grants	Publishes books; All round improvement of Assamese
North-Eastern Language Society (The Institute of N-E Languages)	1980, Guwahati	Private donations	To encourage and facilitate the researchers in the development of N-E languages
Bengali			
Bangiya Sahitya Academy	1893, Calcutta	Central government	To improve Bengali language and literature; Publishes books

		grants and private donations	
Nikhil Bharat Bangla Sathitya Sammelan	1922, New Delhi	Private donations	To promote and foster the growth of Bengali language and literature
Nikhil Bharat Banglabhasha Prasar Samity	1938, Calcutta	Private donations	To propagate Bengali among non-Bengalis
Nikhil Vanga Sanskrita Sebi Samiti	1971, Calcutta	State government and private donations	To propagate Sanskrit and Bengali education
Bangla Sahitya Academy	1973, Calcutta	Private donations	To advance and develop the Bengali language and literature
West Bengal Institute of Linguistics	1978, Calcutta	State government and private donations	To promote scientific research in linguistics through Bengali and other languages
Academy for Documentation and Research on Children's Literature	Calcutta	Central government grants and private donations	To encourage research; to organize training courses for authors
Gujarati			
The Forbes Gujarati Sabha	1865, Bombay	State government and private donations	To collect old Gujarati manuscripts; to publish translations in Gujarati from other languages
Gujarati Sahitya	1905,	State government	To propagate Gujarati language and

Parishad	Ahmedabad	and private donations	literature
Shree Premanand Sahitya Sabha	1916, Baroda	Endowments, membership fees	To encourage research in Ancient and Modern Gujarati literature; to publish books
Hindi			
Nagari Pracharini Sabha	1893, Varanasi	Central and State governments and private donations	To publish and maximize the knowledge of Hindi in India and abroad
The Hindi Sahitya Samiti	1912, Bharatpur, Rajasthan	State Government of Rajasthan	To develop Hindi language and literature, and Devanagari script
Shri Madhya Bharat Hindi Sahitya Samiti	1915, Indore		To propagate Hindi and strive for making Hindi as National Language
Hindustani Academy	1927, Allahabad	State Government of Uttar Pradesh	To develop Hindi language and literature and preservation of its different styles
Karnatak Hindi Prachar Samithi (Mysore Riyasat Hindi Prachara Samithi)	1939, Bangalore	Central government grants and private donations	To promote Hindi language throughout the state of Karnataka
Bharatiya Vidya Mandir Shodh Pratisthan	1948, Bikaner	State government and public donations	To re-organize education through the media of Hindi, Rajasthani
Madhya Pradesh	1954, Gwalior	State Government	To propagate Hindi; To conduct teaching

Hindi Sahitya Sammelan		of Madhya Pradesh	classes in Hindi
Central Hindi Directorate	1960, New Delhi	Central Government	To promote and popularize the use of Hindi as official language
Kendriya Hindi Sansthan (Central Institute of Hindi)	1961, Agra	Central government	To train Hindi teachers; To provide facilities for learning Hindi
Akhil Bharatiya Hindi Samstha Sangh	1964, New Delhi	Central government autonomous body	To propagate and to development of Hindi as specified in the Constitution
Department of Languages and Cultures, Himachal Pradesh	1968, Shimla	State Government of Himachal Pradesh	To encourage and popularize the use of Hindi in the State of Himachal Pradesh
Uttar Pradesh Granth Akademi	1969, Lucknow	State Government of Uttar Pradesh	To publish textbooks in Hindi to propagate Hindi language
Kannada			
Kartanataka Vidyavardaka Sangha	1890, Dharwar	State government and public donations	Conducts literary and cultural activities
Kannada Sahitya Parishat	1915, Bangalore	Grants from central & state governments	To publish reference works in Kannada like dictionaries, encyclopedias
Kannada Adhyayana Peetha (Institute of	1950, Dharwar	Karnatak University,	To study and conduct research in the field of Kannada language and literature

