

*A civilization can be judged  
by the way it treats  
its minorities*

*-Mahatma Gandhi*

COMMISSIONER FOR LINGUISTIC MINORITIES

51<sup>st</sup> Report

(July 2013 to June 2014)



COMMISSIONER FOR LINGUISTIC MINORITIES

Ministry of Minority Affairs

Government of India

51<sup>st</sup> Report

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**51<sup>st</sup> REPORT**

**OF**

**THE COMMISSIONER**

**FOR**

**LINGUISTIC MINORITIES**

**IN INDIA**

**(July 2013 to June 2014)**

**[www.nclm.nic.in](http://www.nclm.nic.in)**



संख्या/No.CLM REPORT/51/2015  
आयुक्त भाषाजात अल्पसंख्यक  
अल्पसंख्यक कार्य मंत्रालय  
भारत सरकार  
**Commissioner for Linguistic Minorities**  
**Ministry of Minority Affairs**  
**Government of India**

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To

**The Hon'ble President of India**

Through: The Hon'ble Minister of Minority Affairs, Government of India

*Your Excellency,*

I have the honour to present the 51<sup>st</sup> Report to Your Excellency for the period July 2013 to June 2014, in terms of Article 350-B (2) of the Constitution of India. The Report is mainly based on the analysis of information collected and collated from the answers given by the State Governments/UT Administrations to my detailed Questionnaire and in the light of my discussion with the State Governments/UT Administrations and the representatives of various linguistic minorities groups in respect of implementation of the Constitutional Rights and the nationally agreed Scheme of Safeguards provided to the linguistic minorities in India.

The Report records its findings and recommendations for appropriate action by the State Governments and the Union Territory Administrations, as applicable.

The Report may kindly be laid on the Table of both the Houses of Parliament, in terms of Article 350-B (2) of the Constitution of India.

*With profound regards,*

*Yours faithfully,*

**(Prof. Akhtarul Wasey)**

Commissioner for Linguistic Minorities in India

## CONTENTS

| CHAPTER              | TITLE                       | PAGE    |
|----------------------|-----------------------------|---------|
| 1.                   | INTRODUCTION                | 1-8     |
| <b>NORTHERN ZONE</b> |                             |         |
| 2.                   | Chandigarh                  | 9-13    |
| 3.                   | Delhi                       | 14-24   |
| 4.                   | Haryana                     | 25-29   |
| 5.                   | Himachal Pradesh            | 30-34   |
| 6.                   | Jammu and Kashmir           | 35-36   |
| 7.                   | Punjab                      | 37-41   |
| 8.                   | Rajasthan                   | 42-46   |
| <b>CENTRAL ZONE</b>  |                             |         |
| 9.                   | Bihar                       | 47-49   |
| 10.                  | Chhattisgarh                | 50-55   |
| 11.                  | Jharkhand                   | 56-60   |
| 12.                  | Madhya Pradesh              | 61-66   |
| 13.                  | Uttarakhand                 | 67-68   |
| 14.                  | Uttar Pradesh               | 69-70   |
| <b>EASTERN ZONE</b>  |                             |         |
| 15.                  | Arunachal Pradesh           | 71-74   |
| 16.                  | Assam                       | 75-76   |
| 17.                  | Manipur                     | 77-82   |
| 18.                  | Meghalaya                   | 83-84   |
| 19.                  | Mizoram                     | 85-89   |
| 20.                  | Nagaland                    | 90-96   |
| 21.                  | Orissa                      | 97-98   |
| 22.                  | Sikkim                      | 99-103  |
| 23.                  | Tripura                     | 104-109 |
| 24.                  | West Bengal                 | 110-118 |
| <b>WESTERN ZONE</b>  |                             |         |
| 25.                  | Dadra and Nagar Haveli      | 119-123 |
| 26.                  | Daman and Diu               | 124-127 |
| 27.                  | Goa                         | 128-130 |
| 28.                  | Gujarat                     | 131-135 |
| 29.                  | Karnataka                   | 136-144 |
| 30.                  | Maharashtra                 | 145-159 |
| <b>SOUTHERN ZONE</b> |                             |         |
| 31.                  | Andaman and Nicobar Islands | 160-164 |
| 32.                  | Andhra Pradesh & Telangana  | 165-166 |
| 33.                  | Kerala                      | 167-172 |
| 34.                  | Lakshadweep                 | 173-176 |
| 35.                  | Puducherry                  | 177-183 |
| 36.                  | Tamil Nadu                  | 184-193 |
| 37.                  | Recommendations             | 194-204 |
| 38.                  | Annexures                   | 205-246 |

# ANNEXURES

| <b>Annexures</b> | <b>TITLE</b>  | <b>Page</b>    |
|------------------|---|----------------|
| <b>I</b>         | <b>Commissioner for Linguistic Minorities in India</b>  | <b>205-206</b> |
| <b>II</b>        | <b>Safeguards for Linguistic Minorities</b>   | <b>207-208</b> |
| <b>III</b>       | <b>Questionnaire for 51st Report</b>  | <b>209-221</b> |
| <b>IV</b>        | <b>Resolution Adopted at the Provincial Education Ministers' Conference (August 1949, Approved by the Govt. of India)</b> | <b>222</b>     |
| <b>V</b>         | <b>The Government of India Memorandum, 1956</b>   | <b>223-227</b> |
| <b>VI</b>        | <b>Ministerial Committee of the Southern Zonal Council, 1959, on the Safeguards for Linguistic Minorities</b>             | <b>228-237</b> |
| <b>VII</b>       | <b>Meeting of the Chief Ministers of States &amp; Central Ministers (August 1961)</b>                                     | <b>238-242</b> |
| <b>VIII</b>      | <b>First Meeting of the Committee of Vice-Chairmen of Zonal Councils (November 1961)</b>                                  | <b>243-246</b> |

# INTRODUCTION

1

- 1.1 I am privileged to present the 51<sup>st</sup> Report of the Commissioner for Linguistic Minorities in India (CLM). The Office of the CLM came into existence in July, 1957, as a result of the Constitution (7<sup>th</sup> Amendment) Act, 1956; consequent to the recommendations of the States Reorganisation Commission (SRC). Article 350-B envisages investigation by the CLM of all the matters relating to the Safeguards provided for the linguistic minorities in India under the Constitution and reporting to the President upon those matters at such intervals as the President may direct and the President causes all such reports to be laid before each House of the Parliament and sent to the Government/Administrations of States/UTs concerned.
- 1.2 The CLM interacts with the linguistic minority groups and the States/UTs on all the matters pertaining to the issues concerning the implementation of the Constitutional and nationally agreed Safeguards provided to the linguistic minorities. The 50<sup>th</sup> Report of the Commissioner for Linguistic Minorities covering



**Prof. Akhtarul Wasey, CLM presenting the 50<sup>th</sup> Report to  
Dr. Najma A. Heptulla, Hon'ble Minister of Minority Affairs, Government of India**

- covering the period from July, 2012 to June 2013, was laid on the table of the Lok Sabha and the Rajya Sabha on 12 August 2014 and 14 August 2014, respectively. The 51<sup>st</sup> Report is for the period from July, 2013 to June, 2014. As the CLM, I have the honour to bring out the demands and the aspirations of the linguistic minorities before the Government and the citadel of our democracy, both houses of the Parliament.
- 1.3 I have the privilege to put on record the remarkable gesture shown by the Ministry of Human Resource Development (MHRD) in our endeavour to protect and promote minority languages. It has been widely observed that learning the mother-tongue has been neglected throughout the country. It is also said to be



one of the reasons for the extinction of several languages in our country. Article 350 A envisages that every State and every local authority within the State should



**CLM along with Smt. Smriti Zubin Irani, Hon'ble Minister of HRD; Shri Mukhtar Abbas Naqvi, Hon'ble Minister of State for Minority Affairs; Dr. Najma A. Heptulla, Hon'ble Minister of Minority Affairs; Shri Thaawar Chand Gehlot, Hon'ble Minister of Social Justice and Empowerment on the occasion of the 125<sup>th</sup> Birth Anniversary of Bharat Ratna Moulana Abul Kalam Azad in New Delhi**

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



**CLM along with Dr. Najma A. Heptulla, Hon'ble Minister of Minority Affairs on the occasion of the inauguration of the new Office Building of Maulana Azad National Academy for Skills (MANAS) at New Delhi. Also seen in the picture are Dr. Arvind Mayaram, Secretary, Ministry of Minority Affairs; Dr. Y.P. Singh, Shri Rakesh Mohan and Smt. Priti Madan, Joint Secretaries in the Ministry of Minority Affairs, Government of India**

proper for securing the provision of such facilities. The MHRD in their Action Taken Report (ATR) on the 50<sup>th</sup> Report informed that all the schools affiliated to

the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students: (i) the mother-tongue of the child; (ii) the first



**CLM greeting Shri K. Rosaiah, His Excellency the Governor of Tamil Nadu during his visit to Chennai**

language preferred; (iii) the optional/third language preferred by the parent. I wish and urge upon the MHRD to also suitably advise the States/ UTs to introduce similar columns in the application form for admission to schools in their States/UTs to elicit information on the mother-tongue of the child and preference regarding the languages to be studied under the Three Language Formula so



**CLM along with Shri R. Roshan Baigh, Hon'ble Minister for Infrastructure, Haj & Information, Government of Karnataka during his visit to Bengaluru**

as to ensure the facilities for instruction in the mother-tongue at the primary stage of education to the children belonging to the linguistic minority groups in the country and also to keep their mother-tongues alive.



- 1.4 Under the Constitution of India, certain Safeguards have been granted to the religious and linguistic minorities. Article 29 and 30 of the Constitution refers to protecting the interests of the minorities and recognising their right to conserve



**CLM in discussion with Prof Awadesh Kumar Mishra, Director  
Central Institute of Indian Languages (CIIL), Mysuru**

their distinct languages, scripts or culture and to establish and administer educational institutions of their choice. Article 347 makes provision for Presidential direction for official recognition of any language spoken by a substantial proportion of the population of a State or any part thereof for such purpose as the President may specify. Article 350 gives the right to submit



**CLM in meeting with Smt. Mridula Sinha,  
Her Excellency, the Governor of Goa**

representation for redress of grievances to any authority of the Union or a State in any of the languages used in the Union/States. Article 350A provides for instruction in the mother-tongue at the Primary stage of education to children

belonging to linguistic minority groups. Apart from this, the Safeguards proposed by the SRC were issued after consultation with the Chief Ministers of the States. This Memorandum of 1956 was in the nature of an All India Code indicating the



**CLM along with Shri Nitish Kumar, Hon'ble Chief Minister of Bihar inaugurating the Jashan-e-Urdu Festival at Patna**

agreed minimum Safeguards to be provided to the linguistic minorities in all the States. In the recent past, my Office and the four Zonal Offices have been flooded with representations and queries from linguistic minority institutions and individuals demanding status and facilities at par with religious minorities. Though



**CLM greeting Shri Keshari Nath Tripathi, His Excellency, Governor of West Bengal during his visit to Kolkata**

the Constitution did not distinguish the religious and linguistic minorities, I felt that the religious minorities have been placed at an advantageous position thanks to the National Minorities Commission Act, 1992. Even the UN Declaration, 1992 on



the Minorities has placed all the ethnic, religious and linguistic minorities at par. I, therefore, strongly feel that we should revisit the Safeguards provided to the linguistic minorities in order to keep our multi-cultural and multi-lingual national identity.



**CLM greeting Shri C. Vidyasagar Rao, His Excellency, Governor of Maharashtra during his visit to Maharashtra**

- 1.5 A meeting of the Chief Ministers and Central Ministers was held on the 11<sup>th</sup> and 12<sup>th</sup> August, 1961, with the then Prime Minister of India, Pandit Jawaharlal Nehru in the chair. The main subject for discussion at the meeting was the question of language in its various aspects. The meeting concluded with the note that in view



**CLM in discussion with Shri Devendra Fadnavis, Hon'ble Chief Minister of Maharashtra and Shri Swadhin Kshatriya, Chief Secretary, Government of Maharashtra.**

of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the

actions being taken and suggest further steps wherever necessary. However, even after a lapse of more than five decades, no such meeting has been convened. I am of the view that this is the high time to convene a meeting of the



**CLM along with Shri Eknathrao Ganpatrao Khadse, Hon'ble Minister for Minorities Development and Wakf, Government of Maharashtra. Also seen in the picture are (from left to right) Smt. Jayashree Mukherjee, Principal Secretary, Minorities Development Department, Prof. Devyani Suhas Farande, Hon'ble Member of Legislative Assembly, Nashik Central, Smt. Ainul Attar, Joint Secretary, Minorities Development Department and Dr. S. Shivakumar, ACLM.**

Chief Ministers and the Academicians to revisit and re-affirm the language policy and the Safeguards evolved years ago. I, therefore, urge upon the Government



**CLM along with Shri Ashish Kundra, Administrator and other Officials of Dadra & Nagar Haveli and Daman & Diu at Silvassa**

to hold the Conference as envisaged at the earliest to meet the growing demands and aspirations of the linguistic minorities and to keep our languages alive.

- 1.6 The CLM Organisation takes up all matters relating to the Safeguards for linguistic minorities brought to its notice by linguistic minority groups/associations/organisations. The CLM personally visits linguistic minority areas and educational institutions for an on-the-spot assessment of the status of implementation of the Scheme of Safeguards. In this connection, the Commissioner holds discussions with the Chief Ministers, Governors and at the highest levels of administration at the States/UTs.
- 1.7 I had the opportunity to visit Bihar, Dadra & Nagar Haveli, Goa, Karnataka, Maharashtra, Tamil Nadu, West Bengal, Uttar Pradesh and several other places. During the study visits, I held discussions with the representatives of the linguistic minorities so as to acquaint myself with the status of implementation of the Safeguards for linguistic minorities in the States/UTs and Institutions related with the protection and promotion of minority languages. I met with the Governors, Chief Ministers, Ministers-in Charge of Minority Affairs, Chief Secretaries and other Officials of the States/UTs. I shared with them the actual and perceived difficulties, which the linguistic minorities face and how to remove the bottlenecks in the implementation of the Safeguards. I also had the opportunity to attend the Conference of International Association for Language Commissioners at Ottawa, Canada held from 19-22 May, 2015 and share the experience and initiatives taken in protection and promotion of minority languages in India.



**CLM along with the His Excellency the Right Honourable David Johnston, Governor General of Canada and on his left Mr. Graham Fraser, Commissioner of Official Languages, Canada and other delegates of the Conference of the International Association of Language Commissioners at Ottawa, Canada on 19<sup>th</sup> May, 2015**

- 1.8 I would like to place on record the valuable support extended by the Hon'ble Minister of Minority Affairs and the Ministry in accomplishing my Constitutional mandate. Though, the CLM Organisation is understaffed, it did not fail in fulfilling the Constitutional duty bestowed upon me. I would also place on record the immense work done by the lone Assistant Commissioner and the Staff in bringing out this Report.

**Prof. Akhtarul Wasey**  
**Commissioner for Linguistic Minorities in India**



## LINGUISTIC PROFILE

- 2.1 The Census-2001 registered the population of the Union Territory of Chandigarh as 9,00,635 persons and its broad linguistic profile is as follows:

| Language | Speakers | Percentage |
|----------|----------|------------|
| Hindi    | 6,08,218 | 67.53      |
| Punjabi  | 2,51,224 | 27.89      |
| Urdu     | 7,254    | 0.81       |
| Tamil    | 5,716    | 0.63       |

- 2.2 It has been stated by the UT Administration that Punjabi is spoken by 27.89 per cent of the population in Chandigarh.
- 2.3 **Official Language of the UT:** English is the Official Language of the UT and no Official Language Act has been framed by the Chandigarh Administration.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the safeguards for the linguistic minorities, for the period under review, is as under:

### 2.4 Use of Minority Languages in the UT

- It has been stated by the UT Administration that there is no arrangement for translation and dissemination of important Government rules, orders and notifications, etc. into minority languages. However, the Administration has issued instructions that the reply be sent in the language in which the communication has been addressed, including the minority languages.
- It has been informed that no orders exist for receipt of and reply to the representation for redress of grievances in minority languages. However, the representations received in the minority languages are stated to be examined at par with official language. No statistics are said to be available with the Administration relating to representations received in the minority languages.

### 2.5 Recruitment to UT Services

- It has been informed that there is no provision in the recruitment rules framed by the Administration for acquiring proficiency in the Regional/Official Language of the UT.
- It has been informed that minority languages are not permitted to be used in answering question papers for recruitment examinations to UT Services.
- No domiciliary restriction is stated to be imposed at the time of recruitment to the UT Services.

## 2.6 Recognition of Linguistic Minority Educational Institutions

It has been stated that for recognition of private schools, "Rules of Recognition" as provided under the Punjab Education Code is applicable in the UT. No separate rules have been framed as the Department never received any application from any linguistic minority institution. For recognition, DPI(S) is competent to accord recognition up to Middle Schools.

## 2.7 Grants-in-aid to Linguistic Minority Educational Institutions

No information has been provided with regard to Rules/Regulations/Guidelines for the sanction of grants-in-aid to linguistic minority educational institutions.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 2.8 Primary Stage (Class I to V)

- a. Details of the facility for learning the minority language as medium of instruction, at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 99      | 181      | 152      |

- b. Details of the facility for learning the minority language as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 108     | 97,524   | 169      |

### 2.9 Upper Primary Stage (Class VI to VIII)

- a. Details of the facility for learning the minority language as medium of instruction, at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 47      | 119      | 152      |

- b. Details of the facility for learning the minority language as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 100     | 63,661   | 169      |

### 2.10 Secondary Stage (Class IX to X)

- a. Details of the facility for learning the minority language as medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 39      | 87       | 143      |

- b. Details of the facility for learning the minority language as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 87      | 37,927   | 164      |

## 2.11 Higher Secondary Stage (Class XI to XII)

- a. Details of the facility for learning the minority language as medium of instruction at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 28      | 937      | 77       |

- b. Details of the facility for learning the minority language as subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Punjabi  | 38      | 37,633   | 87       |

## 2.12 Three-Language Formula

- a. The languages taught under the Three Language Formula are as under:

|                 |   |               |
|-----------------|---|---------------|
| First Language  | : | Hindi/Punjabi |
| Second Language | : | Punjabi/Hindi |
| Third Language  | : | English       |

- b. The details of students learning Punjabi, Hindi and English in Class VIII have been furnished as under:

| Language | Class VIII |
|----------|------------|
| Punjabi  | 14,047     |
| Hindi    | 14,047     |
| English  | 14,047     |

## 2.13 Teachers for Minority Languages

- a. The details of the posts of teachers sanctioned/filled up for teaching minority language as a subject and as a medium of instruction are as under:

| Language | Medium                    |        | Subject    |        |
|----------|---------------------------|--------|------------|--------|
|          | Sanctioned                | Filled | Sanctioned | Filled |
| Punjabi  | Information not furnished |        | 169        | 152    |

- b. The State Institute of Education is stated to be the training institute for teachers of minority languages:

| Training Institute                                  | Minority Language |              |
|---|-------------------|--------------|
|   | As a medium       | As a subject |
| State Institute of Education, Sector 32, Chandigarh | Yes               | Yes          |

#### **2.14 Text-books in Minority Languages**

It has been stated that translation of text-books from Hindi to Punjabi is done by the State Institute of Education, Chandigarh. These text-books are arranged by the Punjab School Education Board at competitive/subsidized rates.

#### **2.15 Maintenance of 'Language Preference Registers' in Schools**

It has been informed that the Language Preference Registers are not maintained in the Schools in the UT.

#### **2.16 Promotion and Development of Minority Languages**

It has been stated that no scheme has been implemented for the promotion and development of minority languages. No information has been provided about Academies for the promotion and development of minority languages in the UT.

#### **2.17 Machinery for the Implementation of Safeguards**

It has been informed that a Committee has been set up under the Chairmanship of the Secretary, Social Welfare, with Deputy Commissioner, Joint Secretary (Home), DPI(C), DPI(S) and DSW, Chandigarh Administration as members of this Committee. However, no details of the meetings held during the period under review have been furnished. It has also been informed that the UT of Chandigarh is a single district City-State, hence the affairs of linguistic minorities are looked after by the officers appointed at the District Level.

#### **2.18 Publicity of Constitutional Rights and Safeguards**

- a. It has been informed that the Chandigarh Administration has given public notice regarding the safeguards for linguistic minorities as laid down in the Constitution of India through the Director, Public Relations, Chandigarh Administration in three newspapers, one each in English, Hindi and Punjabi.
- b. It has also been informed that the Director Social Welfare has been appointed as the Nodal Officer to coordinate in the matters relating to the linguistic minorities and no complaint has been received during the period.

#### **2.19 FINDINGS/RECOMMENDATIONS**

- a. In the UT, the Hindi-speakers constitute more than 60 per cent of the population. Therefore, the UT Administration should consider declaring Hindi as the additional Official Language of the UT of Chandigarh.
- b. The UT Administration should make arrangement for the translation and dissemination of important Government rules, notifications and orders, etc. in Hindi and Punjabi languages in addition to English in the UT.
- c. The UT Administration should also ensure the receipt of and reply to the representations for redressing the grievances in the minority languages wherever required.

- d. The UT Administration needs to provide detailed information regarding the use of the minority languages in examinations for recruitment to UT Civil Services.
  - e. The State Government should ensure that Language Preference Registers to record language preferences of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.
  - f. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother-tongue, first language preferred and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their mother-tongues.
  - g. The UT Administration is urged to clarify the information provided with regard to the Student-Teacher ratio at schools where Punjabi is taught as a subject and to provide adequate number of teachers and the training facility.
  - h. The UT Administration needs to provide the facility for learning Tamil and Urdu in the UT.
  - i. The UT Administration is advised to provide wide publicity of the safeguards/facilities available to the linguistic minorities.
  - j. The UT Administration is advised to conduct regular meetings of UT-Level Implementation Committee to monitor the implementation of the safeguards for the linguistic minorities in the UT.
  - k. The Nodal Officer of the UT Administration of Chandigarh needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to present his report to the Hon'ble President of India within the stipulated time.
- 2.20 The UT Administration of Chandigarh is requested to take note of the findings for remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the Union Territory of Chandigarh.