Kannada Studies)		Dharwar	
Kannada Adhyayana Kendra (Centre of Kannada Studies)	1965, Bangalore	State government and UGC	To promote research work on language, literature and culture in Kannada
Kannada Adhyayana Samstha (Institute of Kannada Studies)	1967, Mysore	University of Mysore and Government of Karnataka	To work for all-round development of Kannada language and literature
NDK Institute of Languages	1975, Bangalore	Self-supporting	Conducts courses and develops teaching materials in Kannada and other languages
Kannada Mathu Samskruti Nirdeshalaya (Directorate of Kannada and Culture)	1977, Bangalore	State government of Karnataka	Conducts training classes to officials to enable them to use Kannada for official purposes
Belagavi Jille Kannada Barahagarara Balaga (The Belgaum District Kannada Writers' Association)	1983, Belgaum	Private donations	To publish books in Kannada arts and literature
Kannada Research Institute	Dharwad	Karnatak University,	Conducts research in language, literature and culture

		Dharwad	
Kashmiri			
Jammu and Kashmir Academy of Art, Culture and Languages	1958, Srinagar	State government of J&K and central government	To promote study and research in the fields of language, literature and fine arts
Malayalam			
Kerala Sahitya Academy	1956, Trichur	State government and endowments	To develop Malayalam language and advancement of its literature
The State Institute of Languages, Kerala	1968, Trivendrum	State and central governments	To develop Malayalam to a high degree of functional efficiency
The State Institute of Encyclopaediac Publications	1976, Trivendrum	State government of Kerala	To prepare and publish general and subject encyclopedias in Malayalam
Manipuri			
Manipuri Sahitya Parishad	1935, Imphal	State government and private donations	To develop Manipuri literature and to undertake research in Manipuri language
The Assam Manipuri Sahitya Parishad	1970, Cachar	Donations	To propagate and protect Manipuri language, literature and culture to establish Manipuri as medium of instruction from Primary to Higher-Secondary level
Marathi			
Maharashtra	1906, Pune	State government	To work for the betterment, development,

Sahitya Parishad		and private donations	and enrichment of Marathi language
Maharashtra Sahitya Sabha	1915, Indore	Private donations	To propagate, preserve and progress the Marathi language and literature
Marathi Sahitya Parishad, A.P.	1938, Hyderabad	State government, private donations and endowments	To promote, study and research in Marathi
Vidarbha Sahitya Sangh	1945, Nagpur	Private donations	To carry out literary, cultural and educational activities
Bhasha Sanchalanalaya (Directorate of Language)	1960, Bombay	State Government of Maharashtra	To implement the official language policy of the state government
Oriya			
Utkal Sahitya Samaj	1903, Cuttack	Private donations	To propagate Oriya language and literature and to make Oriya as official language of the state of Orissa
Jnanamandal Foundation	1954, Cuttack	State and central governments	To diffuse knowledge through publishing encyclopedias in Oriya language
Punjabi			
Punjabi Sahit Sabha (Punjabi Literary)	1943, Delhi	State Government of Punjab	To promote Punjabi and few other Indian languages through press

Organization)			
Language Department, Punjab Government	1950, Patiala	State Government of Punjab	To enrich Punjabi language and literature by publishing dictionaries and encyclopedias in Punjabi language
School of Punjabi Studies, Punjab University	1980, Chandigarh	Punjab University	To undertake and promote advance research in Punjabi language and literature
Sanskrit			
Mumbadevi Sanskrit Mahavidyalaya	1939		To teach Sanskrit and to manage Sanskrit colleges
Sanskrit Bhasha Pracharani Sabha	1950, Nagpur	State government of Maharashtra and Central Government	To propagate, popularize and encourage Sanskrit language learning and study
Sanskrit Academy	1954, Osmania University, Hyderabad	State Government of A.P. and Osmania University	To promote Sanskrit learning
Shri Dwarakadhish Sanskrit Academy and Indological Research Institute	1960, Dwaraka	Central and state governments	To promote the Sanskrit and impart education through Sanskrit medium
Centre of Advanced Study in Sanskrit	1964, Pune	UGC and State Government of	To enrich the distinguished tradition of Sanskrit studies and research