## LINGUISTIC PROFILE

- 3.1 The Census-2001 registered the population of Delhi as 13,850,507 persons and its broad linguistic profile is as follows:

| Language | Speakers    | Percentage |
|----------|-------------|------------|
| Hindi    | 1,12,10,843 | 80.94      |
| Punjabi  | 9,88,980    | 7.14       |
| Urdu     | 8,74,333    | 6.31       |
| Bengali  | 2,08,414    | 1.50       |

- 3.2 The following minority languages are spoken by 15 per cent or more of District/Taluka/Municipality population:

| District   | Tehsil/Taluka/Municipality | Language | Percentage |
|------------|----------------------------|----------|------------|
| North      | Sadar Bazar                | Urdu     | 36.60      |
| North      | Kotwali                    | Urdu     | 23.82      |
| North-East | Seelampur                  | Urdu     | 17.51      |
| North-East | Shahdara                   | Urdu     | 23.75      |
| Central    | Daryaganj                  | Urdu     | 52.65      |
| West       | Patel Nagar                | Punjabi  | 20.18      |
| West       | Rajouri Garden             | Punjabi  | 26.30      |
| South      | Defence Colony             | Urdu     | 17.25      |

- 3.3 a. **Official Language of the NCT:** Hindi is the Official Language of the NCT of Delhi.
- b. **Additional Official Language(s):** Punjabi and Urdu have been declared as Additional Official Languages in the NCT of Delhi.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the safeguards for the linguistic minorities for the period under review is as follows:

### 3.4 Use of Minority Languages in the State

- a. It has been informed that there is sufficient arrangement for the translation and dissemination of Government rules, orders, etc.
- b. While the orders are stated to have been issued for receipt of and reply to representations for redress of grievances in minority languages, no data have been furnished in this regard.

### 3.5 Recruitment to State Services

- a. The knowledge of regional/official language is said to be a prerequisite in the cases of language specific teaching posts of the Primary Teachers, TGT, PGT, i.e., Punjabi, Sanskrit, Bengali, Tamil, Urdu and also for recruitment to such posts

where the educational qualification in minority language is essential as per the Recruitment Rules.

- b. The minority languages are stated to be permitted in answering question papers for recruitment examinations in the cases of language specific teaching posts of the Primary Teachers, TGT, PGT, i.e., Punjabi, Sanskrit, Bengali, Tamil, Urdu and also for recruitment to such posts where the educational qualification in minority language is essential as per the Recruitment Rules.
- c. It has been informed that there are no domiciliary restrictions for recruitment to the Services of NCT of Delhi.

### 3.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that the recognition of linguistic minority educational institutions is granted as per the norms under the Delhi School Education Act & Rules, 1973; Right to Education Act, 2009; and the Delhi Municipal Committee Act, 1957. It has also been stated that the certificate for recognition of linguistic minority is issued by the National Commission for Minorities Educational Institutions.
- b. However, no information has been furnished about the linguistic minority education institutions recognized as on 30 June 2014.

### 3.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that as per the Delhi School Education Act & Rules, 1973, the Directorate of Education, GNCTD is the competent authority for the sanction of grants-in-aid to linguistic minority educational institutions.
- b. Details of the schools sanctioned grants-in-aid for the year 2013-14 are as under:

| Language  | Primary | Upper Primary | Secondary | Sr. Secondary |
|-----------|---------|---------------|-----------|---------------|
| Bengali   | 1       | 2             | 1         | 1             |
| Gujarati  | 1       | 1             | 0         | 1             |
| Kannada   | 0       | 0             | 0         | 1             |
| Malayalam | 1       | 1             | 1         | 2             |
| Marathi   | 0       | 0             | 0         | 1             |
| Punjabi   | 0       | 9             | 8         | 6             |
| Sindhi    | 1       | 1             | 1         | 1             |
| Tamil     | 1       | 1             | 1         | 4             |
| Telugu    | 3       | 2             | 3         | 2             |
| Urdu      | 0       | 5             | 6         | 3             |

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 3.8 Primary Stage (Class I to V)

- a. Details of the facility for learning minority languages as a medium of instruction at the Primary stage of education are as follows:

**Directorate of Education, GNCTD**

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 11      | 2,903    | 66       |
| Malayalam | 02      | 1,147    | 17       |
| Tamil     | 03      | 719      | 13       |
| Telugu    | 01      | 200      | 08       |
| Punjabi   | 01      | 778      | 06       |

**South Delhi Municipal Corporation**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 13      | 3,509    | 78       |

**North Delhi Municipal Corporation**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 31      | 4,824    | 95       |
| Tamil    | 3       | 410      | 4        |

**East Delhi Municipal Corporation**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 23      | 1,371    | 270      |

**NDMC, Education Department**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 9       | 505      | 42       |

- b. Details of the facility for learning minority language(s) as a subject at the Primary stage of education are as follows:

**Directorate of Education, GNCTD**

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Gujarati  | 01      | 1,230    | 01       |
| Bengali   | 03      | 1,504    | 15       |
| Kannada   | 01      | 387      | 06       |
| Marathi   | 01      | 375      | 01       |
| Malayalam | 03      | 1,113    | 13       |
| Punjabi   | 30      | 4,802    | 47       |
| Sindhi    | 01      | 486      | 02       |
| Tamil     | 04      | 862      | 28       |
| Telugu    | 05      | 1,952    | 16       |
| Urdu      | 12      | 4,230    | 18       |

**South Delhi Municipal Corporation**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 09      | 1,837    | 11       |

**North Delhi Municipal Corporation**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 32      | 1,760    | 21       |
| Punjabi  | 97      | 5,305    | 88       |

**East Delhi Municipal Corporation**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 07      | 1,823    | 30       |

**NDMC, Education Department**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 01      | 157      | 01       |

**3.9 Upper Primary Stage (VI to VIII)**

- a. Details of the facility for learning minority language(s) as a medium of instruction at the Upper Primary stage of education are as follows:

**Directorate of Education, GNCTD**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 28      | 7,617    | 242      |
| Punjabi  | 01      | 36       | 01       |

**NDMC**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 04      | 105      | 12       |

- b. Details of the facility for learning minority languages as a subject at the Upper Primary stage of education are as follows:

**Directorate of Education, GNCTD**

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Arabic   | 02      | 217      | 02       |
| Bengali  | 05      | 1,200    | 04       |
| Kannada  | 01      | 38       | 01       |
| Marathi  | 01      | 323      | 01       |
| Persian  | 02      | 156      | 02       |
| Punjabi  | 235     | 18,472   | 237      |
| Sindhi   | 01      | 316      | 02       |
| Tamil    | 07      | 1,495    | 08       |
| Telugu   | 05      | 2,178    | 10       |

|           |     |        |     |
|-----------|-----|--------|-----|
| Urdu      | 186 | 47,827 | 128 |
| Malayalam | 03  | 784    | 05  |
| Gujarati  | 01  | 320    | 11  |

#### **NDMC**

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Urdu            | 04             | 161             | 06              |
| Punjabi         | 02             | 32              | 02              |

### **3.10 Secondary Stage (IX to X)**

- a. Details of the facility for learning minority languages as a medium of instruction at the Secondary stage of education are as follows:

#### **Directorate of Education, GNCTD**

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Urdu            | 23             | 3,781           | 62              |
| Punjabi         | 01             | 20              | 01              |
| Bengali         | 01             | 01              | 01              |

#### **NDMC**

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Urdu            | 02             | 56              | 08              |

- b. Details of the facility for learning minority language as a subject at the Secondary stages of education are as follows:

#### **Directorate of Education, GNCTD**

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Arabic          | 02             | 155             | 02              |
| Bengali         | 05             | 907             | 03              |
| Kannada         | 01             | 12              | 01              |
| Marathi         | 01             | 323             | 01              |
| Persian         | 02             | 85              | 01              |
| Punjabi         | 157            | 9,404           | 177             |
| Sindhi          | 01             | 223             | 02              |
| Tamil           | 07             | 891             | 07              |
| Telugu          | 04             | 302             | 03              |
| Urdu            | 125            | 18,155          | 83              |
| Gujarati        | 01             | 0               | 0               |
| Malayalam       | 02             | 0               | 0               |

#### **NDMC**

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Urdu            | 02             | 116             | 02              |
| Punjabi         | 02             | 32              | 02              |



### 3.11 Higher Secondary Stage (XI to XII)

- a. Details of the facility for learning minority languages as a medium of instruction at the Higher Secondary stage of education are as follows:

#### Directorate of Education, GNCTD

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 18      | 2,863    | 57       |

- b. Details of the facility for learning minority languages as a subject at the Higher Secondary stage of education are as follows:

#### Directorate of Education, GNCTD

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Arabic    | 01      | 22       | 0        |
| Bengali   | 04      | 171      | 02       |
| Kannada   | 01      | 0        | 0        |
| Marathi   | 01      | 0        | 0        |
| Persian   | 01      | 12       | 0        |
| Punjabi   | 39      | 2,203    | 34       |
| Sindhi    | 01      | 217      | 02       |
| Tamil     | 07      | 332      | 07       |
| Telugu    | 03      | 32       | 01       |
| Urdu      | 40      | 3,847    | 35       |
| Malayalam | 01      | 0        | 0        |

### 3.12 Three-Language Formula

- a. The languages taught under the Three Language Formula in schools are as under:

#### Directorate of Education, GNCTD

First Language : Hindi  
Second Language : English  
Third language : Urdu/Punjabi/Bengali/Sindhi/Tamil/Telugu/  
Malayalam/Kannada/Gujarati/Marathi/ Sanskrit/  
Arabic/Persian (13)

#### NDMC

First Language : Hindi  
Second Language : English  
Third language : Urdu, Punjabi, Sanskrit

- b. The details of students covered under the Three Language Formula are as under:

**Directorate of Education, GNCTD**

| <b>Language</b> | <b>Class VIII</b> | <b>Class X</b> | <b>Class XII</b> |
|-----------------|-------------------|----------------|------------------|
| Arabic          | 217               | 155            | 22               |
| Bengali         | 656               | 331            | 71               |
| Kannada         | 10                | 5              | 0                |
| Marathi         | 323               | 375            | 0                |
| Persian         | 156               | 85             | 12               |
| Punjabi         | 9,770             | 5,362          | 293              |
| Sindhi          | 105               | 110            | 105              |
| Tamil           | 789               | 219            | 133              |
| Telugu          | 718               | 154            | 15               |
| Urdu            | 22,973            | 10,169         | 2,531            |
| Malayalam       | 623               | 108            | 0                |
| Gujarati        | 327               | 0              | 0                |
| Sanskrit        | 21,11,441         | 1,40,639       | 24,948           |

**NDMC**

| <b>Language</b> | <b>Class VIII</b> | <b>Class X</b> | <b>Class XII</b> |
|-----------------|-------------------|----------------|------------------|
| Urdu            | 105               | 116            | -                |
| Punjabi         | -                 | 32             | -                |

**3.13 Teachers for Minority Languages**

- a. The details of the posts of teachers to teach minority languages as a medium of instruction and as a subject are as under:

**Directorate of Education, GNCTD**

| <b>Language</b> | <b>Medium</b>     |               | <b>Subject</b>    |               |
|-----------------|-------------------|---------------|-------------------|---------------|
|                 | <b>Sanctioned</b> | <b>Filled</b> | <b>Sanctioned</b> | <b>Filled</b> |
| Arabic          | 00                | 00            | 01                | 00            |
| Bengali         | 00                | 00            | 18                | 16            |
| Gujarati        | 00                | 00            | 01                | 00            |
| Kannada         | 00                | 00            | 07                | 07            |
| Malayalam       | 40                | 29            | 02                | 02            |
| Marathi         | 00                | 00            | 01                | 00            |
| Persian         | 00                | 00            | 01                | 00            |
| Punjabi         | 22                | 13            | 234               | 207           |
| Sindhi          | 00                | 00            | 03                | 02            |
| Tamil           | 23                | 22            | 22                | 20            |
| Telugu          | 15                | 08            | 06                | 01            |
| Urdu            | 361               | 224           | 316               | 234           |

**NDMC**

| <b>Language</b> | <b>Medium</b>     |               | <b>Subject</b>    |               |
|-----------------|-------------------|---------------|-------------------|---------------|
|                 | <b>Sanctioned</b> | <b>Filled</b> | <b>Sanctioned</b> | <b>Filled</b> |
| Urdu            | 46                | 44            | 18                | 15            |
| Punjabi         | 00                | 00            | 02                | 02            |

### South Delhi Municipal Corporation

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | 89         | 89     | -          | -      |
| Punjabi  | 00         | 00     | -          | -      |

### North Delhi Municipal Corporation

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | -          | 129    | -          | 02     |

- b. The details of arrangement for training of minority language teachers are as follows:

### Directorate of Education, GNCTD

| Training Institute | Minority Language |              |
|--------------------|-------------------|--------------|
|                    | As Medium         | As a Subject |
| NCERT              | -                 | -            |
| SCERT              | -                 | -            |
| JMI                | -                 | -            |

### NDMC

| Training Institute                              | Minority Language |              |
|---|-------------------|--------------|
|   | As Medium         | As a Subject |
| NDMC School of Science and Humanities Education | Urdu              | Urdu         |
|   | Urdu              | Punjabi      |

#### 3.14 Textbooks in Minority Languages

- a. Textbooks in minority languages and other teaching material are said to be available to linguistic minority students at the beginning of the Academic Session.
- b. The Delhi Bureau of Textbooks is the agency entrusted with the preparation and publication of textbooks and teaching materials in minority languages up to class VIII for the Government and Government aided schools. It has also been informed that NCERT Urdu textbooks are procured through the Urdu Academy, Delhi for Class IX to XII.
- c. The books are stated to be supplied to students free of cost by the Department of Education, GNCTD. It has also been informed that all the textbooks developed by NCERT for elementary level are available at subsidized rates.

#### 3.15 Maintenance of 'Language Preference Registers' in Schools

It has been stated that the 'Language Preference Registers' for registering the preference of the linguistic minority students are being maintained by schools under the

Directorate of Education, GNCTD, NDMC and all three DMCs.

### 3.16 Promotion and Development of Minority Languages

- a. It has been stated that schemes exist in the NCT of Delhi to promote minority languages in the NCT. It has also been stated that minority languages are promoted as per the provisions contained in the Delhi Official Language Act, 2000. Four Minority Language Academies, viz. Urdu, Punjabi, Sindhi and Maithili-Bhojpuri have been established. Further, it has been stated that the students participate in Urdu Academy functions and competitions. NDMC teachers go for frequent surveys. Various cultural programmes like Debate, Quiz, Skills, Ghazal/Poem Recitation, and Handwriting Competition, Exhibitions, etc. are organized in schools.
- b. The details of the Language Academies set up for the promotion and development of minority languages are as follows:

| Language            | Name of Academy             | When Established | Budget for year 2012-13 (in lacs)        |
|---------------------|-----------------------------|------------------|--|
| Urdu                | Urdu Academy                | 1981             | Plan 450<br>Non-plan 320<br>Teaching 300 |
| Maithili & Bhojpuri | Maithili & Bhojpuri Academy | 18.03.2008       | Plan 89.01                               |
| Punjabi             | Punjabi Academy             | 17.09.1981       | Plan 200<br>Teaching 475                 |
| Sindhi              | Sindhi Academy              | July 1994        | Plan 229<br>Non-Plan 146.25              |

### 3.17 Machinery for the Implementation of Safeguards

- a. It has been informed that no mechanism/committee exists at the NCT level to monitor and review the implementation of the safeguards for linguistic minorities. It has, however, been stated that Art, Culture and Language Department of Government of NCT of Delhi monitors and reviews the implementation of the Safeguards for the Linguistic Minorities.
- b. It has been informed that the Delhi Minority Commission exists there, but it does not deal with the affairs of the linguistic minorities.

### 3.18 Publicity of Constitutional Rights and Safeguards

The Art, Culture and Language Department, GNCTD has been stated to be dealing with the task of the publicity of Safeguards for linguistic minorities through advertisements, letters/circulars and distribution of pamphlets, etc., from time to time.

### 3.19 FINDINGS/RECOMMENDATIONS

- a. The Government of NCT of Delhi should make adequate arrangements for the receipt of and reply to representations for redress of grievances in the minority languages.

- b. The Office of the Commissioner for Linguistic Minorities has been flooded with representations and queries for according Linguistic Minority Certificates to several linguistic minority institutions and individuals in the NCT of Delhi. It has also been reported that there is no designated authority at the local level for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages. Therefore, the Government of NCT of Delhi is urged to frame necessary rules/guidelines and designate authorities at the District levels for issuing the Linguistic Minority Certificates to the individuals and associations working for the cause of protection and promotion of minority languages.
- c. Analysis of the data provided by the Government of NCT of Delhi on the facilities for learning the minority languages reveals that the Student-Teacher ratio is alarming. No information has been furnished by the Government on the facilities for training minority language teachers in the NCT of Delhi. It has also been brought to the notice of the Commissioner for Linguistic Minorities in India that under the Government of NCT of Delhi, there were 200 Urdu TGT posts during the year 2013-14, which have been reduced to 28 posts during the year 2014-15. It has also been reported that the sanctioned Urdu Teacher posts have been reduced, whereas the enrolment of Urdu students is the same. Therefore, the Government of NCT of Delhi is urged to restore the sanctioned strength of Linguistic Minority Teachers and ensure their appointment before the commencement of the academic session 2015-16.
- d. It has also been brought to the notice of the Commissioner for Linguistic Minorities in India that the Urdu Textbooks have not been supplied in time. The Government of NCT of Delhi is, therefore, urged to make necessary arrangement with the NCERT for the supply of the syllabus and Urdu Textbooks before the commencement of the academic session.
- e. It has been reported to the Commissioner for Linguistic Minorities in India that the New Application Forms for Admission in Government Schools in Delhi do not contain any column to choose the Third Language by the children belonging to the linguistic minority groups in Delhi. The Ministry of Human Resource Development (MHRD), Government of India in their Action Taken Report (ATR) on the 50th Report of the CLM have informed that all the Schools affiliated to the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students (i) the mother-tongue of the child; (ii) the first language preferred; and (iii) the optional/third language preferred by the parent. The Government of NCT of Delhi is, therefore, urged to retain and introduce the necessary columns in the application form for admission to schools in the NCT of Delhi so as to ensure that the rights of the linguistic minorities are protected.

- f. The Government of NCT of Delhi is urged to set up a Committee under the Chairmanship of the Chief Secretary to monitor and ensure the implementation of the safeguards for the linguistic minorities in the NCT. Similarly, the District Level Committee under the Chairmanship of appropriate authority may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities.
  - g. The Nodal Officer, Government of NCT of Delhi needs to ensure that comprehensive and consolidated replies are furnished in stipulated timeframe in time to enable the Constitutional Authority to present his Report to the Hon'ble President of India within the stipulated time.
- 3.20 The Government of NCT of Delhi is urged to take note of the findings for remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the NCT of Delhi.

## LINGUISTIC PROFILE

- 4.1 The Census-2001 registered the population of Haryana as 2,11,44,564 persons and its broad linguistic profile is as follows:

| Language | Speakers    | Percentage |
|----------|-------------|------------|
| Hindi    | 1,84,60,843 | 87.31      |
| Punjabi  | 22,34,626   | 10.57      |
| Urdu     | 2,60,687    | 1.23       |
| Bengali  | 39,199      | 0.19       |
| Nepali   | 20,362      | 0.10       |

- 4.2 a. **Official Language of the State:** Hindi is the Official language of the State.
- b. **Additional Official Language:** Punjabi has been declared as the Additional Official Language of the State as per the State Government's Notification No.52/4/96-Education dated 29 May 1996.
- 4.3 The State Government has informed that there is no district, where a minority language is spoken by 60 per cent or more of its population. However, the following minority languages are spoken by 15 per cent or more of the districts population:

| District    | Language | Percentage |
|-------------|----------|------------|
| Kurukshetra | Punjabi  | 18.63      |
| Sirsa       | Punjabi  | 34.54      |
| Mewat       | Urdu     | 16.52      |

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as under:

- 4.4 **Use of Minority Languages in the State**
- a. It has been informed that important rules, regulations, notices, etc. are not published in the minority languages.
- b. It has been stated that no orders exist for the receipt of, and reply to the representations for redressing grievances in minority languages.
- 4.5 **Recruitment to State Services**
- a. It has been stated that knowledge of official language, i.e., Hindi is a pre-requisite for recruitment to State Services.
- b. It has also been stated that minority languages are not permitted to be used in answering question papers in recruitment tests to State Services.

- c. No domiciliary restrictions apply for recruitment to the State Services. However, it has been informed that for the benefit of reservation, the candidate should be a domicile of Haryana.

#### 4.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that no educational institution has been given recognition after the year 2008 and no rules/guidelines have been issued in this regard. It has further been stated that the Administration Division of the Government of Haryana is competent to grant recognition to the linguistic minority educational institution.
- b. It has been informed that 22 schools/institutions have been recognized as linguistic minority institutions as on 30 June 2014. It has also been informed that no application is pending for recognition as a linguistic minority institution.

#### 4.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that prior to the year 2008, grants-in-aid were given by the Department of Education of the State, but after the transfer of the case of grants-in-aid to the Department of Language after 2008, no grants-in-aid have been given since then.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 4.8 Primary/Upper Primary/Secondary/Higher Secondary stages

The State Government has not furnished any information about the educational facilities available to the students of minority languages at primary, upper primary, secondary and Higher secondary stages of education.

#### 4.9 Three-Language Formula

- a. Languages taught in the State under the Three Language Formula:
 

|                 |   |         |
|-----------------|---|---------|
| First Language  | : | Hindi   |
| Second Language | : | Punjabi |
| Third language  | : | English |
- b. No information has been furnished about the students covered under the Three Language Formula.

#### 4.10 Teachers for Minority Languages

- a. The following information has been furnished on posts of teachers for the teaching of minority languages:

| LANGUAGE | Medium     |        |
|----------|------------|--------|
|          | Sanctioned | Filled |
| Urdu     | 48         | 2      |
| Punjabi  | 1,182      | 849    |

- b. It has been informed that there is no arrangement for training minority language teachers. It has also been informed that there is no collaboration/arrangement



with neighbouring States for exchange of minority language teachers/opening of teachers' training institutes/centres.

#### **4.11 Textbooks in Minority Languages**

- a. It has been stated that minority languages textbooks are not available to the students at the primary stage of education. However, textbooks in minority languages are said to be available at the secondary stage of education.
- b. The textbooks in minority languages for classes VI to VIII are stated to be prepared by the Directorate of Secondary Education and textbooks in Punjabi language for Class IX and X are prepared and published by Haryana School Education Board. It has been stated that textbooks and other teaching materials are not made available to the linguistic minority students at competitive/subsidized rates.

#### **4.12 Maintenance of 'Language Preference Registers' in Schools**

It has been informed that in accordance with the letter of Director, Primary Education, Haryana, dated 18-05-1997, all the Officers of Primary Education have been directed to get those students registered, who opt for Urdu or Punjabi as an additional language.