		Maharashtra	
Kendriya Sanskrit Vidyapeetha	1972, Tirupati	Central Government and TTD	To impart instruction in higher Sanskrit; To acquire and preserve rare Sanskrit manuscripts
Tamil			
The Tamil Academy	1974, Madras	State and Central Governments and private donations	To undertake projects like preparation and publication of Tamil encyclopedias
Tamil Development Department	1956, Madras	State Government of Tamilnadu	To implement Tamil as official language in all state government offices
International Institute of Tamil Studies	1970, Madras	State Government of Tamilnadu and endowments	To undertake and promote advance research in Tamil
Sindhi			
Sindhu Samaj	1959, Lucknow	Private donations	To promote Sindhi language and literature; To preserve and spread Sindhi culture
Telugu			
Andhra Saraswatha Parishat	1943, Hyderabad	State Government of Andhra Pradesh	To spread literacy and language among masses
Telugu Bhasha Samithi	1947, Madras	Government of Madras and private donations	Publication of subject-wise encyclopedia in Telugu; To promote Telugu language, literature and culture
Andhra Pradesh	1957,	State Government	To promote research in Telugu language,

Sahitya Academy	Hyderabad	of Andhra Pradesh	literature and folklore; To prepare an authentic grammar and dictionary for modern Telugu
Viswa Sahiti	1960, Secunderabad	Government aids and Public donations	To propagate the richness of Telugu to others through translations
Telugu Academy	1968, Hyderabad	State and central governments	To promote the spread of Telugu language and to develop it and secure its enrichment and modernization; To coordinate the government in easy switch-over to Telugu as official language
Urdu			
Anjuman-I-Islam Urdu Research Institute	1947, Bombay	Partly State Government of Maharashtra	To propagate Urdu at higher levels of education
Abul Kalam Azad Oriental Research Institute	1960, Hyderabad		Conducts research and provides guidance for the scholars working in culture and languages like Urdu, Persian, Telugu, Hindi etc
Bureau for Promotion of Urdu (M. o E & Culture)	1969, New Delhi	Central government	To advise the government on propagation of Urdu

Source: Based on Sharada (1988)

Appendix- 3

Andhra Pradesh Official Language Act (Act No. 9 of 1966)

An Act to provide, for the adoption of the Telugu language as the language to be used for the official purposes of the State of Andhra Pradesh and for the transaction of business in the State Legislature, for the use of nay other language also for any of the aforesaid purposes, and for matters connected therewith.

Be it enacted by the Legislature of the State of Andhra Pradesh in the Seventeenth Year of Republic of India as follows:

Short title and extent:

1. (1) This Act may be called as the Andhra Pradesh Official Language Act, 1966.
- (2) It extends to the whole of the State of Andhra Pradesh.

Telugu to be the official language of the State:

2. The official language of the State of Andhra Pradesh shall be Telugu.

Government's power to notify the official purposes for which Telugu to be used:

3. (1) The State Government may, from time to time, by notification in the *Andhra Pradesh Gazette*, direct that the Telugu language shall **be** used for such purposes of the State **and** from such dates as may be specified in the notification.
- (2) The language to be used__
 - (i) (a) In all Bills to be introduced or amendments thereto to be moved, in either House of the

Legislature of the State and in all Acts passed by the Legislature of the State.

(b) In all Ordinances promulgated by the Governor of the State under Article 213 of the Constitution and in all the Regulations made by her/ him under paragraph 5 of the Fifth Schedule to the Constitution of India.

- (ii) In all orders, rules, regulations, and bylaws issued by the State Government or other authority or office of the State Government under the Constitution or under any law made by Parliament or the Legislature of the State;

Shall be Telugu Language on and from such date as the State Government may, by notification in the *Andhra Pradesh Gazette*, specify:

Provided that the State Government may specify different dates in respect of different items in clauses (i) and (ii) of this sub-section.

Continuance of English language for certain official purposes of the State and for use in the Legislature:

4. Until the State Government otherwise direct by notification under section 3-

- (i) The English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Act; and
- (ii) The English language may continue to be used for the transaction of the business in the Legislature of the State.

Commission on Official Language:

5. (1) The State Government shall, at the expiration of five years from the commencement of this Act, by order constitute a Commission on official language of the State which shall consist of a Chairman, and four other members to be appointed by the State Government and the order shall define the procedure to be followed by the Commission.
- (2) It shall be the duty of the Commission to review the progress made in the use of the Telugu language for the official purposes of the state and to make recommendations to the State Government as to:
 - (a) The progressive use of the Telugu language for the official purposes of the State;
 - (b) Restrictions on the use of the English language for all or any of the official purposes of the State;
 - (c) Any other matter referred to the Commission by the State Government as to the use of the Telugu language.
- (3) The Commission shall submit a report with its recommendations on the matters referred to in sub-section (2) to the State Government, who shall cause the report to be laid before each House of the State Legislature.
- (4) The State Government may, after consideration of the recommendations in the report so made by the Commission, issue directions in accordance with the whole or any part of that report.

Authorized Telugu translation of Central and State Acts etc.:

6. (1) A translation in the Telugu language published under the authority of the Governor in the *Andhra Pradesh Gazette* on and after the date specified by notification__

(i) In respect of clause (i) of sub-section (2) of section 3, of any Central Act or of any Ordinance promulgated by the President, with respect to any of the matters enumerated in List III of the Seventh Schedule to the Constitution, or any State Act or of any Regulation made by the Governor, or of any other law in force in the State; or

(iii) In respect of clause (ii) of sub-section (2) of section 3, of any order, rule, regulation or bylaw issued by the State Government or other authority or officer of the State Government under the Constitution or under any Central Act, or any State Act or any other law in force in the State,

Shall be deemed to be authoritative text thereof in the Telugu language.

(2) Where the State Government have issued a notification under clause (i) (a) of sub-section (2) of section 3 specifying a date from which the Telugu language shall be used in all Bills introduced in, and amendments thereto to be moved in, and Acts passed by the State Legislature, the authoritative text in the Telugu language of all such Bills which amend Acts which are in English, to be introduced or amendments thereto to be moved, in either House of the State Legislature shall be accompanied by a translation of the same in the English language.

Special provision relating to the use of Urdu or any other language or languages in addition to the Telugu language, in certain areas of the State for purposes and for such periods as may be specified notification:

7. The State Government may, from time to time, by notification in the *Andhra Pradesh Gazette*, direct the use of Urdu or any other language or languages in addition to the Telugu language, in the interests of persons speaking such language or languages, in such areas and for such official purposes of the State and for such periods, as may be specified in the notification.

Power to make rules:

8. (1) The State Government may, by notification in the *Andhra Pradesh Gazette*, make rules for carrying out all or any of the purposes of this Act.
(2) Every notification issued or rule made under this Act shall, immediately after it is issued or made, be laid before each House of the State Legislature if it is in session, and if not in session, in the session immediately following, for a total period of fourteen days which may be comprised of the session in which it is so laid or the session, immediately following, both Houses agree in making any modification in the notification or rule, or in the annulment of the notification or rule, the notification or rule shall thereafter have effect only in such modified form or shall stand annulled, as the case may be, so however that any such modification or annulment shall be without prejudice to the validity of anything previously done under that notification or rule.

Repeal of Andhra Pradesh Act, 16 of 1964.

9. The Andhra Pradesh State Legislature (Continuance of the English Language) Act, 1964, is hereby repealed.

ఆంధ్రప్రదేశ్ ప్రభుత్వం
ప్రధాన సచివాలయ అధికారి గౌరవ శాఖ

- తనిగో అధికారి నివేదిక నెంబరు :
- తనిగో చేసిన తేదీ :
- 1 శ్రీ తనిగో చేసిన కార్యాలయం పేరు :
- 2 శ్రీ కార్యాలయం ప్రధానాధికారి పేరు :
- 3 శ్రీ అశ్రీ కార్యాలయం పేరు తెలివే బోర్డు :
- అశ్రీ వివిధ విభాగాలను తెలివే బోర్డులు :
- ఇశ్రీ వివిధ విభాగాల అధికారుల పేర్లు, వారి పారి హోదా తెలివే బోర్డులు :
- ఈశ్రీ రబ్బరు సాంపులు :
- 4 శ్రీ దిగువ పేరిటన్న అంశాలు తెలుగులో వాడుతున్నారా ?
- అశ్రీ ఖైకా :
- అశ్రీ షుక్తిగత రిజిస్ట్రేషన్లు :
- ఇశ్రీ జాబ్ కేటలు :
- ఈశ్రీ జాతాలు, ప్రయాణ తదితర బిల్లులు :
- ఉశ్రీ ఆకౌంటింగుకు సంబంధించిన రిజిస్ట్రేషన్లు :
- ఉశ్రీ ప్రజలకు పంపే లేఖలు :
- ఎశ్రీ ప్రకటనలు, బిలిల్లులు, అప్లులు, అడవనములు మొదలగు నిబ్బంది షువనోరములు :
- ఏశ్రీ కార్యాలయ ఉత్తర్వులు :
- బిశ్రీ సచివాలయంకు పంపే లేఖలు :
- బిశ్రీ క్రింది స్థాయికి పంపే లేఖలు, ఉత్తర్వులు మొదలగునవి :
- ఓశ్రీ నోబరు పట్టీ :
- 5 శ్రీ అసాలలో వచ్చే జాబుల మీద అధికారులు తెలుగులో ఎండా రుసుములు వ్రాసి తెలుగులో సంతకాలు వెడుతున్నారా ? :
- 6 శ్రీ అశ్రీ మంజూరైన క్లిప్సింగు, సెన్ పదవులు ఎన్ని? క్లిప్సింగు సెన్లు
- అశ్రీ ఆ పదవులలో పని చేయుచున్న వారెవరు :
- ఇశ్రీ వేరిలో తెలుగు క్లిప్సు/పా రుసుమోండు అర్డుకు ఉన్న వారెవరు? :
- ఈశ్రీ నాల్గో డిస్ట్రీ పదవులలో తెలుగు అర్డుతలు ఉన్న వారినీ నియమించేటందుకు జనుకున్న చర్యలు :