#### **4.13 Promotion and Development of Minority Languages**

- a. It has been stated that there is no scheme in the State for the promotion and development of minority languages.
- b. The details of the Language Academies set up for the promotion and development of minority languages are as follows:

| Language | Name of the Academy     | Date of Establishment | Budget for year 2012-13 |
|----------|-------------------------|-----------------------|-------------------------|
| Urdu     | Haryana Urdu Academy    | 23.10.1986            | 1.50 Crore              |
| Punjabi  | Haryana Punjabi Academy | 23.10.1997            | 1.00 Crore              |

#### **4.14 Machinery for the Implementation of Safeguards**

It has been stated that no committee has been constituted at the State/district levels to monitor and review the implementation of safeguards for the linguistic minorities.

#### **4.15 Publicity of Constitutional Rights and Safeguards**

It has been informed that there is no mechanism in the State for the publicity of the Safeguards and the facilities available to linguistic minorities in the State. As regards the orders issued to the district and tehsil officers to exhibit the safeguards and concessions available to the linguistic minorities through hoardings, banners etc., it has been stated that no action has been taken since 2008.

#### 4.16 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- c. The State Government should not insist on prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services.
- d. The State Government should initiate steps to furnish information on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions. It is also urged to notify designated Authority at the local level for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages.
- e. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The Ministry of Human Resource Development (MHRD), Government of India in their Action Taken Report (ATR) on the 50th Report of the CLM have informed that all the Schools affiliated to the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students (i) the mother-tongue of the child; (ii) the first language preferred; and (iii) the optional/third language preferred by the parent. The Government of Haryana is, therefore, urged to introduce similar columns in the application form for admission to schools in the State so as to ensure that the linguistic minority children are provided the facility to learn their respective mother-tongues.
- g. The State Government needs to furnish detailed information on the posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- h. Effective action needs to be taken to protect and promote the minority languages in the State. The information with regard to the budgetary allocation for the Academies also needs to be provided.
- i. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the

safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the safeguards for the linguistic minorities is ensured.

- k. The Nodal Officer, Government of Haryana, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner in time to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President of India within the stipulated time.
- 4.17 The Government of Haryana is requested to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 5.1 The Census-2001 registered the population of Himachal Pradesh as 60,77,900 persons and its broad linguistic profile is as follows:

| Language | Speakers  | Percentage |
|----------|-----------|------------|
| Hindi    | 54,09,758 | 89.01      |
| Punjabi  | 3,64,175  | 5.99       |
| Nepali   | 70,272    | 1.16       |
| Kinnauri | 64,293    | 1.06       |

- 5.2 a. **Official Language of the State:** Hindi is the Official Language of the State.
- b. **Additional Official Language:** It has been stated that English is the additional Official Language of the State.
- c. No information has been given regarding districts where minority languages are spoken by 60 per cent or more of its population. As regards the areas where minority languages are spoken by 15 per cent or more of the population, it has been stated that the Keylong-Kaza-Udaipur areas of Lahaul-Spiti and Pange of Pangi (Chamba) are such regions. However, no specific information is provided about the languages spoken in these areas.

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of the implementation of the Safeguards for the linguistic minorities, for the period under review, is as follows:

**5.3 Use of Minority Languages in the State**

- a. It has been informed that all important rules, regulations and notices, etc. are published in Hindi and English languages only.
- b. It has been stated that no orders are issued for the receipt of or reply to the representations for redressing the grievances in minority languages. However, it has been added that applicants are free to make application/representation in any language.

**5.4 Recruitment to State Services**

- a. It has been informed that the knowledge of Regional/Official Language is a pre-requisite for recruitment to the State Services.
- b. It has also been informed that only Hindi and English languages are permitted to be used for answering the question papers in recruitment examinations to State Services.
- c. With regard to the domiciliary restrictions for recruitment to State Services, it has been stated that a candidate must be a bonafide native of the State.

## 5.5 Recognition of Linguistic Minority Educational Institutions

- a. No information has been provided with regard to the Rules and Regulations/Guidelines and the Competent Authority designated for the recognition of linguistic minority educational institution.
- b. No information has been furnished with regard to the linguistic minority educational institutions recognized language-wise as on 30 June 2014.
- c. No information has been given with regard to the receipt of representations/complaints/petitions from linguistic minorities about recognition of their minority educational institutions.

## 5.6 Grants-in-aid to Linguistic Minority Educational Institutions

- a. No information has been furnished as to the rules/regulations framed/notified for the sanction of grants-in-aid to the linguistic minority educational institutions, while as regards the Authority designated for this purpose, it has been stated that no Authority has been designated as yet for this purpose.
- b. No information has been furnished as regards the linguistic minority institutions sanctioned grants-in-aid for the period under review.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 5.7 Primary Stage (Class I to V)

It has been stated that Hindi is the medium of instruction at Primary stage of education in all the Government schools of the State.

### 5.8 Upper Primary Stage (Class VI to VIII)

No information has been furnished regarding the facility for learning the minority languages as mediums of instruction. However, it has been informed that Bhoti is being taught as a subject at the Upper Primary stage of education, as per the details given below:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bhoti    | 45      | 1015     | 45       |

### 5.9 Secondary Stage (Class IX to X)

No information has been furnished regarding the facility for learning the minority languages either as mediums of instruction or as a subject at the Secondary stage of education.

### 5.10 Higher Secondary Stage (Class XI to XII)

No information has been furnished regarding the facility for learning the minority languages either as mediums of instruction or as a subject at the Higher Secondary level.

### 5.11 Three-Language Formula

- a. The languages taught under the Three-Language Formula are as follows:

|                 |   |          |
|-----------------|---|----------|
| First Language  | : | Hindi    |
| Second Language | : | English  |
| Third language  | : | Sanskrit |

- b. The details of students covered under the Three-Language Formula in Classes VIII, X and XII have not been furnished.

### 5.12 Teachers for Minority Languages

- a. The details of the posts of teachers sanctioned to teach minority languages as a subject and as a medium of instruction are as follows:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | 100        | 34     | 100        | 34     |
| Punjabi  | 100        | 72     | 100        | 72     |
| Bhoti    | 45         | 45     | 45         | 45     |

- b. It has been informed that the Urdu teachers are trained at Urdu Training and Research Centre, Solan for teaching Urdu as a subject and as a medium. There is said to be no collaboration/ arrangement with neighbouring States for training of teachers in minority languages.

| Training Institute                             | Minority Language |              |
|--|-------------------|--------------|
|  | As a Medium       | As a Subject |
| Urdu Teaching and Research Centre, Solan, H.P. | Urdu              | Urdu         |

### 5.13 Textbooks in Minority Languages

- a. It has been stated that textbooks in minority language and other teaching materials are made available to linguistic minority students at the beginning of the Academic Session.
- b. With regard to the agencies/inter-state arrangement for procuring minority language textbooks and other teaching materials for linguistic minority students, it has been stated that Himachal Pradesh Board of School Education, Dharamshala, Kangra is responsible for procuring minority language Textbooks.
- c. There is stated to be no provision for the availability of minority language textbooks and other teaching materials for the linguistic minority students at competitive/subsidized rates.

### 5.14 Maintenance of Language Preference Registers in Schools

It has been informed that Language Preference Registers for registering the linguistic preference of linguistic minority pupils are not maintained in the schools.

### 5.15 Promotion and Development of Minority Languages

- a. It has been stated that Urdu and Punjabi as subjects have been introduced in hundred (100) schools in the State.
- b. It has also been informed that there is Urdu Teaching and Research Centre at Solan for the promotion and development of Urdu language, as detailed below:

| Language | Name of Institution                                     | When Established | Budget for year 2013-14    |
|----------|---|------------------|----------------------------|
| Urdu     | Urdu Teaching and Research Centre, Saproon, Solan, H.P. | 1973             | Under MHRD, Govt. of India |

### 5.16 Machinery for the Implementation of Safeguards

No information has been furnished about the establishment of any Committee at the State/District levels.

### 5.17 Publicity of Constitutional Rights and Safeguards

The State Government has not provided any information with regard to the publicity of Constitutional Rights and Safeguards.

### 5.18 FINDINGS/RECOMMENDATIONS

- a. The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities.
- b. Arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
- c. The State Government needs to initiate steps to implement the Constitutional provision for the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such educational institutions in the State.
- d. The State Government should not insist on prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services.
- e. The State Government should furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government is urged to maintain Language Preference Registers to record language preference of linguistic minority students in all the schools to facilitate inter-school adjustments so as to provide instructions in mother tongue/minority languages in the State.
- g. The Ministry of Human Resource Development (MHRD), Government of India in their Action Taken Report (ATR) on the 50th Report of the CLM have informed that all the Schools affiliated to the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students (i) the mother-

tongue of the child; (ii) the first language preferred; and (iii) the optional/third language preferred by the parent. The Government of Himachal Pradesh is, therefore, urged to introduce similar columns in the application form for admission to schools in the State so as to ensure that the linguistic minority children are provided with the facility to learn their respective mother-tongues.

- h. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, a District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
  - j. The Nodal Officer, Government of Himachal Pradesh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report within the stipulated time.
- 5.19 The Government of Himachal Pradesh is requested to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.



## LINGUISTIC PROFILE

- 6.1 The Census-2001 registered the population of Jammu and Kashmir as 1,01,43,700 persons and its broad linguistic profile is as follows:

| Language | Speakers  | Percentage |
|----------|-----------|------------|
| Kashmiri | 54,25,733 | 53.49      |
| Dogri    | 22,05,560 | 21.74      |
| Hindi    | 18,70,264 | 18.44      |
| Punjabi  | 1,90,675  | 1.88       |
| Ladakhi  | 1,01,466  | 1.00       |

- 6.2 **Official Language of the State:** The Official Language of the State is Urdu.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 6.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire sent for preparing this Report of the Commissioner for Linguistic Minorities in India.

## 6.4 RECOMMENDATIONS

- a. The factual status of the implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Jammu and Kashmir.
- b. The State Government needs to review the status of the minority languages and formulate appropriate policy on the languages spoken in the State of Jammu and Kashmir.
- c. The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- d. Arrangements should be made to ensure the receipt of and reply to the representations for redressal of grievances in minority languages.
- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government needs to furnish detailed information about the posts of teachers and arrangements for their training in the teaching of minority languages as a medium of instruction and as a subject.
- g. Effective action should be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of the minority languages.
- h. The State Government should ensure that Language Preference Registers to

record language preference of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/ languages in the State.

- i. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - j. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - k. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for linguistic minorities.
  - l. The Nodal Officer, Government of Jammu and Kashmir, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 6.5 The Government of Jammu and Kashmir is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 7.1 The Census-2001 registered the population of Punjab as 2,43,58,999 persons and its broad linguistic profile is as follows:

| Language | Speakers    | Percentage |
|----------|-------------|------------|
| Punjabi  | 2,23,34,369 | 91.69      |
| Hindi    | 18,51,128   | 7.60       |
| Urdu     | 27,660      | 0.11       |
| Bengali  | 20,655      | 0.08       |
| Nepali   | 19,778      | 0.08       |

- 7.2 **Official Language of the State:** The Official Language of the State is Punjabi in Gurmukhi Script.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as under:

### 7.3 Use of Minority languages in the State

- The State Government has informed that there is proper arrangement for the translation of important rules, regulations and notices, etc. into minority languages by the Department of Language, Patiala. It has also been informed that the Punjab Government has recently established the Punjab Urdu Academy.
- It has been informed that the Department of Language, Punjab, provides its services for translation into Urdu and vice-versa. However, it is stated that there is lack of sufficient arrangement for translating into other minority languages in Punjab.
- It has been stated that orders of the Government exist for the receipt of representations for the redress of grievances in minority languages. It has also been stated that the linguistic minorities do not have any grievance in the State.

### 7.4 Recruitment to State Services

- It has been informed that the Knowledge of Punjabi language up to Matriculation level is a pre-requisite for recruitment to the State Service.
- It has been informed that minority languages are not permitted to be used while answering question papers for recruitment to the State Services.
- No domiciliary restrictions apply at the time of recruitment to the State Services.

## 7.5 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that since the establishment of the Language Department in 1948, the minority languages, Urdu and Sanskrit, are being safeguarded. The Punjabi Urdu Academy has come into existence for the promotion of Urdu. For Sanskrit language, there are seven institutions in Patiala, Nabha Khanna and Hoshiarpur. Other than these institutions, Universities, Colleges and Schools provide facilities for the development of minority languages, i. e., Urdu and Sanskrit.
- b. It has been informed that six educational institutions have been recognized as linguistic minority institutions during the period under review. It has also been informed that no representation for recognition of linguistic minority educational institutions has been received.

## 7.6 Grant-in-aid to Linguistic Minority Educational Institutions

- a. As for the Rules/Regulations/Guidelines for the sanction of grants-in-aid to linguistic minority educational institutions and the authority designated for this purpose, it has been stated that for Sanskrit *Vidyalayas*, specific rules exist.
- b. It has been informed that no institution, language-wise, has been sanctioned grants-in-aid for the year 2013-14.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 7.7 Primary Stage (Class I to V)

- a. No information has been furnished as regards the minority languages being taught as a medium of instruction at the Primary stage of education.
- b. Details of the facility for teaching minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 31      | 2,752    | 31       |

### 7.8 Upper Primary Stage (Class VI to VIII)

- a. No specific information has been furnished as regards the minority languages being taught as a medium of instruction at the Upper Primary stage of education.
- b. Details of the facility for teaching minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 4       | 587      | 4        |
| Sanskrit | 83      | 6,692    | 88       |

### 7.9 Secondary Stage (Class IX to X)

- a. No specific information has been furnished with regard to minority languages being taught as a medium of instruction at the Secondary stage of education.

- b. Details of the facility for teaching minority languages as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 4       | 307      | 3        |
| Sanskrit | 83      | 4,397    | 71       |

#### 7.10 Higher Secondary Stage (Class XI to XII)

- a. No information has been furnished with regard to minority languages being taught as a medium of instruction at the Higher Secondary stage of education.
- b. Details of the facility for teaching minority languages as a subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | -       | -        | -        |
| Sanskrit | 28      | 903      | 07       |

#### 7.11 Three-Language Formula

- a. The languages taught under the Three Language formula are as follows:

|                 |   |         |
|-----------------|---|---------|
| First Language  | : | Punjabi |
| Second Language | : | Hindi   |
| Third Language  | : | English |

- b. No information has been furnished regarding the number of students covered under the three language formula in the State.

#### 7.12 Teachers for Minority Language

- a. The details of posts sanctioned for Urdu language teachers are as follows:

| Language | Medium           |                 | Subject          |                 |
|----------|------------------|-----------------|------------------|-----------------|
|          | Sanctioned Posts | Filled Up Posts | Sanctioned Posts | Filled Up Posts |
| Urdu     | -                | -               | 31               | 31              |

- b. It has been stated that there is no arrangement/collaboration with neighbouring States for exchange of minority language teachers/opening of teachers' training institutes/centres.

#### 7.13 Textbooks in Minority Language

- a. It has been informed that textbooks in minority languages and other teaching material are not made available to the students of minority language.
- b. It has been stated that as per the report of DPI (E), a proposal regarding textbooks has been sent to DGSE through D.E.O. Sangrur.

#### 7.14 Maintenance of Language Preference Registers in Schools

It has been stated that as per the report of DPI (E), language preference registers for recording language preference of linguistic minority students in Primary and Secondary Schools are being maintained.

#### 7.15 Promotion and Development of Minority Languages

- a. It has been stated that schemes are run by the Language Department. The details of the schemes are as given below:

| S.No. | Sanskrit Schemes of Language Department of Punjab  |
|-------|--|
| 1.    | Every year, an award of Rs. 2,50,000, Plaque and shawl are awarded to <i>Shiromani Sanskrit Sahityakar</i> . |
| 2.    | An award of Rs. 21,000 is awarded to the best book on Sanskrit every year (Kalidas Puraskar).                |
| 3.    | Needy scholars of Sanskrit are helped financially.   |
| 4.    | Sanskrit Day is observed every year.   |
| 5.    | Classical literary works of Sanskrit are being translated into Punjabi.                                      |

- b. The Details of the Institutions set-up for the promotion and development of minority languages are as follows:

| Language          | Name of Academy                     | When Established | Budget for the Year 2013-14 in Lac |
|-------------------|-------------------------------------|------------------|------------------------------------|
| Urdu              | Punjab Urdu Academy                 | 9-11-2006        | -                                  |
| Sanskrit and Urdu | Language Department Punjab, Patiala | 1948             | -                                  |

#### 7.16 Machinery for the Implementation of Safeguards

No information has been furnished about the Machinery/Committee constituted to monitor and review the implementation of safeguards for the linguistic minorities at the State/District level in the State.

#### 7.17 Publicity of Constitutional Rights and Safeguards

- a. It has been stated that there is no proper mechanism in the State for informing the linguistic minorities about the Safeguards and the facilities available to them. It has also been stated that the Punjab Urdu Academy and Language Department, Patiala have been assigned the task.
- b. As far as the action taken to spread awareness about the Safeguards available to linguistic minorities in the State is concerned, it has been stated that efforts are being made by the Language Department.
- c. With regard to the publication of pamphlets detailing safeguards for the linguistic minorities, it has been informed that such information is provided by the Language Department's website.

## 7.18 FINDINGS/RECOMMENDATIONS

- a. The State Government should ensure translation and publication of Rules, Regulations and Notices, etc. in other minority languages as well, as is done in the case of Urdu, for the benefit of the linguistic minorities.
  - b. The State Government should consider permitting the use of minority languages in answering the question papers for recruitment tests to the State Service.
  - c. The State Government should furnish detailed information about the educational facilities available to the linguistic minority students at the Primary, Upper Primary, Secondary and Higher Secondary stages of education in the State.
  - d. The State Government needs to furnish detailed information on the posts of minority language teachers and arrangement for their training for teaching of minority languages.
  - e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facility to learn their mother-tongue.
  - f. The State Government needs to institute wide publicity of the Safeguards and the facilities available to linguistic minorities in the State.
  - g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the safeguards for the linguistic minorities is ensured.
  - h. The Nodal Officer, Government of Punjab, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to present and prepare his Report to the Hon'ble President of India within the stipulated time.
- 7.19 The Government of Punjab is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 8.1 The Census-2001 registered the population of Rajasthan as 5,65,07,188 persons and its broad linguistic profile is as follows:

| Language | Speakers    | Percentage |
|----------|-------------|------------|
| Hindi    | 5,14,07,216 | 90.97      |
| Bhili    | 26,00,933   | 4.60       |
| Punjabi  | 11,41,200   | 2.01       |
| Urdu     | 6,62,983    | 1.17       |

- 8.2 a. **Official Language of the State:** The Official Language of the State is Hindi.
- b. **Additional Official Language:** English along with Hindi is used as additional Official Language.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as under:

### 8.3 Use of Minority Languages in the State

- a. The State Government has not provided any information about arrangements for the translation and publication of Important Government Rules, Regulations and Notifications, etc. in minority languages.
- b. No information has been furnished about the receipt of and reply to the representations for redressing the grievances in minority languages.

### 8.4 Recruitment to State Services

- a. It has been informed that the knowledge of Official Language is not a pre-requisite for recruitment to the State Services.
- a. Minority languages are not said to be permitted to be used in answering question papers for recruitment tests to the State Services.
- b. It has been informed that no domiciliary restrictions apply at the time of recruitment to the State Services.

### 8.5 Recognition of Linguistic Minority Educational Institutions

It has been informed that the Director, Department of Minority Affairs, Government of Rajasthan is the competent authority to accord recognition to the linguistic minority educational institutions. It has been informed that no linguistic minority educational



institution has been recognized language-wise as on 30 June 2014. No application is stated to be pending for recognition as linguistic minority educational institution as on 30 June 2014.

#### 8.6 Grants-in-aid to Linguistic Minority Educational Institutions

- It has been informed that the Director, Department of Minority Affairs, Government of Rajasthan, is the competent authority for the sanction of grants-in-aid to linguistic minority educational institutions.
- Details of the Grants-in aid to Linguistic Minority Educational Institutions sanctioned for the year 2013-14 are as follows:

| Level         | Minority Language | No. of Schools |
|---------------|-------------------|----------------|
| Primary       | Urdu              | 3,548 Madarsas |
| Upper Primary | Urdu              | 279 Madarsas   |

#### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

##### 8.7 Primary Stage (Class I to V)

- Details of the facility for using minority languages as mediums of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 13      | 1,863    | 26       |
| Sindhi   | 02      | 45       | 02       |

- Details of the facility for learning minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools        | Students | Teachers              |
|----------|----------------|----------|-----------------------|
| Urdu     | 3,548 Madarsas | 2,29,417 | 4,468 (Para Teachers) |
| Urdu     | 173            | 12,938   | 80                    |
| Sindhi   | 10             | 781      | 12                    |

##### 8.8 Upper Primary Stage (Class VI to VIII)

- Details of the facility for using minority languages as mediums of instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 09      | 1,082    | 23       |
| Sindhi   | 05      | 94       | 20       |

- Details of the facility for learning minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | Schools      | Students | Teachers            |
|----------|--------------|----------|---------------------|
| Urdu     | 279 Madarsas | 26,596   | 825 (Para Teachers) |

|         |     |        |     |
|---------|-----|--------|-----|
| Urdu    | 833 | 80,896 | 594 |
| Sindhi  | 07  | 310    | 09  |
| Punjabi | 788 | 43,084 | 788 |

### 8.9 Secondary Stage (Class IX to X)

- No information has been furnished about the minority languages being used as mediums of instruction at the Secondary stage of education.
- Details of the facility for learning minority languages as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 347     | 21,600   | 469      |
| Punjabi  | 68      | 15,406   | 47       |
| Sindhi   | 25      | 695      | 35       |
| Gujarati | 10      | 648      | 10       |

### 8.10 Higher Secondary Stage (Class XI to XII)

No information regarding minority languages being used as mediums of instruction and as a subject has been furnished. However, it has been stated that Punjabi is taught by the general teachers, conversant with the language.

### 8.11 Three-Language Formula

- The languages taught under the Three Language Formula are as under:

First Language: Hindi  
Second Language: English  
Third Language: Urdu/Punjabi/Gujarati/Sindhi/Sanskrit

- The details of students covered under the Three Language Formula in classes VIII, X and XII are as follows:

| Languages | Class VIII | Class X | Class XII |
|-----------|------------|---------|-----------|
| Urdu      | 44,638     | 7,684   | 1,640     |
| Punjabi   | 48,402     | 7,011   | 996       |
| Gujarati  | -          | 229     | 109       |
| Sindhi    | 475        | 190     | 82        |
| Sanskrit  | 10,90,018  | -       | -         |

### 8.12 Teachers for Minority Languages

- The details of the posts sanctioned for Urdu language teachers are as follows:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | 8,619      | 5,293  | -          | -      |

- b. No information has been furnished with regard to the arrangements for training of teachers for using/teaching minority languages as mediums of instruction and as a subject.
- c. The State Government has not provided any information about collaboration with neighbouring States for training of minority language teachers/opening of teachers training institutes/centres.

#### 8.13 Textbooks in Minority Languages

- a. It has been informed that the Rajasthan State Textbooks Board, Jaipur; Rajasthan State Institute of Educational Research and Training, Udaipur; Rajasthan Madarsa Board, Jaipur; and Rajasthan Board of Secondary Education, Ajmer are the agencies responsible for the preparation and publication of the textbooks in minority languages.
- b. The textbooks and other teaching materials are stated to be provided to the students of minority languages free of cost.

#### 8.14 Maintenance of Language Preference Registers in Schools

It has been stated that Language Preference Registers for recording linguistic preference of linguistic minority pupils are being maintained in all the Primary and Upper Primary Schools. However, no details of the schools have been furnished in this regard.

#### 8.15 Promotion and Development of Minority Languages

The State Government has not furnished any information regarding the schemes for the promotion and development of minority languages in the State. The details of the Academies set-up for the promotion and development of the minority languages are as follows:

| Language | Name of Academy                  | When Established | Budget for 2013-14 (in Lakh) |
|----------|----------------------------------|------------------|------------------------------|
| Urdu     | Rajasthan Urdu Academy, Jaipur   | 1979             | Rs.40.00                     |
| Sindhi   | Rajasthan Sindhi Academy, Jaipur | 1979             | Rs.14.09                     |

#### 8.16 Machinery for the Implementation of Safeguards

- a. The State Government has not furnished any information about the Machinery/ Committee constituted in the State to monitor and review the implementation of Safeguards for the linguistic minorities at the State/District level.
- b. It has been informed that the District Education Officers for Primary and Secondary Schools of all the districts have been entrusted with the linguistic minority affairs at the District level.

#### 8.17 Publicity of Constitutional Rights and Safeguards

It has been informed that the District Education Officers for Primary and Secondary Schools of all the concerned Districts are entrusted with the responsibility for informing

the linguistic minorities about the Safeguards and facilities available to them. Orders are stated to have been issued for the officers in January, 2005 to spread awareness about the Safeguards available to linguistic minorities in the State.

#### 8.18 **FINDINGS/RECOMMENDATIONS**

- a. The State Government is advised to notify the areas where the linguistic minorities constitute 15 per cent or more of the population of the Tehsil/Taluka/Municipality.
  - b. The State Government needs to provide complete information with regard to the use of minority languages in administration and ensure translation and publication of Important Government Rules, Regulations and Notices, etc. in the relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/ Taluka/Municipality population.
  - c. Arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages so as to ensure the implementation of Article 350 of the Constitution of India.
  - d. The State Government needs to furnish complete details of the post of teachers created/sanctioned for minority languages and arrangement for training facility for minority language teachers. It has been observed from the information that Student-Teacher ratio in regard to Urdu is very alarming. The State Government is, therefore, urged to fill up the vacant posts.
  - e. It is also suggested to introduce necessary columns in the Application Forms for admission in the Schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - f. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities including the publication of pamphlets detailing Safeguards for the linguistic minorities so as to spread awareness among them in the State.
  - g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
  - h. The Nodal Officer, Government of Rajasthan, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President of India within the stipulated time.
- 8.19 The Government of Rajasthan is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Schemes for the linguistic minorities are implemented effectively in the State.

## LINGUISTIC PROFILE

- 9.1 The Census-2001 registered the population of Bihar as 8,29,98,509 persons and its broad linguistic profile is as follows:

| Languages | Speakers    | Percentage |
|-----------|-------------|------------|
| Hindi     | 6,06,35,284 | 73.06      |
| Maithili  | 1,18,30,868 | 14.25      |
| Urdu      | 94,57,548   | 11.39      |
| Bengali   | 4,43,426    | 0.53       |

- 9.2 a. **Official Language of the State:** The Official Language of the State is Hindi.
- b. **Additional Official Language:** Urdu has been declared as an additional Official Language of the State.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 9.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for preparing this Report of the Commissioner for Linguistic Minorities in India.

## 9.4 OBSERVATIONS/RECOMMENDATIONS

The Commissioner along with the Assistant Commissioner (Eastern Zone I/c) visited Patna and held discussion with the Chief Secretary, Principal Secretary Home and Minority Welfare, Principal Secretary Education and the Director of Higher Education Departments and representatives of various linguistic minorities on the 6<sup>th</sup> and 7<sup>th</sup> November, 2014. The Commissioner also met the then Hon'ble Chief Minister of Bihar and apprised him of the status of linguistic minorities in the State. On the 8<sup>th</sup> November, 2014, the Commissioner visited Gaya and held discussions with the representatives of various linguistic minority groups and interacted with the students of the Magadh University.

It was informed that every school in the State has a section for Urdu and more teacher posts have been created during the year. It was also informed that 15,000 teacher posts are expected to be filled up through the TET by December, 2014. It was stated that Sanskrit is taught in the middle schools and the Government is promoting the minority languages through "*Bhasha Sangam*", a publication brought out by the Directorate of Urdu. On the basis of the discussions held during the visit to Bihar, the following observations are made on the status of implementation of the Safeguards for linguistic minorities in the State:

- a. The State Government is urged to notify the districts, tehsils and municipality areas, where the minority languages are spoken by more than 15 per cent of the local population.

- b. During the meetings with the representatives of Urdu speakers, it was informed that several Urdu Translator posts have been diverted and abolished. Therefore, the Government is urged to post adequate number of Translators to ensure the translation and publication of Rules, Regulations, Notices, etc. in the minority languages for the benefit of linguistic minorities.
- c. Arrangements should be made to ensure receipt of and reply to the representations for the redressal of the grievances in minority languages.
- d. The State Government needs to ensure that Language Preference Registers to record language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongue/minority languages at the Primary and Secondary stages of education in the State.
- e. It is also suggested to introduce necessary columns in the Application Forms for admission to schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parents to ensure that the children belonging to the linguistic minority groups are provided adequate facilities for learning their mother-tongue.
- f. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- g. The State Government also needs to furnish the information with regard to the authority for the recognition of linguistic minority institutions in the State.
- h. The State Government is urged to furnish detailed information about the posts of teachers and the arrangement for their training for using/teaching of minority languages as mediums of instruction and as a subject.
- i. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for their development.
- j. It is appreciated that the State Government has provided a platform for the promotion of the minority languages through the publication "*Bhasha Sangam*". However, it was informed by the representatives of the linguistic minorities that the remuneration has not been paid to the writers. Therefore, the State Government is urged to ensure payment of the remuneration to the writers.
- k. It was also informed by the Chairman and Members of the Urdu Academy that an amount of rupees one crore was allocated for the Academy. However, it was not adequate to carry out activities for the promotion of Urdu. The Government is, therefore, urged to allocate adequate funds for the Urdu Academy as assured during the meeting.

- I. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for linguistic minorities in the State. Similarly, a District Level Committee under the Chairmanship of the District Collector should be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - m. The Nodal Officer, Government of Bihar, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 9.5 The Government of Bihar is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 10.1 The Census-2001 registered the population of Chhattisgarh as 2,08,33,803 persons and its broad linguistic profile is as follows:

| <b>Languages</b> | <b>Speakers</b> | <b>Percentage</b> |
|------------------|-----------------|-------------------|
| Hindi            | 1,72,10,481     | 82.61             |
| Gondi            | 8,94,806        | 4.29              |
| Oriya            | 8,19,098        | 3.93              |
| Halabi           | 5,44,874        | 2.62              |
| Kurukh           | 4,44,008        | 2.13              |
| Bengali          | 2,08,669        | 1.00              |

- 10.2 No information has been furnished with respect to the Districts where the minority languages are spoken by 15 per cent or more of the local population.

- 10.3 **Official Language of the State:** Hindi is the Official Language of the State.

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as follows:

**10.4 Use of Minority Languages in the State**

- No information has been furnished with regard to the arrangement for translation and publication of important Government Rules, Orders and Notifications, etc. in minority languages.
- No information has been provided about the receipt of and reply to the representations for redressing the grievances in minority languages.

**10.5 Recruitment to State Services**

- The State Government has not provided any information with regard to the knowledge of the Regional/Official Language as a pre-requisite for recruitment to State Services.
- The State Government has not given any information as to whether the minority languages are permitted to be used in answering question papers for the recruitment test to State Services.
- No information has been given with regard to the imposition of domiciliary restrictions at the time of recruitment to State Services.

**10.6 Recognition of Linguistic Minority Educational Institutions**

- It has been stated that the authority for according recognition to linguistic minority educational institution is vested in the Commissioner/Director, Scheduled Tribes



and Scheduled Castes Development Department, Raipur. But this office has got applications for recognition only from religious institutions. No application has been received for according recognition to linguistic minority educational institutions. It has also been stated that the Guiding Principles and Relevant Procedure for according recognition and linguistic minority certificate to linguistic minority educational institutions have been provided under the Chhattisgarh Government Scheduled Tribes and Scheduled Castes Development Department's Order No. 9096/2007/25-2/Aajak, dated 11 October, 2007 and Amended Order No. F-20-57/25-3/2008/Aajavi dated 23 June, 2010. For recognition of the linguistic minority educational institutions, the following documents are required to be annexed with the prescribed application:

- i. Registration of the firm and institution
  - ii. Rules
  - iii. Audited Accounts and Annual Reports for three years prior to application
  - iv. Recruitment Rules-Academic/Non-Academic RRs, whichever applicable
  - v. List of movable, immovable property of the institution and their verified Assessment Sheet, list of syllabi, educational qualifications of teaching/non-teaching faculty, their posts, salary and other particulars, Certificate of the recognizing institute, e.g. All India Council of Technical Education (AICTE) and Certificate of Affiliating University/Board
  - vi. Fee prescribed by the State Government
- b. It has been stated that 66 religious minority educational institutions have been registered as on 31.10.2014. It has also been stated that no representation has been received or pending for recognition during the period under review.

#### 10.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. No specific information has been provided with regard to the rules/regulations/guidelines for sanction of grants-in-aid and the authority designated for the purpose. It has been stated that grants-in-aid are sanctioned as per the provisions of the State Government.
- b. Details of the grants-in-aid for linguistic minority educational institutions stated to have been sanctioned for 2013-14 are as follows:

| Minority Languages | Number of Schools |               |           |                  |
|--------------------|-------------------|---------------|-----------|------------------|
|                    | Primary           | Upper Primary | Secondary | Higher Secondary |
| Urdu               | 5                 | -             | -         | 3                |
| Punjabi            | 2                 | 1             | -         | 1                |

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 10.8 Primary Stage (I to V)

- a. Details of the facility for using the minority languages as mediums of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 03      | 180      | 16       |

- b. Details of the facility for learning the minority languages as a subject at the Primary stage of education are as follows:

| Languages | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 02      | 175      | 10       |
| Punjabi   | 02      | 180      | 11       |

#### 10.9 Upper Primary Stage (VI to VIII)

- a. No information has been provided about minority languages being used as mediums of instruction at the Upper Primary stage of education.
- b. Details of the facility for learning the minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | School | Students | Teachers |
|----------|--------|----------|----------|
| Urdu     | 01     | 135      | 4        |

#### 10.10 Secondary Stage (IX to X)

No information has been provided with regard to minority languages being used and taught as mediums of instruction and as a subject at the Secondary stage of education.

#### 10.11 Higher Secondary Stage (XI to XII)

- a. No information has been provided with regard to minority languages being used as mediums of instruction at the Senior Secondary stage.
- b. Details of the facility for learning the minority languages as a subject at the Higher Secondary stage of education are as follows:

| Languages | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 02      | 175      | 07       |
| Punjabi   | 01      | 80       | 03       |

#### 10.12 Three-Language Formula

- a. The languages taught under the Three Language Formula are as follows:
- |                  |   |
|------------------|---|
| First Language:  | Special Hindi/General English/Sanskrit/Urdu |
| Second Language: | Special English/General Hindi/Sanskrit/Urdu |
| Third Language:  | Special Urdu/General Hindi/Sanskrit/English |
- b. No specific information, language-wise, has been furnished about the details of students covered under the Three Language Formula in classes VIII, X and XII.

#### 10.13 Teachers for Minority Languages

- a. The details of the posts of teachers created/sanctioned to teach/use Urdu as a

subject and as a medium of instruction are as under:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | 340        | 340    | -          | -      |

- b. Details of the arrangement for training of teachers for using/teaching minority languages as a medium and as a subject are as follows:

| Training Institutes | Minority Language |                         |
|---------------------|-------------------|-------------------------|
|                     | As a Medium       | As a Subject            |
| SCERT               | Hindi             | Mathematics/Environment |
| DPI                 | English, Urdu     | Science/Social Science  |

- c. With regard to the details of the collaboration/arrangement with neighbouring states for exchange of minority language teachers/opening of teachers training institutes/centres, it has been informed that teachers are imparted training in Urdu language at Jamia Milia Islamia, Delhi and UP SCERT.

#### 10.14 Textbooks in Minority Languages

- a. The textbooks in minority languages and other teaching materials are stated to be available to linguistic minority students in time, free of cost.
- b. The agency responsible for the preparation and publication of minority language textbooks is Chhattisgarh State Textbook Corporation, which prepares the textbooks of all the subject as well as diversified subjects.

#### 10.15 Maintenance of Language Preference Registers in Schools

No specific information has been furnished as to the maintenance of Language Preference Registers in schools. It has been stated that Chhattisgarh State Minority Commission prepares the data.

#### 10.16 Promotion and Development of Minority Languages

- a. It has been informed that Chhattisgarh State Academy has been constituted by the State Government for the promotion of Urdu language.
- b. The details of the academies set-up for the promotion and development of minority languages are as follows:

| Language | Name of the Academy             | Date of Establishment | Budget for 2013-14   |
|----------|---------------------------------|-----------------------|--|
| Urdu     | Chhattisgarh State Urdu Academy | 01 October 2003       | An annual budget of approx. Rs. 45.00 Lakh is provided by the Government |

#### 10.17 Machinery for the Implementation of Safeguards

- a. It has been informed that the District Minority Welfare Committee has been

constituted under the Chairmanship of the Collector in every District of the State. Besides, there is a State Level Committee under the Chairmanship of the Chief Secretary.

- b. It has been reported that a meeting to implement nationally agreed and Constitutional Safeguards for linguistic minorities was held in July, 2014 under the Chairmanship of the Chief Secretary of the Government of Chhattisgarh.
- c. It has been stated that the Minorities Commission, if required, looks after the case of the linguistic minorities as well.
- d. It has been stated that the Collectors of all the Districts of the State have been entrusted with the linguistic minorities affairs by the State Government.

#### **10.18 Publicity of Constitutional Rights and Safeguards**

- a. With regard to the publicity of Constitutional Rights and Safeguards, the Offices of the District Collectors and District Educational Officers make the information available at the District and Block levels.
- b. It has been reported that posters are published by the Chhattisgarh Minority Commission for dissemination of the Safeguards schemes. It has also been stated that orders have been issued to the District and Tehsil offices to exhibit the Safeguards and concessions available to the linguistic minorities through hoardings, banners, etc.

#### **10.19 FINDINGS/RECOMMENDATIONS**

- a. The State Government is urged to notify the Districts, Tehsils and Municipality areas, where the minority languages are spoken by more than 15 per cent of the local population.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, and Notices, etc. in the relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- c. The State Government should ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
- d. The State Government needs to furnish detailed information regarding the educational facilities available to the linguistic minority language students at the Upper Primary, Secondary and Higher Secondary stages of education in the State including Odiya and Bengali.
- e. The State Government needs to arrange for teachers for teaching of other minority languages, as in the case of Urdu language.
- f. The State Government needs to ensure maintenance of Language Preference Registers to record the preferences of linguistic minority students in all the schools to facilitate instruction in mother-tongue/languages in the State.

- g. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facility to learn their mother-tongue.
  - h. The State Government is advised to include a M.P., preferably belonging to the Linguistic Minorities in the State-Level Committee. Similarly, the District Level Committee under the Chairmanship of the District Collector may also include a local M.L.A., preferably belonging to the Linguistic Minorities, to ensure effective implementation of the Safeguards for the linguistic minorities.
  - i. The Nodal Officer, Government of Chhattisgarh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 10.20 The Government of Chhattisgarh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

## LINGUISTIC PROFILE

- 11.1 The Census-2001 registered the population of Jharkhand as 2,69,45,829 persons and its broad linguistic profile is as follows:

| Languages    | Speakers    | Percentage |
|--------------|-------------|------------|
| Hindi        | 1,55,10,587 | 57.56      |
| Santhali     | 28,79,576   | 10.69      |
| Bengali      | 26,07,601   | 9.68       |
| Urdu         | 23,24,411   | 8.63       |
| Kurukh/Oraon | 8,61,843    | 3.20       |
| Mundari      | 8,60,275    | 3.19       |
| Ho           | 7,82,078    | 2.90       |
| Odiya        | 4,67,874    | 1.74       |

- 11.2 a. **Official Language of the State:** The Official Language of the State is Hindi in Devanagari Script.
- b. **Additional Official Language:** It has been informed that Urdu has already been declared as the second Official Language in the State. It has been added that besides Urdu, Santhali, Bangla, Mundari, Ho, Kharia, Kurukh (Oraon), Kurmali, Khertha, Nagpuri, Panchpargania and Odia have also been assigned the status of second Official Language. However, the purpose and limits of use of these Official Languages have not been defined as of now.
- 11.3 No information has been furnished on District/Tehsil/Taluka/Municipality where the linguistic minorities constitute either 60 per cent or 15 per cent of the population of the State.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of Safeguards for the linguistic minorities for the period under review is as under:

### 11.4 Use of Minority Languages in the State

- a. It has been stated that the use of the Second Official Language, Urdu has been in force all over Jharkhand for Official purposes as prescribed for it. The Notification No. 6807 dated 16-10-2007 of the Department of Personnel, Administrative Reforms and Official Language, Government of Jharkhand specifies the use of Urdu in addition to Hindi for the following Official purposes:
- (1) For the receipt of petitions and applications in Urdu language and replies to them in the same language.
  - (2) Acceptance of documents written in Urdu by the Office of the Registrar.
  - (3) Publication of important Government Rules, Regulations and Notifications in Urdu as well.
  - (4) Issue of Government orders and circulars of public importance in Urdu also.

- (5) Publication of important Government advertisements in Urdu also.
- (6) Publication of the District Gazette in Urdu version also.
- (7) Display of important Notice-Boards in Urdu also.

- b. It has been stated that under notification No. 6807, dated 06-10-2007 issued by the Department of Personnel, Administrative Reforms and Official Language, orders exist for accepting representations/grievances written in Urdu language. It has also been stated that the said notification provides for reply to the representations for redress of grievances in the same language.

#### **11.5 Recruitment to State Services**

- a. It has been informed that the knowledge of the Official Language, Hindi is a pre-requisite for recruitment to the State Services. All the candidates are required to obtain qualifying marks in the Hindi question paper. Even after recruitment, it is essential to get through the examination of Hindi noting and drafting and Hindi writing and reading ability test within the first year of recruitment in order to qualify for annual pay increment. The service of the Officers of State Administrative Service does not get confirmed until they pass through the departmental examination to be conducted by the Board of Revenue. This exam consists of one paper of Hindi and one paper of any one tribal language out of Santhali, Mundari, Oran and Ho.
- b. With respect to the permission to answer the question in minority languages in recruitment tests to the State Services, it has been informed that in accordance with Jharkhand Public Service Commission's Examination Controller's letter No. 2189 dated 23-10-2011, examination for recruitment to the State Services is conducted in the languages, i. e., Hindi and English. Urdu has already been included as an optional subject for the State Commission's exam. As per the resolution No. 2719 dated 24-05-2004 issued by the Department of Personnel, Administrative Reform and Official Language to Santhali, Bangla, Odiya, Mundari, Ho, Kharia, Kurukh (Oram), Kurmati, Khertha, Nagpuri and Panchpargania are already included as optional subjects in the Prescribed Syllabus of the Civil Service Combined Competitive Examination.
- c. It has been stated that as per the Department of Personnel, Administrative Reform and Official Language letter No. 5448 dated 12-09-2011, domiciliary restrictions apply for availing of the benefits of reservation.

#### **11.6 Recognition of Linguistic Minority Educational Institutions**

- a. No information has been furnished with regard to the rules, regulations, guidelines and the authority designated for the recognition of linguistic minority educational institutions.
- b. The State Government has not provided any information on the number of linguistic minority institutions given recognition during the period under review.

#### **11.7 Grants-in-aid to Linguistic Minority Educational Institutions**

- a. No information has been furnished with regard to the Rules/Regulations/Guidelines for sanction of grants-in-aid to primary and secondary level linguistic minority educational institutions and the authority designated for the purpose.

- b. The State Government has not supplied any information on the number of linguistic minority institutions, language-wise, which were sanctioned grants-in-aid for the year under review.

## **EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS**

### **11.8 Primary/Upper Primary/Secondary/Higher Secondary Stages**

The State Government has not furnished any information about educational facilities available to the students of minority languages at Primary, Upper Primary, Secondary and Higher Secondary stages of education.

### **11.9 Three-Language Formula**

No information has been furnished with regard to languages taught in the State under the Three Language formula.

### **11.10 Teachers for Minority Languages**

- a. The State has not provided any information about the sanctioned and filled-up posts of teachers for teaching minority languages.
- b. No information has been provided with respect to the arrangement for training of teachers for using/teaching of minority languages as mediums of instruction and as a subject.

### **11.11 Textbooks in Minority Languages**

No information has been furnished with regard to the availability of minority languages textbooks to linguistic minorities as well as the agency responsible for procuring minority language textbooks and other teaching materials for linguistic minority students.

### **11.12 Maintenance of 'Language Preference Registers' in Schools**

No information has been furnished about the maintenance of 'Language preference Registers' for recording the language preferences of the linguistic minority students in the Primary, Upper Primary and Secondary Schools in the State.

### **11.13 Promotion and Development of Minority Languages**

No information has been furnished with regard to any scheme for the promotion and development of minority languages and details about the Academies.

### **11.14 Machinery for the Implementation of Safeguards**

- a. No specific information has been provided with regard to any mechanism/committee at the State level to monitor and review the implementation of the Safeguards for linguistic minorities. However, the Jharkhand State Minority Commission has been constituted in 2001 in order to ensure the solution of the problems of the minority communities of the State and safeguard their welfare. It has been informed that the minority community in Jharkhand refers to the people of religious and linguistic minorities. As per the Notification No. 1/Commission-30-083/2011-39, the State Minority Commission consists of 11 (eleven) members including a Chairman and two Vice Chairpersons.



- b. No information has been provided with regard to the constitution of a committee at the District level to ensure the implementation of the Safeguards for the linguistic minorities.