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- 7) ఎస్ఠిమేటర్లు/కేసులు/అగ్రిమెంట్లు/
 టెండర్లు/కవరింగు లేఖలు :
 శ్రీఇంజనీరింగు శాఖలకు మాత్రమే
- 8) తెలుగు అనులు పరిధి నుండి మీ శాఖలో
 ఏమైనా స్థానాలు నియోజ్యంపబడినవా? :
- 9) క్రింది స్థాయి అధిపతుల నుండి ఇంగ్లీషులో
 నచ్చే ప్రతిపాదనలను తీర్చి వంపుతున్నారా? :
- 10) టెంపురెటర్లు ఎన్ని ఉన్నారు?
 ఆ) ఇంగ్లీషు టెంపురెటర్లు ఆదేశాలకు మించి
 ఎన్ని ఉన్నారు? :
 ఆ) తెలుగు టెంపురెటర్లు చాలినన్ని లేకపోతే
 తేసుకున్న చర్యలు :
 11) నెలవారీ ప్రగతి సమాక్ష పట్టికలు అధికార
 భాషా శాఖకు వంపుతున్నారా? :
 12) మీ కార్యాలయంలో క్రిమి మాసంలో నొత్తం
 ఉత్తర ప్రకృతికాలు నొందలగునవి ఎన్ని :
 ఆ) వాటిలో తెలుగులో జారీ చేసినవి ఎన్ని? :
 ఆ) ఇంగ్లీషులో జారీ చేసిన లేఖలు ఎన్ని? :
 ఇ) తెలుగులో జారీ చేసిన వాటి శాతం? :
 13) మీ శాఖలో తెలుగు ఫారాలు/రిజిస్ట్రేషన్లు
 వాడుతున్నారా? :
 ఆ) ఇంగ్లీషు ఫారాలు/రిజిస్ట్రేషన్లు తెలుగులో
 అనునదింబుకు తేసుకున్న చర్య లేమి? :
 14) కార్యాలయములో తెలుగు పూర్తి వాడకంలో
 ఉన్న ఇబ్బందులు ఏమి? :
 15) తనిఖీ అధికారి చేసిన సూచనలు :

Appendix- 5

Telugu Academy Style-Sheet

Principles of Language and Mode of Speech (1984)

(Translated from a Telugu booklet of Telugu Academy)

In 1968, Telugu Academy formulated some principles of language and mode of speech and till now they are in practice. However, there is a necessity to amend or develop those principles as the needs demand now. Therefore, in 1982, a Seminar was conducted in which many linguists and professors from various fields participated. As per their suggestions and advise the Telugu Academy framed some new principles which must be followed in each publication of the Academy. Here are the basic principles suggested in the seminar.

Basic Principles:

1. Language and style must be closer to the customary language (habitual language).
2. Prior importance must be given to certainty in defining *sabda swarupa* (form of sound) and *ardha vivechana* (examining the meaning).
3. We agree with different forms and kinds, nevertheless, in case of scientific terms, universal form is compulsory.
4. Passive construction is useful only when we give more preference to subject than the object.
5. Relative construction can be used only when it is not possible with any other syntactical method to remove the ambiguity.
6. Use 'long 'e' (*etvam*) to indicate the sound of 'swaha' as in 'bank' etc.