#### **11.15 Publicity of Constitutional Rights and Safeguards**

- a. As regard the mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them, it has been informed that review meetings are held by the Minority Commission in order to sort out the problems of the linguistic minorities.
- b. It has been stated that in order to spread awareness about the Safeguards available to the linguistic minorities in the State, pamphlets are distributed and review meetings are organized at the district level. Moreover, the problems are addressed at the local level.
- c. It has been informed that Citizen Charter/Declaration Paper detailing the Safeguards for linguistic minorities was published in 2013 in Hindi language only.
- d. It has also been added that during the period under review, the State Minority Commission has received only one grievance with regard to the linguistic minorities. There are stated to be a total of 625 registered linguistic minority Associations/Committees in the State.

#### **11.16 FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities, where the speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of, and reply to the representations for the redressal of the grievances in minority languages.
- c. Knowledge of the State's Regional/Official Language should not be a pre-requisite for recruitment to the State Services.
- d. The State Government needs to ensure that Language Preference Registers to record the language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongue/minority languages at the Primary and Secondary stages of education in the State.
- e. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- f. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.

- g. The State Government needs to furnish detailed information about the posts of teachers and the arrangement for their training for using/teaching of minority languages as mediums of instruction and as a subject.
  - h. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for the development of the minority languages.
  - i. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector should be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - k. The Nodal Officer, Government of Jharkhand, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 11.17 The Government of Jharkhand is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Schemes of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 12.1 The Census-2001 registered the population of Madhya Pradesh as 6,03,48,023 persons and its broad linguistic profile is as follows:

| Languages     | Speakers    | Percentage |
|---------------|-------------|------------|
| Hindi         | 5,26,58,687 | 87.26      |
| Bhili/Bhilodi | 29,73,201   | 4.93       |
| Marathi       | 12,66,038   | 2.10       |
| Urdu          | 11,86,364   | 1.97       |
| Gondi         | 9,25,417    | 1.53       |

- 12.2. The following minority languages are spoken by 60 per cent or more of the district population:

| District | Language | Percentage   |
|----------|----------|--------------|
| Jhabua   | Bhili    | 70 (approx.) |
| Dindauri | Gondi    | 65 (approx.) |

- 12.3. The following minority languages are spoken by 15 per cent or more of the District/Tehsil/Taluka/Municipality population:

| District              | Tehsil/Taluka/Municipality | Language | Percentage |
|-----------------------|----------------------------|----------|------------|
| Bhopal                | Hujoor                     | Urdu     | 20         |
| Vidisha               | Kurvai                     | Urdu     | 20         |
| Burhanpur             | Burhanpur                  | Urdu     | 20         |
| Khandwa/<br>Burhanpur | Khalwa/<br>Khakhnar        | Korku    | 60         |
| Jhabua                | Entire District            | Bhili    | 70         |
| Dindauri              | Entire District            | Gondi    | 40         |
| Mandala               | Entire District            | Gondi    | 40         |
| Chindwada             | Entire District            | Gondi    | 40         |
| Baitul                | Entire District            | Gondi    | 40         |

- 12.4 **Official Language of the State:** Hindi is the Official Language of the State.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as under:

### 12.5 Use of Minority Languages in the State

- It has been stated that there is no arrangement for the publication of important Rules, Regulations, Notices, etc. in minority languages.
- It has been informed that orders have been issued for the receipt of representation in minority languages and utmost efforts are made in order to

reply to representations/applications received in minority languages, in the same languages.

#### 12.6 Recruitment to State Services

- a. It has been informed that the knowledge of regional/official language is not a pre-requisite for recruitment to the State Services.
- b. It has also been stated that the minority languages are permitted to be used for answering questions in recruitment tests to the State Service.
- c. It has been informed that domiciliary restrictions do not apply at the time of recruitment to State Service.

#### 12.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the Commissioner, Backward Class and Minority Welfare, MP has been designated as the Authority empowered to grant linguistic minority status to linguistic minority educational institutions. It has been added that minority status to educational institutions is given in accordance with the Guiding Principles and Procedure on Recognition to Religious and Linguistic Minority Educational Institutions and Declaration of Minority Institution, 2007.
- b. It has been informed that four educational institutions of Sindhi language have been given recognition as linguistic minority educational institutions as on 30 June 2014 and no application on recognition as linguistic minority educational institution is pending as on 30 June 2014.

#### 12.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that grants-in-aid are not sanctioned to new institutions. The local bodies have been authorized for grants sanctioned earlier.
- b. The details of linguistic minority schools sanctioned grants-in-aid, language-wise, are as follows:

| S. No. | Minority Language | Level                    | No. of School |
|--------|-------------------|--------------------------|---------------|
| 1.     | Marathi           | Primary                  | 152           |
| 2.     | Sanskrit          |                          | 27            |
| 3.     | Urdu              |                          | 687           |
| 4.     | Marathi           | Upper Primary/ Secondary | 67            |
| 5.     | Sanskrit          |                          | 44            |
| 6.     | Urdu              |                          | 292           |
| 7.     | Marathi           | Secondary                | 2             |
| 8.     | Sanskrit          |                          | 20            |
| 9.     | Urdu              |                          | 15            |
| 10.    | Marathi           | Higher Secondary         | 1             |
| 11.    | Sanskrit          |                          | 18            |
| 12.    | Urdu              |                          | 10            |

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 12.9 Primary Stage (Class I to V)

- a. The details of the facility for the minority language being used as the medium of instruction at the Primary Stage of education are as under:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 687     | 69,794   | 2,271    |
| Marathi  | 152     | 11,495   | 705      |
| Sanskrit | 27      | 2,029    | 85       |

- b. No information has been furnished with regard to the minority languages taught as a subject at the Primary stage of education.

### 12.10 Upper Primary Stage (Class VI to VIII)

- a. The details of the facility for the minority language being used as the medium of instruction at the Upper Primary Stage of education are given below:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 292     | 19,789   | 841      |
| Marathi  | 67      | 6,347    | 409      |
| Sanskrit | 44      | 1,605    | 46       |

- b. No information has been furnished with regard to the minority languages taught as a subject at the Upper Primary stage of education.

### 12.11 Secondary Stage (Class IX to X)

- a. The details of the facility for the minority languages being used as the medium of instruction at the Secondary stage of education are as given below:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 15      | 1,582    | 53       |

- b. The details of the facility for the minority languages being taught as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 69      | 6,751    | 105      |
| Marathi  | 24      | 4,826    | 27       |
| Sindhi   | 6       | 91       | 9        |

### 12.12 Higher Secondary Stage (Class XI to XII)

- a. The details of the facility for the minority languages being used as the medium of instruction at the Higher Secondary stage of education are as given below:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 10      | 398      | 18       |

- b. The details of the facility for the minority languages being taught as a subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 35      | 2,065    | 45       |
| Marathi  | 13      | 1,329    | 13       |
| Sindhi   | 3       | 48       | 6        |

### 12.13 Three Language Formula

- a. The following languages are taught under the Three Language Formula:

First Language: Hindi, Urdu, English, Oriya, Marathi, Sindhi, Tamil, Telugu, Punjabi, Bengali, Gujarati, Malayalam, Kannada

Second Language: Hindi, Urdu, English

Third Language: Hindi, English, Sanskrit, Marathi, Urdu, Punjabi, Sindhi, Bengali, Gujarati, Telugu, Tamil, Arabic, Malayalam, Persian, French, Russian, Oriya, Kannada

- b. The details of students covered under the Three Language Formula in classes VIII, X and XII are as under:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Urdu     | 4,309      | 2,105   | 1,905     |
| Marathi  | 2,696      | 2,524   | 2,134     |

### 12.14 Teachers for Minority Languages

- a. The details of the posts of teachers teaching/using minority languages as a subject or medium of instruction are as follows:

| Language | As a Medium      |                 | As a Subject     |                 |
|----------|------------------|-----------------|------------------|-----------------|
|          | Posts Sanctioned | Posts Filled-up | Posts Sanctioned | Posts Filled-up |
| Urdu     | -                | -               | 1927             | 1660            |

- b. There are arrangements for training of teachers using/teaching minority languages as a medium, as detailed below:

| Training Institutes  | Minority Language  |   |
|--|--------------------|---|
|  | Medium of Teaching | As a Subject  |
| District Training Institute, Entire MP-D.Ed Syllabus         | Nil                | Nil, but Urdu/Sanskrit language as a subject option available as per demand |
| Progressive Study Education Institute, Bhopal-B.Ed. Syllabus | Nil                | Urdu language as an optional language                                       |
| Teachers Teaching Institute, B.Ed. Syllabus                  | Nil                | Sanskrit as an optional language in Devas, Jabalpur                         |

- c. There is said to be no collaboration with neighbouring states for training of minority language teachers in the State.

#### 12.15 Textbooks in Minority Languages

- a. It has been stated that textbooks are made available to the students of minority languages at the beginning of the Academic Session.
- b. It has been informed that textbooks and other teaching materials in minority languages are made available to the students of minority languages from the following agencies:
  1. State Education Centre
  2. Secondary Education Board
  3. Madhya Pradesh Textbook Corporation
- c. It has been stated that in Government institutions, textbooks and other teaching materials are provided to the linguistic minority students free of cost.

#### 12.16 Maintenance of Language Preference Registers in Schools

It has been informed that Language Preference Registers in order to register the language preferences of linguistic minority students are maintained in schools and instructions have been issued in this regard.

#### 12.17 Promotion and Development of Minority Languages

- a. It has been stated that glossary and grammar-text for the tribal languages have been prepared and published by the Tribal Research and Development Institute. It has also been stated that glossaries on Gondies, Bhilis and Korkus and grammar on Bhilis, Korkus have been published. Work on the compilation and edition of the Mawasi, Bhilali and Bareli glossaries along with the cultural dimension of the Bhil tribal people and vocal scripts of the tribal songs and verbal literature is in progress.
- b. The details of the institutions for the promotion and development of minority languages in the State are as follows:

| Name of the Academy       | Date of Establishment | Budget for the year 2013-14 (in lacs) |
|---------------------------|-----------------------|---------------------------------------|
| M.P. Urdu Academy         | 4 November 1976       | 55.00                                 |
| M.P. Sahitya Academy      | 2002                  |                                       |
| a. Iqbal Sahitya Division | 1984                  | 10.50                                 |
| b. Hindi Division         |                       | 42.15                                 |
| c. Marathi Division       |                       | 11.59                                 |

#### 12.18 Machinery for the Implementation of Safeguards

- a. It has been informed that there is no machinery at the State/District level for the implementation and monitoring of the Safeguards of the linguistic minorities in the State.

- b. It has been stated that the State Minority Commission has been established in the State and the matters of the Safeguards for linguistic minorities are dealt with by the Commission.

#### **12.19 Publicity of Constitutional Rights and Safeguards**

As to the Safeguards and facilities available to the linguistic minorities in the State, the State Government has informed that the facilities are not being provided separately. It has been added that seminars/workshops focused on tribal languages are being organized by the Tribal Research and Development Institute, Madhya Pradesh.

#### **12.20 FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government needs to furnish complete information with regard to the educational facilities available to the linguistic minority students at the Primary and Upper Primary Stage of education.
- c. The State Government needs to furnish detailed information about the posts of teachers and arrangements for their training in using/teaching of minority languages as a medium of instruction and as a subject.
- d. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- e. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- f. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
- g. The Nodal Officer, Government of Madhya Pradesh needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.

- 12.21 The Government of Madhya Pradesh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.



## LINGUISTIC PROFILE

- 13.1 The Census-2001 registered the population of Uttarakhand as 84,89,349 persons and its broad linguistic profile is as follows:

| Languages | Speakers  | Percentage |
|-----------|-----------|------------|
| Hindi     | 74,66,413 | 87.95      |
| Urdu      | 4,97,081  | 5.86       |
| Punjabi   | 2,47,084  | 2.91       |
| Bengali   | 1,23,190  | 1.45       |
| Nepali    | 91,047    | 1.07       |

- 13.2 **Official Language of the State:** The Official Language of the State is Hindi.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 13.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The factual status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Uttarakhand.

## 13.4. RECOMMENDATIONS

- The State Government needs to review the status of the minority languages and formulate appropriate policy on languages spoken in the State of Uttarakhand.
- The State Government should ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure the receipt of, and reply to the representations for the redressal of the grievances in minority languages.
- The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary and Secondary stages of education.
- The State Government needs to furnish detailed information about the posts of teachers and arrangements for their training in using/teaching of minority languages as the medium of instruction and as a subject.
- Effective action should be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the state.

- g. The State Government should ensure that Language Preference Registers to record language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages at the Primary and Secondary stages of education in the State.
  - h. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - k. The Nodal Officer, Government of Uttarakhand, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 13.5 The Government of Uttarakhand is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 14.1 The Census-2001 registered the population of Uttar Pradesh as 16,61,97,921 persons and its broad linguistic profile is as follows:

| Languages | Speakers     | Percentage |
|-----------|--------------|------------|
| Hindi     | 15,17,70,131 | 91.32      |
| Urdu      | 1,32,72,080  | 7.99       |
| Punjabi   | 5,23,094     | 0.31       |
| Nepali    | 2,63,982     | 0.16       |
| Bengali   | 1,81,634     | 0.11       |

- 14.2 a. **Official Language of the State:** The Official Language of the State is Hindi.
- b. **Additional Official Language:** Urdu has been declared as additional Official Language of the State.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 14.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Uttar Pradesh. Therefore, the recommendations of the 50<sup>th</sup> Report are reiterated.

## 14.4 RECOMMENDATIONS

- The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure the receipt of and reply to the representations for redressal of grievances in minority languages in addition to Urdu.
- The State Government needs to initiate effective steps to implement the Constitutional Provisions with regard to the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions. The State Government is also urged to designate an Authority for the recognition of linguistic minority institutions in the State.
- The State Government needs to ensure that the Language Preference Registers to record the language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongue/minority languages at the Primary and Secondary stages of education in the State.

- e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - f. It is reiterated that in reply to the Questionnaire for the 50<sup>th</sup> Report of the CLM, it was reported that there are 464 schools where the facility for learning Urdu as a subject is available and there are 31617 students. However, there are only 488 teachers, almost one teacher for each school. It is a matter of regret that teachers qualified to teach in Urdu are not available in the State. It is also deplorable that Urdu course materials are also not available for teaching Urdu. The State Government is, therefore, urged to provide adequate number of trained teachers for the benefit of the children belonging to the linguistic minority communities in the State.
  - g. It has been brought to the notice of the Commissioner for Linguistic Minorities that in Secondary Education and Intermediate Education, Urdu can be taken as one of the subjects. However, the Board of High School and Intermediate Education has framed Syllabus and Examination Rules in a manner that Urdu language paper cannot be taken with important subjects like Science, Mathematics, Commerce, Sanskrit, etc. The State should, therefore, make suitable amendments in this regard so that the Urdu speakers are not denied their fundamental right to learn the modern Science, Mathematics and Commerce for their bright future.
  - h. It has also been brought to the notice of the Commissioner for Linguistic Minorities that the U.P. Board of Secondary Education Notification, 1952 (now known as the Intermediate Board) declared that "Institutions will be granted recognition only for imparting education through the medium of Hindi". This has totally deprived the right of recognition to non-Hindi medium schools and it is against the Safeguards provided under Articles 29 and 30 of the Constitution. Therefore, the State is urged to re-examine the clause and amend it suitably to protect the rights of the linguistic minority groups living in that State.
  - i. The State Government is advised to set up a State Level Safeguard Implementation Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - j. The Nodal Officer, Government of Uttar Pradesh needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 14.5 The Government of Uttar Pradesh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 15.1 Census-2001 registered the population of Arunachal Pradesh as 10,97,968 persons and its broad linguistic profile is as follows:

| Languages   | Speakers | Percentage |
|-------------|----------|------------|
| Nissi/Dafla | 2,08,337 | 18.97      |
| Adi         | 1,93,379 | 17.61      |
| Bengali     | 97,149   | 8.85       |
| Nepali      | 94,919   | 8.64       |
| Hindi       | 81,186   | 7.39       |

- 15.2 The State Government has not furnished any information on the District/Tehsils/Talukas/Municipalities where linguistic minorities constitute 15 per cent or more of its population.

- 15.3 **Official Language of the State:** The official language of the State is English.

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the safeguards for the linguistic minorities for the period under review is as under:

**15.4 Use of Minority Language in the State**

- There is no arrangement for the translation and dissemination of important Government Rules, Orders and Notifications in minority languages.
- No orders exist for the receipt of and reply to representations in minority languages.

**15.5 Recruitment to State Services**

- It has been informed that the knowledge of regional/official language is not a pre-requisite for recruitment to the State Service. It has been stated that the State Government has not identified/notified any language as minority language so far.
- It has also been stated that minority languages are not permitted to be used in answering question papers in the recruitment tests to State Services.
- No specific information has been furnished as to whether domiciliary restrictions apply for recruitment to State Services.

**15.6 Recognition of Linguistic Minority Educational Institutions**

- It has been informed that the Rules, Regulations and Guidelines for grant of recognition to the linguistic minority educational institutions have not been notified so far by the State Government.

- b. It has been stated that the State Government has not received any representation/complaints/petition from linguistic minorities about recognition of their minority educational institutions.

#### **15.7 Grants-in-aid to Linguistic Minority Educational Institutions**

- a. As regard the Rules, Regulations and Guidelines and the Competent Authority for sanction of grants-in-aid to the linguistic minority educational institutions, it has been stated that the State Government has not identified or notified any language as minority language so far.
- b. As regards the number of linguistic minority institutions sanctioned grants-in-aid for the year 2013-14, it has been informed that no financial assistance has been granted to any institution.

### **EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS**

#### **15.8 Primary/Upper Primary/Secondary/Higher Secondary Stages**

No information has been furnished with regard to the educational facilities available to the linguistic minority students at Primary, Upper Primary, Secondary, Higher Secondary stages of education in the State.

#### **15.9 Three-Language Formula**

The languages taught under the Three Language Formula are:

|                 |   |                                  |
|-----------------|---|----------------------------------|
| First Language  | : | English                          |
| Second Language | : | Hindi                            |
| Third Language  | : | Sanskrit/local dialects (Tribal) |

However, details of students covered under the Three Language Formula in Classes VIII, X and XII have not been furnished.

#### **15.10 Teachers for Minority Languages**

No information has been furnished regarding the teachers and their training facility in minority languages.

#### **15.11 Textbooks in Minority Languages**

It has been informed that there is no arrangement for the supply of minority language(s) textbooks and other teaching materials.

#### **15.12 Maintenance of 'Language Preference Registers' in Schools**

No specific information has been furnished on the maintenance of 'Language Preference Registers' for recording language preference of the linguistic minority pupils in schools.

#### **15.13 Promotion and Development of Minority Languages**

It has been informed that there is no scheme for the promotion and development of minority languages in the State.

#### **15.14 Machinery for the Implementation of Safeguards**

- a. No Committee has been set up at the State/District level to monitor and review the implementation of the Safeguards for the linguistic minorities in the State.
- b. It has been informed that the State Minorities Commission has not yet been established.

#### **15.15 Publicity of Constitutional Rights and Safeguards**

- a. It has been stated that there is no mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them in the state.
- b. It has also been stated that the State of Arunachal Pradesh is domiciled by the tribal people, who speak different local dialects and these dialects do not have scripts, except Bhoti and Pali scripts.

#### **15.16 FINDINGS/RECOMMENDATIONS**

- a. A comprehensive reply on the status of linguistic minorities is required to be furnished by the State Government. The Government also needs to identify the minority language speakers and should facilitate the use of minority languages in the administration.
- b. English is the Official language of the State. However, notification in this regard is yet to be issued.
- c. Speakers of an Indian language other than the Official language of the State constitute linguistic minorities in the State irrespective of the fact whether these languages have a script or not. The State Government should view the minority/tribal languages as resource, and therefore, efforts should be made to promote and preserve these languages in terms of providing facilities for primary education in their mother-tongue(s) and prevent these languages from the danger of extinction. The State Government should endeavour to evolve/adopt suitable scripts for the scriptless languages in collaboration with the Central Institute of Indian Languages (CIIL), Mysore, so as to preserve them.
- d. The State Government needs to ensure the translation and publication of Rules, Regulations and Notices, etc., in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- e. Suitable orders should be issued for the receipt of and reply to representations for redress of grievances in minority languages.
- f. The State Government should revisit relevant Rules and Regulation/Guidelines and designate the competent authority for grant of recognition and sanction of grants-in-aid to the linguistic minority educational institutions.
- g. The State Government needs to ensure that 'Language Preference Registers' to record the language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages at the primary and secondary stages of education in the State.

- h. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - i. The State Government should furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Senior Secondary stages of education.
  - j. The State Government should furnish detailed information on the posts of teachers and arrangement for their training for using/teaching minority languages as mediums of instruction and as a subject.
  - k. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - l. The State Government is required to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - m. The State Government should avail itself of appropriate assistance/expertise of CIIL, Mysore, in the promotion of tribal languages in the State.
  - n. The Nodal Officer, Government of Arunachal Pradesh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 15.17 The Government of Arunachal Pradesh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.



## LINGUISTIC PROFILE

- 16.1 The Census-2001 registered the population of Assam as 2,66,55,528 persons and its broad linguistic profile is as follows:

| Languages | Speakers    | Percentage |
|-----------|-------------|------------|
| Assamese  | 1,30,10,478 | 48.81      |
| Bengali   | 73,43,338   | 27.55      |
| Hindi     | 15,69,662   | 5.89       |
| Bodo      | 12,96,162   | 4.86       |

- 16.2 **Official Language of the State:** The Official Language of the State is Assamese.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 16.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Assam. Therefore, the recommendations of the 50th Report are reiterated.

## 16.4 RECOMMENDATIONS

- The State Government needs to review the status of the minority languages and formulate appropriate policy for the languages spoken in the State.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of and reply to the representations for the redressal of grievances in minority languages.
- The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training in using/teaching of minority languages as mediums of instruction and as a subject.
- Effective action should be taken to protect and promote minority languages in the State. The Language Academies should be established and adequately funded for the development of minority languages in the state.
- The State Government should ensure that Language Preference Registers to record the language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as

to provide instruction in mother-tongues/languages at the Primary and Secondary stages of education in the State.

- ii. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - j. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - k. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - l. The Nodal Officer, Government of Assam needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 16.6 The Government of Assam is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 17.1 The Census 2001 registered the population of Manipur as 21,66,788 persons and its broad linguistic profile is as follows: (It excludes the figures of Paomata, Mao-Maram and Purul sub-divisions of Senapati District.)

| LANGUAGES | SPEAKERS  | PERCENTAGE |
|-----------|-----------|------------|
| Manipuri  | 12,66,098 | 58.43      |
| Thado     | 1,78,696  | 8.25       |
| Tangkhul  | 1,39,979  | 6.46       |
| Kabui     | 87,950    | 4.06       |
| Paite     | 48,379    | 2.23       |
| Nepali    | 45,998    | 2.12       |
| Hamar     | 43,137    | 1.99       |
| Vaiphei   | 37,553    | 1.73       |
| Liangmei  | 32,787    | 1.51       |
| Bengali   | 27,100    | 1.25       |
| Hindi     | 24,720    | 1.14       |
| Anal      | 22,187    | 1.02       |
| Maring    | 22,154    | 1.02       |

- 17.2 a. Details of the Districts where minority languages are spoken by 60 per cent or more of the local population are as follows:

| DISTRICT      | LANGUAGE                      | PERCENTAGE |
|---------------|-------------------------------|------------|
| Ukhrul        | Tangkhul                      | -          |
| Tamenglong    | Kabui, Kacha Naga             | -          |
| Churachandpur | Thadou, Paite, Hamar, Vaiphei | -          |
| Chandel       | Anal                          | -          |
| Senapati      | -                             | -          |

It has been stated that minority languages mainly spoken in the hill District of Manipur are shown and data for language-wise percentage of minority language speakers (as per Census 2001) at District level are not available.

- b. Details of the Districts where minority languages are spoken by 15 per cent or more of the local population are as follows:

| DISTRICT      | LANGUAGE           | PERCENTAGE |
|---------------|--------------------|------------|
| Senapati      | Mao, Poumai        | -          |
| Chandel       | Maring             | -          |
| Churachandpur | Zou, Lushai, Simte | -          |

- 17.3 a. **Official Language of the State:** The Official Language of the State is Manipuri.

- b. **Additional Official Language:** It has been informed that there is no other regional language declared as Additional Official language other than English.

## **STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as under:

### **17.4 Use of Minority Languages in the State**

- a. It has been stated that there is no arrangement for the translation and publication of rules, regulations and notices, etc. in minority languages.
- b. It has also been stated that no orders exist for the receipt of and reply to the representations for redressing the grievances in minority languages.

### **17.5 Recruitment to State Services**

- a. It has been informed that the knowledge of regional/Official Language is a pre-requisite for recruitment to the State Services. Moreover, it has been informed that minority languages are not permitted to be used for answering the question papers in recruitment tests to the State Services.
- b. It has also been informed that the domiciliary restrictions apply at the time of recruitment to the State Services.

### **17.6 Recognition of Linguistic Minority Educational Institutions**

As regards the Rules and Regulations/Guidelines for the recognition of linguistic minority educational institutions and the competent authority designated for the purpose, it has been stated that Manipur does not have any educational institute established on the basis of linguistic minorities. However, it has been stated that there are 36 Scheduled Tribes in Manipur and majority of them live in the five Hill Districts of the State and their children go to the schools of the five Hill Districts as detailed below:

| NAME OF DISTRICT | HIGHER SECONDARY SCHOOL |       | HIGH SCHOOL |       | JR. HIGH SCHOOL |       | PRIMARY SCHOOL |       |
|------------------|-------------------------|-------|-------------|-------|-----------------|-------|----------------|-------|
|                  | Govt.                   | Aided | Govt.       | Aided | Govt.           | Aided | Govt.          | Aided |
| Ukhrul           | 4                       | -     | 22          | 2     | 35              | 2     | 27             | 33    |
| Senapati         | 1                       | -     | 9           | 7     | 51              | 9     | 69             | 72    |
| Tameng-long      | 3                       | -     | 9           | 1     | 30              | -     | 46             | 27    |
| C.C. pur         | -                       | -     | 27          | 3     | 45              | 24    | 50             | 40    |
| Chandel          | -                       | -     | 7           | -     | 15              | 5     | 29             | 40    |

### **17.7 Grants-in-aid to Linguistic Minority Educational Institutions**

It has been stated that no specific grants-in-aid have been instituted by the State Government on the basis of minority languages.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 17.8 Primary/Upper Primary/Secondary/Higher Secondary Stages

- a. It has been informed that as far as the medium of education in the State (instruction and examination) is concerned, English and Manipuri are used from Class I to X; and English is continued as the medium beyond Class X.
- b. It has also been informed that the following recognized Tribal languages are being taught as a subject at schools:

| LANGUAGE    | FROM CLASS | UPTO CLASS |
|-------------|------------|------------|
| Poumai      | I          | VIII       |
| Liangmei    | I          | VIII       |
| Gangte      | I          | VIII       |
| Mao         | I          | X          |
| Rongmei     | I          | X          |
| Kom         | I          | XII        |
| Vaiphei     | I          | XII        |
| Mizo        | I          | XII        |
| Zou         | I          | XII        |
| Tangkhul    | I          | XII        |
| Hamar       | I          | XII        |
| Thadou-Kuki | I          | XII        |
| Paite       | I          | XII        |

### 17.9 Three-Language Formula

- a. The languages taught under the Three Language Formula (from Class III to X) are as follows:  
  
First Language: Manipuri or one of the major Indian languages (Bengali, Nepali, Punjabi, etc.) or one of the nine recognized Tribal languages.  
Second Language: English  
Third Language: Manipuri for those, who do not offer Manipuri as First Language or Hindi for those, who do not offer Hindi as First Language or Elementary Hindi and Elementary Manipuri for those, who offer one recognized Tribal Language as the First Language.
- b. However, the details of the students covered under the Three Language Formula have not been furnished.

### 17.10 Teachers for Minority Languages

- a. It has been stated that there are no sanctioned posts for Regional/Minority Language teachers in the Department of School Education to teach Regional/Minority Languages so far. However, any teacher of the school, whose

mother tongue is one of the recognized Tribal Languages, is assigned the job of teaching the language.

- b. There is said to be no arrangement for training of teachers for using/teaching of minority languages as mediums of instruction or as a subject. Moreover, there is stated to be no provision for collaboration/arrangement with neighbouring states for exchange of minority language teachers/opening of teachers training institutes/centres.

#### **17.11 Textbooks in Minority Languages**

- a. Textbooks in minority language and other teaching materials are stated to be available to linguistic minority students at the beginning of the Academic Session.
- b. It has been informed that the Board of Secondary Education, Manipur and the Literature Society of the respective Minority Language prepare textbooks for recognized minority languages.
- c. It has been informed that the textbooks are distributed free of cost under the *Sarva Shiksha Abhiyan* programme. There has also been a scheme under the Department of Education for the purchase of books written in Tribal languages for distribution to the minority language students free of cost.

#### **17.12 Maintenance of 'Language Preference Registers' in Schools**

It has been stated that the 'Language Preference Registers' are yet to be successfully maintained in the State. However, it has been stated that the Department of Education, Government of Manipur is making every effort to maintain such registers in all the Primary Schools of Hill Districts of Manipur.

#### **17.13 Promotion and Development of Minority Languages**

- a. It has been informed that the following activities for the promotion and development of minority languages are being undertaken by the State Government:
  - i. Preparation and production of comprehensive Grammar, Teaching and Learning materials.
  - ii. Compilation of monolingual, bilingual and multilingual dictionaries.
- b. As regards the details about the Academies setup by the State Government for the promotion and development of minority languages, it has been stated that such academies are yet to be set up in the State.

#### **17.14 Machinery for the Implementation of Safeguards**

- a. It has been stated that there is no machinery at the State level to monitor the

implementation of the Safeguards for linguistic minorities in the State. It has also been stated that the State Minorities Commission does not exist in the State.

- b. It has been stated that the respective Zonal Education Officers of State Education Department (School) have been entrusted with the linguistic minorities affairs at the District level.

#### **17.15 Publicity of Constitutional Rights and Safeguards**

- a. It has been stated that linguistic minorities are informed about the Safeguards and the facilities available to them through media in State Official Language.
- b. It has been informed that such awareness programmes are yet to be undertaken. It has also been informed that the complaints are also yet to be catergorized on the basis of language.

#### **17.16 FINDINGS/RECOMMENDATIONS**

- a. The State Government is urged to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority/tribal languages for the benefit of linguistic minorities, where the speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government should consider permitting the use of minority languages in answering the question papers in the recruitment tests to the State Services.
- c. The State Government should not insist on prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to accord equal opportunities to the linguistic minorities in matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated probation period.
- d. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Senior Secondary stages of education.
- e. The State Government needs to furnish detailed information about the posts of teachers and arrangement for their training for using/teaching of minority languages as mediums of instruction and as a subject.
- f. The State Government needs to ensure that the Language Preference Registers to record the language preference of linguistic minority students be maintained in all the Primary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongue/languages.
- g. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of

admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.

- h. The State Government should provide wide publicity to the Safeguards and facilities available to the linguistic minorities in the State.
  - i. The State/District Level Committee under the chairmanship of the Chief Secretary/the District Collectors, respectively, are required to be constituted to monitor the implementation of the Safeguards for the Linguistic Minorities in the State.
  - j. The Nodal Officer, Government of Manipur needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 17.17 The Government of Manipur is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.



## LINGUISTIC PROFILE

- 18.1 The Census-2001 registered the population of Meghalaya as 23,18,822 persons and its broad linguistic profile is as follows:

| Languages       | Speakers  | Percentage |
|-----------------|-----------|------------|
| Khasi           | 10,91,087 | 47.05      |
| Garo            | 7,28,424  | 31.41      |
| Bengali         | 1,85,692  | 8.01       |
| Nepali/Gorkhali | 52,155    | 2.25       |
| Hindi           | 50,055    | 2.16       |
| Assamese        | 36,576    | 1.58       |
| Rabha           | 22,395    | 0.97       |
| Koch            | 20,834    | 0.90       |

- 18.2 a. **Official Language of the State:** The Official Language of the State is English.
- b. **Additional Official Language of the State:** The State Government had informed in response to the Questionnaire for the 50<sup>th</sup> Report of the CLM that Khasi language has been declared as the Additional Official Language for all purposes in the District, Sub-Division and Block level offices of the State Government located in the Districts of Khasi-Jaintia Hills of Meghalaya.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 18.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Meghalaya. Therefore, the recommendations of the 50<sup>th</sup> Report are reiterated.

## 18.4 RECOMMENDATIONS

- a. The State Government needs to appreciate the presence of the linguistic minorities and to ensure translation and publication of Rules, Regulations and Notices, etc. in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. It appears from their reply to the Questionnaire for the 50<sup>th</sup> Report of the CLM, that though Garo and Khasi have been declared as the Additional Official Languages, they do not have their own script. Therefore, the State Government is required to promote and develop these two languages for the benefit of the linguistic minorities.
- c. The State Government should revisit relevant Rules/Regulations/Guidelines and designate the Authority for the grant of recognition and sanction of grants-in-aid to the linguistic minority educational institutions.

- d. The State Government should furnish complete and comprehensive information about the educational facilities available to the linguistic minority students at the Upper Primary, Secondary and Higher Secondary stages of education, sanctioned and filled-in posts of teachers for minority languages and arrangement for their training to teach minority languages as a subject and use these as mediums of instruction.
  - e. The State Government needs to furnish complete details of the posts of teachers created/sanctioned for minority languages and arrangement of training facility for the minority language teachers.
  - f. The State Government should ensure that Language Preference Registers to record language preference of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instructions in mother-tongue/languages in the State.
  - g. It is also suggested to introduce necessary columns in the Application Forms for admission in the Schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - h. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - j. The Nodal Officer, Government of Meghalaya needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President of India within the stipulated time.
- 18.5 The Government of Meghalaya is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

## LINGUISTIC PROFILE

- 19.1 The Census-2001 registered the population of Mizoram as 8,88,573 and its broad Linguistic profile is as follows:

| Language    | Speakers | Percentage |
|-------------|----------|------------|
| Lushai/Mizo | 6,50,605 | 73.21      |
| Bengali     | 80,389   | 9.05       |
| Lakher      | 34,731   | 3.91       |
| Pawi        | 24,900   | 2.80       |
| Tripuri     | 17,580   | 1.98       |
| Paite       | 14,367   | 1.62       |
| Hmar        | 14,240   | 1.60       |
| Hindi       | 10,530   | 1.19       |
| Nepali      | 8,948    | 1.00       |

- 19.2 **Official Language:** Mizo, English and Hindi are the Official Languages of the State.
- 19.3 No information has been furnished with respect to the minority languages spoken by 60 percent or more of the district population.
- 19.4 No information has been furnished with respect to the minority languages spoken by 15 percent or more of the district population.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Scheme of the Safeguards for the linguistic minorities, is as under:

### 19.5 Use of Minority Languages in the State

- No information has been furnished by the Government of Mizoram about the arrangement for translation and dissemination of important Government Rules, Orders and Notification in minority languages.
- No orders are said to be issued for receipt of and reply to representation for redress of grievances in minority language.

### 19.6 Recruitment to State Services

- It has been stated that knowledge of regional/Official Language is a pre-requisite for recruitment to State Services.
- It has also been stated that minority languages are not permitted to be used in answering question papers for recruitment examinations to State Services.
- It has been informed that domiciliary restrictions are not imposed for recruitment to the State Services.

### 19.7 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished with regard to the Rules and Regulations/Guidelines for recognition of linguistic minority educational institution and the Competent Authority designated for the purpose.
- b. It has been informed that 71 Bengali and 15 Nepali educational institutions have been recognized language-wise as on June 30, 2014.
- c. No application is said to be pending for recognition as linguistic minority educational institution as on 30 June, 2014.

### 19.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. No information has been furnished with regard to the Rules/Regulations/Guidelines for sanction of grants-in-aid to Primary and Secondary linguistic minority educational institution and the authority designated for the purpose.
- b. It has been stated that the linguistic minority institutions, language-wise have been sanctioned grants-in-aid for the year 2013-14 as per the details given below:

| Level                | Minority Language | No. of Schools |
|----------------------|-------------------|----------------|
| Primary              | Bengali           | 54             |
|                      | Nepali            | 10             |
| Upper Primary/Middle | Bengali           | 17             |
|                      | Nepali            | 03             |
| Secondary            | Bengali           | Nil            |
| Higher Secondary     | Nepali            | 02             |

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 19.9 Primary Stage (Class I to V)

- a. Detail of the facility for learning minority language as the medium of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 54      | 3,437    | 117      |
| Nepali   | 10      | 436      | 45       |

- b. Details of the facility for learning minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Nepali   | 2       | -        | -        |

### 19.10 Upper Primary Stage (VI to VIII)

- a. Details of the facility for learning minority language as medium of instruction at the Upper Primary stage are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 17      | 2,447    | 103      |
| Nepali   | 3       | 120      | 12       |

- b. No information has been furnished on minority languages being taught as a subject at the Upper Primary stage.

#### 19.11 Secondary Stage (IX to X)

- a. Details of the facility for learning minority language as the medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | Nil     | -        | -        |
| Nepali   | 2       | -        | -        |

- a. Details of the facility for learning minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | Nil     | -        | -        |
| Nepali   | 2       | -        | -        |

#### 19.12 Higher Secondary Stage (XI to XII)

No information has been furnished regarding minority languages being taught as a subject and as the medium of instruction.

#### 19.13 Three-Language Formula

The languages taught under the Three Language Formula are:

|                  |         |
|------------------|---------|
| First Language:  | Mizo    |
| Second Language: | English |
| Third Language:  | Hindi   |

The number of students covered under three language formula in class VIII, class X and class XII is as under:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Mizo     | 2,447      | 20,230  | 11,800    |
| English  | 2,447      | 20,230  | 11,800    |
| Hindi    | 2,447      | 20,230  | 11,800    |

#### 19.14 Teachers for Minority Languages

- a. The details of the posts of teachers sanctioned/filled up to teach minority language as a subject and as a medium of instruction are as follows:

| Language | Medium     |        | Subject    |         |
|----------|------------|--------|------------|---------|
|          | Sanctioned | Filled | Sanctioned | Filled  |
| Nepali   | 50         | 50     | Nepali     | Nepali  |
| Bengali  | 10         | 10     | Bengali    | Bengali |

- b. There is said to be no arrangement for training of teachers for teaching of minority language as a medium of instruction and as a subject.

#### **19.15 Text-books in Minority Languages**

- a. It has been informed that the text-books in minority language and other teaching material are available to linguistic minority students at the beginning of the Academic Session.
- b. No information has been furnished as to the details of the agencies/inter state arrangements for procuring minority languages text-books and other teaching materials for linguistic minorities students.
- c. It has been informed that minority language text-books and other teaching materials are not available to the linguistic minority students at competitive/subsidized rates.

#### **19.16 Maintenance of 'Language Preference Registers' in Schools**

It has been stated that Language Preference Registers are not maintained in schools.

#### **19.17 Promotion and Development of Minority Languages**

- a. It has been informed that there are no schemes to promote minority languages in the State.
- b. No information has been furnished with regard to the details of the Academies set up by the State Government for the promotion and development of minority languages in the State.

#### **19.18 Machinery for Implementation of Safeguards**

No information has been furnished about the mechanism/Committee constituted to monitor and review the implementation of Safeguards for the linguistic minorities at the State/District level.

#### **19.19 Publicity of Constitutional Rights and Safeguards**

- a. It has been stated that there is no mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them.
- b. No information has been furnished with regard to the action taken to spread awareness about the Safeguards available to the linguistic minorities in the State.

#### **19.20 FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government needs to provide comprehensive details on the educational facilities for the linguistic minorities.

- c. The State Government needs to ensure that Language Preference Registers to record the language preference of the linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instructions in mother-tongue/languages at the Primary and Secondary stages of education in the State.
  - d. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facility to learn their respective mother-tongues.
  - e. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - f. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - g. The Nodal Officer, Government of Mizoram needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his report to the Hon'ble President within the stipulated time.
- 19.21 The Government of Mizoram is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

20.1 The Census 2001 registered the population of Nagaland as 19,90,036 persons and its broad linguistic profile is as follows:

| Languages        | Speakers | Percentage |
|------------------|----------|------------|
| Ao               | 2,57,500 | 12.94      |
| Konyak           | 2,48,002 | 12.46      |
| Lotha            | 1,68,356 | 8.46       |
| Angami           | 1,31,737 | 6.6        |
| Phom             | 1,22,454 | 6.15       |
| Sema             | 92,884   | 4.67       |
| Yimchungre       | 92,092   | 4.63       |
| Sangtam          | 84,150   | 4.23       |
| Chokri           | 83,506   | 4.20       |
| Chang            | 62,347   | 3.13       |
| Zeliang          | 61,492   | 3.09       |
| Bengali          | 58,890   | 2.96       |
| Rengma           | 58,590   | 2.94       |
| Hindi            | 56,981   | 2.86       |
| Kuzhale (Khezha) | 40,362   | 2.03       |
| Khiamniungan     | 37,752   | 1.90       |
| Nepali           | 34,222   | 1.72       |
| Kuki             | 16,846   | 0.85       |
| Assamese         | 16,813   | 0.84       |
| Pochury          | 16,681   | 0.84       |
| Zeme             | 10,462   | 0.53       |
| Garó             | 1,838    | 0.09       |
| Liangmai         | 1,295    | 0.07       |

20.2 Details of the Districts where minority languages are spoken by 60 per cent or more of the population are as under:

| District   | Language | Percentage |
|------------|----------|------------|
| Mon        | Konyak   | 97.00      |
| Longleng   | Phom     | 90.00      |
| Zunheboto  | Sumi     | 89.77      |
| Mokokchung | Ao       | 86.98      |
| Wokha      | Lotha    | 85.20      |
| Peren      | Zeme     | 80.00      |
| Kohima     | Angami   | 78.00      |
| Kiphire    | Sangtam  | 70.00      |

20.3 Details of the minority languages spoken by 15 per cent or more of the population of the Districts are as follows:

| District | Language | Percentage |
|----------|----------|------------|
| Dimapur  | Sumi     | 40.00      |
| -do-     | Ao       | 18.00      |



|          |             |       |
|----------|-------------|-------|
| -do-     | Angami      | 15.00 |
| Kohima   | Angami      | 50.00 |
| -do-     | Rengma      | 25.00 |
| Kiphire  | Yimchugru   | 30.00 |
| -do-     | Sumi        | 29.00 |
| -do-     | Sangtam     | 38.00 |
| Phek     | Chokri      | 50.00 |
| -do-     | Pochury     | 30.00 |
| -do-     | Khezha      | 35.00 |
| Peren    | Liangmai    | 15.00 |
| -do-     | Kuki        | 15.00 |
| Tuensang | Sangtam     | 15.00 |
| -do-     | Chang       | 28.00 |
| -do-     | Yimchungru  | 16.00 |
| -do-     | Khamniungan | 15.00 |

20.4 **Official Language of the State:** English is the Official Language of the State.

#### **STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as under.

##### **20.5 Use of Minority Languages in the State**

- a. It has been stated that there are arrangements for the translation and dissemination of important Government Rules, Orders and Notifications, etc. in the minority languages.
- b. It has been stated that language-wise translation has been made in respect of important Notifications, Acts, etc.
- c. The State Government has informed that there are no orders for the receipt of representations for redressing the grievances in minority languages.

##### **20.6 Recruitment to State the Services**

- a. It has been stated that the knowledge of Official Language, i. e., English is a pre-requisite for recruitment to the State Services.
- b. Minority languages are not stated to be permitted for answering question papers for the State Services.
- c. The State Government has informed that no domiciliary restrictions are imposed at the time of recruitment to the State Services.

##### **20.7 Recognition of Linguistic Minority Educational Institutions**

- a. No specific information has been furnished with regard to the Rules and Regulations/Guidelines for the recognition of linguistic minority educational institutions and the Competent Authority for the purpose.

- b. The State Government has informed that there is no recognized minority educational institution in the State.
- c. It has been stated that the State government has not received any representation/complaint/petition from linguistic minorities about the recognition of their minority educational institutions.

#### 20.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that the grants-in-aid are sanctioned to Literature Committee, not to the linguistic minority educational institutions.
- b. The State Government has informed that no linguistic minority institution, language-wise, has been sanctioned grants-in-aid for the period under review.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 20.9 Primary Stage (Class I to V)

- a. Details of the facility for using minority languages as mediums of instruction at the Primary stage of education are as follows:

| Language         | Schools | Students | Teachers |
|------------------|---------|----------|----------|
| Ao               | 192     | 12,316   | 1,754    |
| Angami           | 104     | 5,900    | 872      |
| Chokri           | 106     | 9,247    | 452      |
| Chang            | 65      | 5,274    | 987      |
| Konyak           | 162     | 25,271   | 868      |
| Khiemnungan      | 51      | 5,758    | 261      |
| Kuki             | 19      | 1,869    | 78       |
| Khezha           | 22      | 2,157    | 154      |
| Lotha            | 149     | 9,028    | 934      |
| Liangmai         | 14      | 235      | 68       |
| Phom             | 68      | 8,216    | 485      |
| Pochury          | 35      | 2,163    | 186      |
| Rengma           | 51      | 2,891    | 257      |
| Sema             | 362     | 15,185   | 2,530    |
| Sangtam          | 68      | 5,727    | 257      |
| Yimchungru Kuzha | 68      | 5,751    | 235      |
| Zemi             | 116     | 5,434    | 426      |

- b. It has also been stated that the above-mentioned minority languages are taught as a subject as well.