7. Put an *anuswara* under the letter *PA* to indicate the 'f' sound of English, Hindi, and Urdu languages.
8. Do not use *anuswara* and consonant sound of the letter (*pollu*) at the beginning of a line or sentence.
9. Recognize the difference in the pronunciation of '*ksa*' and '*ksha*' as in 'rickshaw' and '*pakshi*'.
10. When you write borrowed words from English write them as a vowel ending words in Telugu (its exception being the names of places and persons).
11. When it is not possible to follow the pronunciation of English dictionaries in translating the script of nouns and scientific terms which were borrowed from English, use the customary language which is used by educated Telugu people. In such cases, take Indian English as standard.
12. Write in habituated script only. No need to go for the pronunciation in original language. For example: pronounce 'judge' as 'judgi' in Telugu but not as 'juz' as in English pronunciation.
13. Do not use the old (textual) form as '*krotta*', '*gradda*', '*vratha*' etc. Instead use '*kotta*' (new), '*gadda*' (eagle), '*ratha*' (writing).
14. In the end of a sentence and in front of *pratyayas*, use *anuswara* in place of *MU*. For example: use '*vacchaam*' and not '*vacchaamu*'.
15. There is a provision to write verb in plural form though the subject is in singular form in the case of giving respect to the subject (as in case of persons).
16. Recognize the difference in meaning in singular and plural forms. For example: *kandi* in singular form is an adjective and in plural form (*kandulu*) is a noun.
17. There are only one or two words in Telugu that end with long vowel. So while translating words that end with long

vowels, we can shorten the vowel in Telugu. For example: *meestri* instead of *meestree* and *chapraasi* instead of *chapraasee*.

18. We can use person's name and place names as common names by adding plural forms to them. For example: *endaru gandheelu puttinaa himsaatatvam poodu*, and *enni dilleelu* (Delhis) *unnaa, mana deeshampedda palletuuree*.
19. We can use the plural forms of some foreign words in Telugu as they are in the original (source) language. For example: use 'salesmen' but not *salesmanlu*.
20. The second case of noun will be constant if the object in a sentence is human and is optional when the object is inanimate. For example: *vaadu prajalanu piidisthunnaadu* or *vaadu eenugekkaadu/ eenugunekkaadu*.
21. We can make the meaning much clear by changing the word order in a sentence instead of using the case markers (*vibhakthi pratyayaalu*) of the nouns.
22. Add 'O' to the numbers to get objective forms. Do not use 'eva'. For example: use '*rendo*' instead of '*rendava*'.
23. Do not prolong the adjectives by using the forms like '*atuvanti*' and '*tatuvanti*' etc. For example: use '*vacche*' and not forms like '*vacchetatuvanti*'.
24. Try NOT to use Sanskrit words like *krameNa*, *eethaavaathaa*, and old Telugu forms like *pidapa* or *mariyu* as far as possible.
25. When writing the compound words of foreign origin, do not follow the same word order. In other words, do not translate 'word to word'. For example: for 'ex-central minister', use '*keendra maajee manthri*' and NOT '*maajee keendra manthri*'.
26. Do not Sanskritize the Telugu mode of speech. For example: 'the cold touch of poverty' should be translated as

durbhara daardryam' and not as *daardrya sheethala sparsha'*.

27. We can create verbs in Telugu by adding *cheyu'* to the English nouns and by using '*inchi*' in place of '*aanaa*' to the Hindi or Urdu verbal forms. For example: bowl *cheeyu/* bowling *cheeyu, pilaainchu.*
28. It is natural in Telugu language to make pronounal forms by adding pronouns to the verbal forms. With these pronounal forms, we can differentiate the persons in verb. However, it is not possible to differentiate the tenses. For example: *vacchee-vaadu, vachee-vaadini.*
29. Telugu sentences are of two types: without verbs and with verbs. There is no rule in Telugu to have a verb in the sentence. For example: *adi chettu* (without verb), ***aame vacchindi*** (with verb).
30. Write small sentences as far as possible. Do not prolong the sentences with incomplete verbal forms. Use Telugu words as far as possible. Do not use long compound words.