#### 20.10 Upper Primary Stage (Class VI to VIII)

- a. It has been reported that at the Upper Primary stage, the minority language is not necessarily used as a medium of instruction. The Official Language, i.e., English is commonly used.
- b. The State Government has informed that minority languages are taught as a subject and these are not used as the medium of instruction. However, the statistics for the same have not been furnished.

### 20.11 Secondary Stage (Class IX to X)

- a. It has been reported that no minority language is necessarily used as medium of instruction. The Official Language, i.e., English is mainly used at the Secondary level.
- b. It has been stated that Ao, Lotha, Sumi, Tenyidee, and Hindi are taught as a subject. However, the figures for the same have not been provided.

### 20.12 Higher Secondary Stage (Class XI to XII)

- a. It has been reported that there is no separate educational institution where minority language is used as a medium of instruction.
- b. It has been reported that Ao, Lotha, Sumi, Tenyidee and Hindi are taught as a subject. However, no data have been given for the same.

### 20.13 Three-Language Formula

- a. The languages taught under the Three Language Formula are as under

|                 |   |               |
|-----------------|---|---------------|
| First Language  | : | Mother-tongue |
| Second Language | : | English       |
| Third Language  | : | Hindi         |

- b. Details of Students covered under the Three Language Formula are as follows:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Ao       | 1,311      | 641     | 68        |
| Lotha    | 1,562      | 762     | 102       |
| Sumi     | 1,213      | 548     | 58        |
| Tenyidi  | 2,412      | 1,613   | 635       |
| Hindi    | 7,767      | 1,079   | 401       |

It has been reported that Hindi is made compulsory up to Class VIII (eight).

### 20.14 Teachers for Minority Languages

- a. As regards the teachers for minority languages, it has been stated that there are only a few posts sanctioned for minority language teachers due to fund limitation. It has also been stated that the teaching of Hindi is conducted through internal arrangement.
- b. It has been stated that the arrangement for training of teachers for teaching minority languages is made by respective language Literature Boards.
- c. It has been informed that there is no such arrangement with neighbouring states for the exchange of minority language teachers/opening of Teachers' Training Institute in the State.

### 20.15 Textbooks in Minority Languages

- a. It has been informed that textbooks in minority languages and other teaching

materials are available at the beginning of the Academic Session.

- b. As regards the agency responsible for the preparation and publication of minority language textbooks, it has been informed that it is internally arranged through local press.
- c. It has been stated that minority language textbooks are provided to the students free of cost.

#### 20.16 Maintenance of Language Preference Registers in Schools

It has been reported that Language Preference Registers are not maintained at any stage. However, registers for MIL, Hindi are separately maintained to record the number of pupils for achievement test, CCE, Term-wise examination, etc.

#### 20.17 Promotion and Development of Minority Languages

- a. The State Government has stated that besides 5 (five) linguistic minorities namely, Ao, Lotha, Sumi, Tenyidie and Hindi, who have educational facilities up to the University level, the rest 13 (Thirteen) linguistic minorities have facilities up to Class VIII (eight) level and are instructed to prepare textbooks for higher classes. They are also reminded to construct/compile dictionary of their own.
- b. The Academies set up by the Government for the promotion and development are given below:

| Language       | Name of Academy              | When Estb. | Budget for Year 2013-14 |
|----------------|------------------------------|------------|-------------------------|
| Ao             | Ao Literature Board          | 1946       | 1,00,000/-              |
| Tenyidi Angami | Ura Academy                  | 1939       | 1,00,000/-              |
| Chokri         | Chokri Literature Board      | 1970       | 1,00,000/-              |
| Chang          | Chang Literature Board       | 1962       | 1,00,000/-              |
| Khezha         | Khezha Literature Board      | 1963       | 1,00,000/-              |
| Konyak         | Konyak Literature Board      | 1968       | 1,00,000/-              |
| Khiemnungan    | Khiemnungan Literature Board | 1973       | 1,00,000/-              |
| Kuki           | Kuki Literature Board        | 1968       | 1,00,000/-              |
| Lotha          | Lotha Literature Board       | 1937       | 1,00,000/-              |
| Liangmai       | Liangmai Literature Board    | 1979       | 1,00,000/-              |
| Phom           | Phom Literature Board        | 1962       | 1,00,000/-              |
| Pochury        | Pochury Literature Board     | 1989       | 1,00,000/-              |
| Rengma         | Rengma Literature Board      | 1950       | 1,00,000/-              |
| Sema           | Sema Literature Board        | 1947       | 1,00,000/-              |
| Sangtam        | Sangtam Literature Board     | 1956       | 1,00,000/-              |
| Yimchunger     | Yimchunger Literature Board  | 1951       | 1,00,000/-              |
| Zemi           | Zemi Literature Board        | 1966       | 1,00,000/-              |

#### 20.18 Machinery for the Implementation of Safeguards

It has been reported that there is no mechanism/committee at the state level to monitor and review the implementation of the Safeguards for linguistic minorities.

## **20.19 Publicity of Constitutional Rights and Safeguards**

- a. It has been stated that awareness about the Safeguards available to the linguistic minorities is created by the Literature Committee, Local Newspapers, AIR, Directorate of Information and Public Relation, LOs of respective minorities.
- b. It has been informed that pamphlets for safeguarding linguistic minorities are mostly published by the Directorate of Health and Family Welfare, Disaster Management, Directorate of Information and Public Relations.

## **20.20 RECOMMENDATIONS**

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
- c. The State Government should initiate effective steps to implement the Constitutional Provisions for the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
- d. The State Government needs to ensure that 'Language Preference Registers' to record the language preferences of linguistic minority students be maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages at the Primary and Secondary stages of education in the State.
- e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- f. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- g. The State Government needs to furnish detailed information about the posts of minority language teachers and the arrangement for their training for teaching minority languages. It is highly deplorable that limitation in funding for teachers has been hampering the posting of the teachers. The State Government and the Union Government, MHRD are, therefore, urged to take necessary steps to fund adequately for the posting and training of teachers in the minority languages on priority basis.
- h. It is also appreciated that the State has the largest number of Academies for the protection and promotion of the minority languages. The State Government and the Union Government, MHRD are, therefore, urged to take necessary steps to fund adequately for the protection and promotion of the minority languages in the State

- i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector should also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - j. The Nodal Officer, Government of Nagaland needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 20.21 The Government of Nagaland is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 21.1 The Census-2001 registered the population of Odisha as 3,68,04,660 persons and its broad linguistic profile is as follows:

| Languages | Speakers    | Percentage |
|-----------|-------------|------------|
| Odiya     | 3,05,63,507 | 83.04      |
| Hindi     | 10,43,243   | 2.83       |
| Kui       | 9,14,953    | 2.49       |
| Telugu    | 7,12,614    | 1.94       |
| Santhali  | 6,99,270    | 1.90       |
| Urdu      | 6,11,509    | 1.66       |
| Bengali   | 4,90,857    | 1.33       |

- 21.2 **Official Language of the State:** The Official Language of the State is Odiya.

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

- 21.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Odisha. Therefore, the recommendations of the 50<sup>th</sup> Report are reiterated.

**21.4 RECOMMENDATIONS**

- The State Government should provide detailed account of translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages, for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
- The State Government is expected to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education in the prescribed format.
- The State Government should ensure that Language Preference Registers to record the language preferences of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instructions in mother-tongues/languages in the State.
- It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facility to learn their respective mother-tongues.

- f. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - h. The Nodal Officer, Government of Odisha needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 21.5 The Government of Odisha is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.



## LINGUISTIC PROFILE

- 22.1 The Census-2001 registered the population of Sikkim as 5,40,851 persons and its broad linguistic profile is as follows:

| Languages | Speakers | Percentage |
|-----------|----------|------------|
| Nepali    | 3,38,606 | 62.61      |
| Bhutia    | 41,825   | 7.73       |
| Hindi     | 36,072   | 6.67       |
| Lepcha    | 35,728   | 6.61       |
| Limboo    | 34,292   | 6.34       |
| Sherpa    | 13,922   | 2.57       |
| Tamang    | 10,089   | 1.87       |
| Rai       | 8,856    | 1.64       |

- 22.2 a. **Official Language of the State:** English is the Official Language of the State.
- b. **Additional Official Language of the State:** It has been stated that Bhutia, Lepcha, Limboo, Newari, Gurung, Manger, Mukhia, Rai, Sherpa and Tamang have been identified as Additional Official Languages.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as under:

### 22.3 Use of Minority Languages in the State

- a. It has been stated that no language has been identified as minority language in the State.
- b. It has also been stated that there is no arrangement for translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- c. It has been informed that no orders have been issued for the receipt of and reply to the representations for redressing the grievances in minority languages.

### 22.4 Recruitment to State Services

- a. It has been stated that the knowledge of regional/Official Language is not a pre-requisite for recruitment to the State Services.
- b. No specific information has been furnished with regard to the permission for answering question papers in minority languages in recruitment examinations to the State Services.

- c. It has been informed that domiciliary restrictions apply at the time of recruitment to the State Services.

## 22.5 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that no Rules/Regulations/Guidelines have been framed for the recognition of linguistic minority educational institutions.
- b. It has been stated that no linguistic minority educational institution has been recognized and no application, language-wise, is pending for recognition as linguistic minority educational institution as on 30 June 2014.

## 22.6 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that no Rules/Regulations/Guidelines with regard to the sanction of grants-in-aid to the linguistic minority educational institutions have been framed. It has also been stated that no institution has been sanctioned grants-in-aid on the basis of linguistic minority status in the State during the period under review.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 22.7 Primary Stage (Class I to V)

No information has been furnished about the facility for using/teaching the minority language/mother-tongue as a medium of instruction and as a subject at the Primary stage of education.

### 22.8 Upper Primary Stage (Class VI to VIII)

It has been stated that minority languages/mother-tongues are not being used as the medium of instruction. However, it has been stated that the following languages are taught as a subject only at the Upper Primary level, i.e., Class VIII:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bhutia   | -       | -        | -        |
| Lepcha   | -       | -        | -        |
| Limboo   | -       | -        | -        |
| Gurung   | -       | -        | -        |
| Manger   | -       | -        | -        |
| Mukhia   | -       | -        | -        |
| Newari   | -       | -        | -        |
| Rai      | -       | -        | -        |
| Sherpa   | -       | -        | -        |
| Tamang   | -       | -        | -        |

### 22.9 Secondary Stage (Class IX to X)

- a. It has been stated that no minority language has been recognized as a medium of instruction at the Secondary stage of education.

- b. It has been stated that the following minority languages/mother-tongues are taught as a subject:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bhutia   | -       | -        | 69       |
| Lepcha   | -       | -        | 46       |
| Limboo   | -       | -        | 48       |

#### 22.10 Higher Secondary Stage (XI to XII)

- a. It has been stated that no minority languages/mother-tongues are being used as the medium of instruction at the Higher Secondary stage of education.
- b. The following minority languages are taught as a subject at the Higher Secondary level:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bhutia   | -       | -        | 24       |
| Lepcha   | -       | -        | 8        |
| Limboo   | -       | -        | 10       |

#### 22.11 Three Language Formula

- a. The languages taught under the Three Language Formula are as follows:

|                 |   |                    |
|-----------------|---|--------------------|
| First Language  | : | English            |
| Second Language | : | Regional Languages |
| Third Language  | : | Hindi              |

- b. The details of students covered under the Three Language Formula in classes VIII, X and XII are as follows:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Bhutia   | -          | 421     | 296       |
| Lepcha   | -          | 577     | 345       |
| Limboo   | -          | 469     | 264       |

#### 22.12 Teachers for Minority Languages

- a. No information has been furnished with respect to the sanctioned/filled-up posts of teachers to use/teach minority languages as the medium of instruction and as a subject.
- b. No information has been furnished regarding the arrangements for training of teachers for teaching minority language(s).

#### 22.13 Textbooks in Minority Languages

- a. It has been stated that the textbooks and other teaching materials are available to linguistic minority students at the beginning of the academic session.
- b. No information has been furnished with regard to the agencies/inter-state arrangement for procuring minority language textbooks and other teaching material for linguistic minority students.

- c. It has been stated that the textbooks are available to linguistic minority students at competitive/subsidized rates.

#### **22.14 Maintenance of 'Language Preference Registers' in Schools**

No information has been furnished regarding the maintenance of the Language Preference Registers for recording the language preferences of the linguistic minority pupils in the schools.

#### **22.15 Promotion and Development of Minority Languages**

It has been informed that there is no scheme to promote minority languages. However, it has been informed that the Sikkim Academy has been set-up for the promotion and development of the minority languages/mother-tongues.

#### **22.16 Machinery for the Implementation of Safeguards**

No specific information has been furnished regarding the machinery to monitor and review the implementation of the Safeguards for linguistic minorities in the State. It has been stated that the State Government provides all the necessary support despite the fact that no language is identified as a minority language.

#### **22.17 Publicity of Constitutional Rights and Safeguards**

There is said to be no mechanism in the State for the publicity of the Safeguards.

#### **22.18 FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to appreciate the presence of linguistic minorities in the State. The State Government should view minority/tribal languages as resource and, therefore, ensure to promote and preserve these languages in terms of providing facilities for learning at Primary stage of education in their mother-tongue(s) to prevent these languages from the danger of extinction. The State Government should endeavour to evolve and adopt suitable scripts for the scriptless languages in collaboration with the Central Institute of Indian Languages (CIIL) so as to protect and promote them from the brink of extinction.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- c. The State Government should not impose domiciliary restrictions for recruitment to the State Services to provide equal opportunities for the linguistic minorities in the matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated period of probation.
- d. The State Government needs to implement the Constitutional Safeguards for providing adequate facilities for instruction in mother-tongue/language at the Primary stage of education to children belonging to the linguistic minorities in the State.

- e. The State Government is urged to furnish detailed information about the educational facilities including the number of students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
  - f. The State Government is urged to furnish detailed information about the posts of teachers and arrangement for their training for teaching of minority languages.
  - g. The State Government needs to ensure that Language Preference Registers to record the language preferences of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother-tongue/minority languages at the Primary and Secondary stages of education in the State.
  - h. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - i. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - j. The State Government is advised to set up a State Level Safeguard Implementation Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - k. The Nodal Officer, Government of Sikkim needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 22.19 The Government of Sikkim is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 23.1 The Census-2001 registered the population of Tripura as 31,99,203 persons and its broad linguistic profile is as follows:

| Languages            | Speakers  | Percentage |
|----------------------|-----------|------------|
| Bengali              | 21,47,994 | 67.14      |
| Tripuri/Kokborok     | 8,14,375  | 25.46      |
| Hindi                | 53,691    | 1.68       |
| Mogh                 | 28,850    | 0.90       |
| Oriya                | 23,899    | 0.75       |
| Bishnupriya Manipuri | 21,716    | 0.68       |
| Manipuri             | 20,716    | 0.65       |
| Halam                | 17,990    | 0.56       |
| Garo                 | 11,312    | 0.35       |

- 23.2 **Official Languages of the State:** The Official Languages of the State are Bengali, English and Kokborok.

- 23.3 It has been reported that there is no District where minority languages are spoken by 60 per cent or more of its population. However, Kokborok is spoken by 15 per cent or more of the District population, as given below:

| District      | Language | Percentage |
|---------------|----------|------------|
| Dholai        | Kokborok | 54.00      |
| South Tripura | Kokborok | 37.00      |
| North Tripura | Kokborok | 25.46      |
| West Tripura  | Kokborok | 25.00      |

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities during the period under review is as under:

**23.4 Use of Minority Languages in the State**

- It has been reported that arrangement has been made for the translation and dissemination of important Government Rules, Orders and Notifications, etc. in Kokborok.
- It has also been informed that the *Sarva Shiksha Abhiyan* and Health and Family Welfare Department publish awareness leaflets and ICA Department publishes awareness leaflets in Kokborok.
- It has been informed that the representations for redress of grievances in minority languages are received and actions are taken on these representations. It has also been informed that efforts are made to reply to such representations in the same language.

### 23.5 Recruitment to State Services

- a. It has been informed that the Knowledge of Regional/Official Language is a pre-requisite for recruitment to the State Services.
- b. It has also been informed that the minority languages are not permitted to be used in answering the question papers in the recruitment tests to the State Services.
- c. The State Government has informed that domiciliary restrictions apply partly for recruitment to the State Services.

### 23.6 Recognition of Linguistic Minority Educational Institutions

- a. The State Government has not furnished any information about the Rules/Regulations/Guidelines and the Competent Authority designated for the recognition of Linguistic Minorities Educational Institutions.
- b. It has been informed that no linguistic minority educational institution has been recognized, language-wise, during the period under review and the State Government has not received any representation/complaint/petition from linguistic minorities about recognition of their minority educational institution and no application, language-wise, is pending for recognition as linguistic minority institution as on date.

### 23.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that the Department of School Education is the competent authority for the sanction of grants-in-aid to Primary and Secondary linguistic minority educational institutions. However, no data have been furnished in this regard for the period under review.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 23.8 Primary Stage (Class I to V)

- a. It has been reported that no minority language is used as a medium of instruction at the Primary stage of education in the State.
- b. Details of the facility for learning minority languages as a subject at the Primary stage of education are as follows:

| Language             | Schools | Students | Teachers |
|----------------------|---------|----------|----------|
| Bishnupriya Manipuri | 36      | 4,451    | 72       |
| Chakma               | 58      | 5,472    | 29       |
| Halam                | 90      | 850      | 45       |
| Mog                  | 37      | 445      | 37       |
| Manipuri             | 22      | 1,626    | 22       |
| Kuki-Mizo            | 17      | 250      | 17       |

### 23.9 Upper Primary Stage (VI to VIII)

- a. It has been reported that no minority language is used as a medium of instruction at the Upper Primary stage of education.
- b. Details of the facility for learning minority language as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Kokborok | 46      | 7,940    | 80       |

### 23.10 Secondary Stage (IX to X)

- a. It has been reported that no minority language is used as a medium of instruction at the Secondary stage in the State.
- b. Details of the facility for learning minority language as a subject at the Secondary stage of education are as under:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Kokborok | 46      | 7,940    | 80       |

### 23.11 Higher Secondary Stage (XI to XII)

- a. It has been reported that no minority language is used as a medium of instruction at the Higher Secondary stage of education in the State.
- b. No information has been furnished about the minority languages being taught as a subject at the Higher Secondary stage of education.

### 23.12 Three-Language Formula

- a. The languages taught under the Three Language Formula are as follows:

First Language: Bengali/Kokborok/B. Manipuri/Chakma  
Second Language: English  
Third Language: Arabic/Hindi/Sanskrit

- b. The details of students covered under the Three Language Formula in classes VIII, X and XII are as follows:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Kokborok | 2,730      | Nil     | Nil       |

### 23.13 Teachers for Minority Languages

- a. The details of teachers for teaching the minority languages are as follows:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Kokborok | -          | -      | 2,517      | 2,517  |



- b. The teachers are said to be trained for teaching Kokborok as a subject as follows:

| Training Institute   | Minority Language |              |
|--|-------------------|--------------|
|  | As a Medium       | As a Subject |
| District Institute of Educational Training (DIET) at Agartala, Kamalpur, Kakraban, Kailashahar | -                 | Kokborok     |

- c. As regards the collaboration/arrangement with neighbouring State for exchange of minority language teachers/opening of teachers training institutes/centres, it has been stated that no such arrangement has been made so far.

#### 23.14 Textbooks in Minority Languages

- a. It has been informed that textbooks in minority languages and other teaching materials are made available to all linguistic minorities at the beginning of the Academic Session.
- b. It has also been informed that the SCERT, Tripura is the agency for the preparation and publication of textbooks and other teaching materials in minority languages. The textbooks are being provided to the students, free of cost upto class VIII.

#### 23.15 Maintenance of 'Language Preference Registers'

With regard to maintenance of 'Language Preference Registers' for recording the language preferences of linguistic minority pupils, it has been informed that pupils generally opt for the languages as per their preferences.

#### 23.16 Promotion and Development of Minority Languages

- a. It has been stated that minority languages are being developed as per the decision of the respective Advisory Committee.
- b. No information has been provided about the Academies set up by the State Government for the promotion and development of minority languages.

#### 23.17 Machinery for the Implementation of Safeguards

- a. It has been stated that Advisory Committees for respective languages have been constituted.
- b. It has also been stated that meetings are usually conducted under the Chairmanship of respective Committee(s).
- c. It has been informed that the State Minorities Commission has not been established in the State. However, it has been informed that the Directorate for Languages, i.e., the Directorate of Kokborok and other minority languages have been established. It has also been informed that every minority language has an

Advisory Committee to ensure the implementation of Safeguards and development of their respective language.

#### **23.18 Publicity of Constitutional Rights and Safeguards**

It has been informed that the Language Advisory Committees undertake the function of informing the linguistic minorities about the Safeguards and the facilities available to them. The ICA Department as well as other departments publish leaflets, advertisements detailing the Safeguards for the linguistic minorities.

#### **23.19 FINDINGS/RECOMMENDATIONS**

- a. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment to the State Services to provide equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period.
- b. From the information provided by the State Government, it is not clear whether there is any facility for using the minority languages as mediums of instruction at the Primary/Upper Primary stage of education. The State Government needs to furnish detailed information in this regard.
- c. The information provided on the number of posts of teachers for minority languages is not clear as it only mentions Kokborok. Arrangements should also be made through DIET to train teachers for using/teaching the minority languages as mediums of instruction and as a subject, as is done in the case of Kokborok.
- d. The State Government needs to consider permitting minority languages in answering the question papers for recruitment tests to the State Services and should not impose domiciliary restrictions at the time of recruitment to the State Service.
- e. The State Government needs to ensure that 'Language Preference Registers' to record language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongue/languages at the Primary and Secondary stages of education in the State.
- f. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- g. The State Government is advised to set up a State Level Safeguards implementation committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the

State. Similarly, the District level Committee under the Chairmanship of the District Collector should be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.

- h. The State Government needs to make efforts for the promotion and development of all the minority languages/tribal languages in the State.
  - i. The Nodal Officer, Government of Tripura needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 23.20 The Government of Tripura is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

24.1 The Census-2001 registered the population of West Bengal as 8,01,76,197 persons and its broad linguistic profile is as follows:

| Languages           | Speakers    | Percentage |
|---------------------|-------------|------------|
| Bengali             | 6,83,69,255 | 85.27      |
| Hindi               | 57,47,099   | 7.17       |
| Santhali            | 22,47,113   | 2.80       |
| Urdu                | 16,53,739   | 2.06       |
| Nepali              | 10,22,725   | 1.28       |
| Oriya               | 1,86,391    | 0.23       |
| Gurumukhi (Punjabi) | 67,952      | 0.085      |

24.2 a. **Official Language of the State:** The Official Language of the State is Bengali. Bengali and Nepali have also been declared as Official Languages in Darjeeling and Kurseong sub-divisions of the district of Darjeeling.

b. **Additional Official Language:** It has been stated that Hindi, Urdu, Santhali, Oriya and Punjabi have been declared as Additional Official Languages in the State.

24.3 Nepali is stated to be spoken by 60 per cent or more of the population of Darjeeling district.

24.4 The minority languages are spoken by 15 per cent or more of the District/Tehsil/Taluka/Municipality population (as per Census 2001) as per the details given below:

| District       | Language | Tehsil/Taluka/Municipality | Population | Speakers | Percentage |
|----------------|----------|----------------------------|------------|----------|------------|
| 1              | 2        | 3                          | 4          | 5        | 6          |
| Darjeeling     | Hindi    | Matigara                   | 1,29,326   | 26,646   | 20.60      |
|                |          | Naxalbari                  | 1,44,915   | 43,237   | 29.84      |
|                |          | Kharibari                  | 88,230     | 14,421   | 16.34      |
| Jalpaiguri     | Hindi    | Mal                        | 2,65,392   | 85,344   | 32.16      |
|                |          | Matiali                    | 1,05,906   | 46,127   | 43.55      |
|                |          | Nagrakata                  | 1,15,907   | 58,243   | 50.25      |
|                |          | Madarihat                  | 1,85,470   | 71,379   | 38.49      |
|                |          | Kalchini                   | 2,52,571   | 1,11,682 | 44.22      |
|                |          | Kumagram                   | 1,78,047   | 31,822   | 17.87      |
|                |          | Dhupguri                   | 4,18,461   | 1,02,290 | 24.44      |
| Uttar Dinajpur | Hindi    | Chopra                     | 2,23,022   | 75,538   | 33.87      |
|                |          | Islampur                   | 2,41,951   | 1,05,445 | 43.58      |
|                |          | Goalpokhar-I               | 2,45,430   | 66,195   | 26.97      |
|                |          | Goalpokhar-II              | 2,26,472   | 47,207   | 20.84      |
| Maldah         | Hindi    | Harischandrapur-II         | 1,98,039   | 31,729   | 16.02      |
|                |          | Ratua-I                    | 2,17,356   | 35,942   | 16.54      |

|            |         |                         |          |          |       |
|------------|---------|-------------------------|----------|----------|-------|
|            |         | Manikchak               | 2,14,127 | 44,586   | 20.82 |
| Barddhaman | Hindi   | Salanpur                | 1,56,320 | 35,704   | 22.84 |
|            |         | Jamuria                 | 1,12,893 | 21,575   | 19.11 |
|            |         | Raniganj                | 1,01,626 | 34,429   | 33.88 |
|            |         | Ondal                   | 1,68,853 | 57,601   | 34.11 |
|            |         | Pandabeswar             | 1,46,541 | 60,285   | 41.14 |
| Hoogly     | Hindi   | Chinsurah-Magra         | 2,11,049 | 42,496   | 20.14 |
| Purulia    | Hindi   | Jaipur                  | 1,11,768 | 45,075   | 40.33 |
|            |         | Jhalda-I                | 1,15,748 | 68,151   | 58.88 |
|            |         | Jhalda-II               | 1,23,714 | 31,273   | 25.28 |
| Dakshin    | Santali | Bansihari               | 1,22,091 | 19,199   | 15.73 |
| Maldah     | Santali | Gazole                  | 2,94,715 | 51,158   | 17.36 |
|            |         | Bamangola               | 1,27,252 | 21,138   | 16.61 |
|            |         | Habibpur                | 1,87,650 | 52,383   | 27.92 |
| Birbhum    | Santali | Mohammad Bazar          | 1,39,465 | 24,032   | 17.23 |
|            |         | Bolpur Sriniketan       | 1,78,111 | 29,436   | 16.53 |
| Barddhaman |         | Memari-II               | 1,35,671 | 21,676   | 15.98 |
| Bankura    | Santali | Saltora                 | 1,21,552 | 20,526   | 16.89 |
|            |         | Chhatna                 | 1,69,215 | 33,521   | 19.81 |
|            |         | Hirbandh                | 72,502   | 13,176   | 18.17 |
|            |         | Sarenga                 | 95,128   | 17,426   | 18.32 |
|            |         | Ranibundh               | 1,04,326 | 34,519   | 33.09 |
|            |         | Raipur                  | 1,51,293 | 35,089   | 23.19 |
| Puruliya   | Santali | Neturia                 | 90,649   | 19,463   | 21.47 |
|            |         | Santuri                 | 69,587   | 21,164   | 30.41 |
|            |         | Kashipur                | 1,87,038 | 38,271   | 20.46 |
|            |         | Hura                    | 1,27,443 | 21,309   | 16.72 |
|            |         | Balarampur              | 1,18,102 | 23,175   | 19.62 |
|            |         | Manbazar-II             | 85,253   | 30,521   | 35.80 |
|            |         | Bundwan                 | 83,694   | 25,007   | 29.88 |
| Medinipur  | Santali | Binpur-II               | 1,45,977 | 40,111   | 27.48 |
|            |         | Binpur-I                | 1,39,148 | 33,391   | 24.00 |
|            |         | Garbeta-II              | 1,31,103 | 25,597   | 19.52 |
|            |         | Jamboni                 | 1,01,718 | 23,781   | 23.38 |
|            |         | Gopiballavpur-I         | 94,834   | 21,139   | 22.29 |
|            |         | Nayagram                | 1,23,937 | 36,971   | 29.83 |
|            |         | Keshiary                | 1,32,061 | 22,796   | 17.26 |
| Jalpaiguri | Nepali  | Nagrakata               | 1,15,907 | 19,201   | 16.57 |
|            |         | Madarihat               | 1,85,470 | 47,198   | 25.45 |
|            |         | Kalchini                | 2,52,571 | 68,479   | 27.11 |
| Darjeeling | Nepali  | Darjeeling Pulbazar     | 1,15,837 | 1,09,692 | 94.7  |
|            |         | Rangli Rangliot         | 64,349   | 59,588   | 92.6  |
|            |         | Kalimpong-I             | 67,680   | 57,143   | 84.4  |
|            |         | Kalimpong-II            | 60,263   | 48,657   | 80.7  |
|            |         | Gorubathan              | 54,279   | 49,398   | 91.0  |
|            |         | Jorebunglow Sukiapokhri | 1,00,724 | 96,355   | 95.7  |
|            |         | Mirik                   | 42,237   | 38,062   | 90.1  |
|            |         | Kurseong                | 85,867   | 76,442   | 89.0  |

## **STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as follows:

### **24.5 Use of Minority Languages in the State**

- a. It has been informed that Bengali and Nepali are Official Languages in the Darjeeling and Kurseong sub-divisions of the district of Darjeeling. It has also been informed that the Government of West Bengal has accorded Additional Official Language status to Hindi, Oriya, Punjabi, Santhali and Urdu for administrative purpose under the West Bengal Official Language (2<sup>nd</sup> Amendment) Act, 2012.
- b. It has been stated that there are arrangements for the translation and dissemination of important Government Rules, Orders and Notifications in Nepali language in three Hill Sub-divisions of Darjeeling District.
- c. It has been informed that orders have been issued for the receipt of representations for redressing the grievances in minority languages. It has also been informed that as far as practicable, the representations for redress of grievances in minority languages are replied to in the same languages.

### **24.6 Recruitment to the State Services**

- a. It has been informed that the knowledge of regional/Official Language is a pre-requisite for recruitment to the State Services. However, no time period has been mentioned for acquiring proficiency in the official language on recruitment to the State service.
- b. It has been informed that the minority languages are not permitted to be used in answering the question papers in recruitment examinations to the State Services.
- c. There are no domiciliary restrictions at the time of recruitment to the State Services and the applicants should be Indian citizens.

### **24.7 Recognition of Linguistic Minority Educational Institutions**

- a. It has been stated that Rules and Regulations/Guidelines for the recognition of linguistic minority educational institutions (Schools and Madarsas) are not different from those of the major language schools. The Primary schools are recognized/established by the District Primary School Council under the guidance of the West Bengal Board of Primary Education on the recommendations of the School Education Department. Similarly, recognition of schools at Upper Primary/Secondary level is accorded by the West Bengal Board of Secondary Education on the recommendations of the School Education Department. Madarsas are recognized by the West Bengal Board of Madarsa Education on the recommendation of the Minority Affairs and Madarsa Education Department of the Government. The medium of instruction of such school is decided by the local level authorities depending upon the requirement of the concerned locality.

It has also been stated that linguistic minority educational institutions affiliated to any of the State Board or Council are eligible to obtain Minority Status Certificate from the Minority Affairs and Madarsa Education Department of the State Government.

- b. The State Government has informed that 3,193 linguistic minority institutions have been recognized as linguistic minority institutions. However, language-wise statistics have not been provided.
- c. No information has been provided regarding the number of pending applications for recognition of linguistic minority educational institutions during the period.

#### 24.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that Schools/Madarsas in West Bengal are established by the Government on its own, depending upon the necessity of such institutions to address the issue of accessibility. However, the proposals may be initiated by the local Panchayati Raj Institutions and those are evaluated by the Department as per the access and neighbourhood norms fixed by the State. All such institutions are recognized on the recommendations of the Department with or without grants-in-aid from the State Government. This is applicable to minority language institutions as well.
- b. It has been stated that the proposals from private bodies/persons are evaluated from the accessibility, neighbourhood and infrastructure point of view, and when recommended by the Government for recognition, they are recognized without any grant-in-aid.
- c. It has also been stated that all the Government aided schools as mentioned in the following paragraphs regarding the educational facilities for using/learning the minority languages either as a mediums of instruction or as a subject have been sanctioned grants-in-aid during the period.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 24.9 Primary Stage (Class I to V)

- a. Details of the facility for using minority languages as mediums of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 1,268   | 2,17,458 | 4,957    |
| Urdu     | 462     | 94,723   | 1,246    |
| Nepali   | 1,522   | 1,90,250 | 3,452    |
| Oriya    | 32      | 3,215    | 143      |
| Telugu   | 21      | 1,854    | 116      |
| Santali  | 320     | 12,814   | 689      |

- b. Details of the facility for learning minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 1,458   | 2,84,147 | 5,174    |
| Urdu     | 476     | 98,547   | 1,263    |
| Nepali   | 2,241   | 4,81,815 | 2,426    |
| Oriya    | 32      | 2,418    | 119      |
| Telugu   | 21      | 1,710    | 98       |
| Santali  | 4,437   | 5,50,188 | 2,732    |

#### 24.10 Upper Primary Stage (Class VI to VIII)

- a. Details of the facility for using minority languages as mediums of instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 336     | 1,99,257 | 3,314    |
| Urdu     | 112     | 62,478   | 702      |
| Nepali   | 122     | 12,347   | 326      |
| Oriya    | 8       | 1,862    | 52       |
| Telugu   | 7       | 1,624    | 82       |

- b. Details of the facility for learning minority languages as a subject in the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 112     | 62,478   | 702      |
| Nepali   | 2,041   | 2,34,715 | 1,563    |
| Santali  | 2,433   | 2,53,032 | 1,012    |

#### 24.11 Secondary Stage (Class IX to X)

- a. Details of the facility for using minority languages as mediums of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 241     | 89,476   | 1,234    |
| Urdu     | 82      | 23,342   | 72       |
| Nepali   | 86      | 4,558    | 216      |
| Oriya    | 4       | 514      | 28       |
| Telugu   | 6       | 820      | 17       |

- b. Details of the facility for learning minority languages as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 91      | 24,112   | 84       |
| Nepali   | 1,041   | 1,06,182 | 1,563    |



## 24.12 Higher Secondary Stage (XI to XII)

- a. Details of the facility for using minority languages as mediums of instruction at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 136     | 49,832   | 486      |
| Urdu     | 131     | 51,247   | 482      |
| Nepali   | 6       | 2,114    | 32       |

- b. Details of the facility for learning minority languages as a subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 142     | 54,252   | 498      |
| Nepali   | 24      | 1,257    | 53       |

## 24.13 Three Language Formula

- a. The languages taught under the Three Language Formula are as follows:

First Language: Bengali, English, Hindi, Urdu, Nepali, Santhali  
Second Language: English, Bengali, Hindi  
Third Language: Sanskrit, Hindi

- b. It has been stated that 14,89,520 students have been covered under the Three Language Formula up to Class VIII only. It has also been stated that the Third Language is taught up to Class VIII only.

## 24.14 Teachers for Minority Languages

- a. Details of teachers for the minority languages are as follows:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | 3,362      | 2,430  | 3,745      | 2,563  |
| Nepali   | 4,126      | 3,512  | 4,214      | 3,745  |
| Santhali | 814        | 712    | 814        | 712    |

- b. It has been stated that there are arrangements for training of the teachers for using minority languages as mediums of instruction as per the following details:

| Training Institute        | Minority Language |              |
|---------------------------|-------------------|--------------|
|                           | As a medium       | As a subject |
| PTTI/DIET (Primary Level) | 01                | 0            |
| B.Ed./Equivalent College  | -                 | 01           |

## 24.15 Textbooks in Minority Languages

- a. It has been informed that textbooks in minority languages and other teaching

materials are available to the linguistic minority students at the beginning of the Academic Session.

- b. The textbooks and teaching materials are made available to the students of the minority languages on the basis of no profit-no loss at the Primary level.
- c. It has been stated that all the books are printed by the West Bengal Board of Primary Education, West Bengal Board of Secondary Education and West Bengal Textbook Corporation.

#### 24.16 Maintenance of Language Preference Registers in Schools

It has been informed that no specific registers are maintained in the schools, as in most of the cases, the schools for minority languages are exclusively for a particular minority language. However, there are some schools where more than one language including the major State Official Languages (e.g. Urdu/Hindi/with Bengali) or both minority languages (Hindi and Nepali) are used as mediums of instruction. In such bilingual or multilingual schools, the students opt for admission in their preferred languages.

#### 24.17 Promotion and Development of Minority Languages

- a. It has been stated that Urdu language classes for non-Urdu speaking people are organized by the West Bengal Urdu Academy under the administrative control of the Minority Affairs and Madarsa Education Department.
- b. The State Government has set up the following Academies for the promotion and development of minority languages:

| Language | Name of the Academy          | When Established | Budget for 2013-14<br>(in crore) | Budget for 2014-15<br>(in crore) |
|----------|------------------------------|------------------|----------------------------------|----------------------------------|
| Urdu     | West Bengal Urdu Academy     | 1978             | Rs. 8.0                          | Rs. 8.0                          |
| Hindi    | Paschimbanga Hindi Academy   | 2011             | Rs. 0.0157                       | -                                |
| Santali  | Paschimbanga Santali Academy | 2005             |                                  |                                  |

#### 24.18 Machinery for the Implementation of Safeguards

- a. It has been stated that there is a State Level Committee headed by the Chief Secretary as Chairperson and Principal Secretaries/ Secretaries of other Departments as members for monitoring minority related issues. No information is provided on the meetings held.
- b. It has also been stated that the State Minority Commission exists in the State, but it does not handle linguistic minority affairs.
- c. It has been informed that District-wise Minority Cell has been set up with infrastructures for developing mechanism and for the implementation of the Scheme of Safeguards available to linguistic minorities. At present, the District

Magistrate and the Additional District Magistrate (Minority Affairs) are looking after the affairs of the linguistic minorities at the District level.

#### **24.19 Publicity of Constitutional Rights and Safeguards**

- a. It has been informed that the Information and Cultural Affairs Department is taking initiatives for the publicity of the Safeguards through the print and electronic media.
- b. It has also been informed that action has been taken regarding the issue of orders directing the District and Tehsil offices to exhibit the concessions available to linguistic minorities through hoardings, banners, etc.

#### **24.21 FINDINGS/RECOMMENDATIONS**

The Commissioner along with the Assistant Commissioner, (Eastern Zone I/c) visited Kolkata and held discussions with the Hon'ble MoS Minority Affairs and the Madarsa Education Department, the Principal Secretary, Minority Affairs and the Madarsa Education Department, the Chairman and Members of the State Minorities Commission, the Chairman Urdu Academy and representatives of various Linguistic Minority Associations on 12 March 2015. The Commissioner also met H.E. the Governor of West Bengal and apprised him of the status of linguistic minorities in the State.

While appreciating the State Government for their gesture to reduce from 15 per cent to ten per cent of the number of local population for the purpose of granting facilities to the linguistic minorities and notifying Hindi, Urdu, Nepali, Oriya, Santhali and Gurumukhi (Punjabi) as minority languages in the State, the following observations were made on the status of implementation of the Safeguards for linguistic minorities in the State:

- a. The status of Assamese and Telugu speakers is required to be furnished.
- b. Necessary arrangement for translation in minority languages is required to be established.
- c. The information with regard to the facilities for learning the minority languages, viz. schools, number of students and teachers are the same as that of the last year. Therefore, it is urged to update the data.
- d. Three Language Formula, which is followed up to the primary level, is required to be extended up to the Senior Secondary level as demanded by the representatives of the linguistic minority groups.
- e. The demand for the recognition of certain linguistic minority institutions (Telugu, Hindi, Oriya and Urdu medium schools) is required to be considered.
- f. Establishment of adequate facility for training teachers, especially for women Urdu teachers. It is also suggested to utilize the facility for training teachers available with the Maulana Azad National Urdu University.

- g. To fix the time period to acquire knowledge/proficiency in the State Official Language after recruitment of the linguistic minorities to the State service, preferably within the period of probation.
- h. It is also suggested to introduce necessary columns in the Application Forms for admission to schools to elicit information about the mother-tongue; medium of instruction; and the third language preferred by the linguistic minority parents to enable the children to learn their respective mother-tongues.
- i. Details about the budgetary allocation for the Hindi and Santhali Academies for the promotion of these languages are required to be provided.
- j. The information with regard to the last meetings of the State/District Level Committees is required to be furnished.

24.22 The Government of West Bengal is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities are implemented in the State.

## LINGUISTIC PROFILE

- 25.1 The Census-2001 registered the population of Dadra and Nagar Haveli as 2,20,490 persons and its broad linguistic profile is as follows:

| Language       | Speakers | Percentage |
|----------------|----------|------------|
| Bhilli/Bhilodi | 89,132   | 40.42      |
| Gujarati       | 52,074   | 23.62      |
| Hindi          | 33,237   | 15.07      |

- 25.2 a. No information has been furnished with regard to the districts where minority languages are spoken by 60% or more of its population.
- b. It has been informed during the visit of the Commissioner to Silvassa that the following minority languages are spoken by 15 percent or more of the population in the districts/tehsil/taluka/municipality of Dadra and Nagar Haveli:

| District               | Tehsil/Taluka/Municipality | Language       | Percentage |
|------------------------|----------------------------|----------------|------------|
| Dadra and Nagar Haveli | Khanvel, Mandoni           | Marathi        | 55         |
|                        | Dudhni, Amboli             | Konkani, Warli | 55         |
| Dadra and Nagar Haveli | Silvassa Patelad           | Bhilli/Bhilodi | 55.03      |
|                        |                            | Gujarati       | 21.91      |
|                        |                            | Hindi          | 15.07      |

- 25.3 **Official Language:** It has been informed that Hindi and Gujarati are the Official Languages of the UT. It has also been informed that Marathi is an Additional Official Language in the UT.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as under:

### 25.4 Use of Minority Languages in the UT

- a. It has been informed that all important Government rules, orders notifications etc. are being translated and published in Gujarati and Hindi.
- b. Orders are said to have been issued for the receipt of the representations in minority languages for redressing the grievances.

### 25.5 Recruitment to UT Services

- a. It has been stated that the knowledge of regional language/Official Language is not a pre-requisite for recruitment to State Service, nor there is any time-frame for acquiring proficiency in the regional/official language of the UT.
- b. It has been informed that Hindi is permitted to be used in answering question papers for recruitment tests in the UT Services.

- c. It has also been stated that domiciliary restrictions apply at the time of recruitment to the Union Territory Services i.e. Group 'C' posts.

#### 25.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that no Rules/ Regulations/Guidelines have been framed for recognition of linguistic minority educational institutions and no Competent Authority has been designated for the purpose in the UT.
- b. It has also been informed that no linguistic minority educational institution has been recognized on language basis as on June 30, 2014 in the UT.
- c. It has been stated that no representation/complaint/petition from linguistic minorities has been received for the recognition of their minority educational institutions.

#### 25.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that no special Rules/Guidelines for linguistic minority institutions have been framed in the UT.
- b. It has also been informed that a grants-in-aid scheme has been framed for private recognized schools. However, details of the schools have not been furnished in this regard.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 25.8 Primary Stage (Class I to V)

- a. Details of the facility for learning minority languages as a medium of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 01      | 777      | 17       |
| Marathi  | 23      | 3,731    | 65       |

- b. Details of the facility for learning minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 269     | 12,489   | 538      |

#### 25.9 Upper Primary Stage (Class VI to VIII)

- a. Details of the facility for learning minority languages as a medium of instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 01      | 1,250    | 17       |
| Marathi  | 69      | 5,195    | 125      |

- b. Details of the facility for learning minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 97      | 16,870   | 108      |

#### 25.10 Secondary Stage (Class IX to X)

- a. Details of the facility for learning minority languages as a medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 01      | 550      | 10       |
| Marathi  | 06      | 1,505    | 49       |

- b. Details of the facility for learning minority languages as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 01      | 550      | 10       |
| Marathi  | 02      | 633      | 08       |

#### 25.11 Higher Secondary Stage (Class XI to XII)

No information has been furnished on the minority language being taught as a medium of instruction or as a subject, at the Higher Secondary stage of education.

#### 25.12 Three-Language Formula

- a. The languages taught under the Three Language Formula are as follows:

First Language: Gujarati, Hindi, Marathi  
 Second Language: Marathi, Gujarati  
 Third Language: English

- b. The details of students covered under the Three Language Formula in classes VIII, X and XII are as follows:

| Language | Class VII | Class X | Class XII |
|----------|-----------|---------|-----------|
| Gujarati | 3714      | 2,661   | 2,326     |
| Marathi  | 1162      | 522     | 504       |
| English  | 678       | 992     | 606       |
| Hindi    | 251       | 550     | 268       |

#### 25.13 Teachers for Minority Languages

- a. The details of the posts of teachers to teach minority language as a medium of instruction and as a subject are as follows:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Hindi    | 34         | 34     | 646        | 646    |
| Marathi  | 190        | 190    | 190        | 190    |

- b. No information has been furnished with regard to arrangements for training of teachers for teaching minority languages as a medium and as a subject.
- c. As regards collaboration/arrangement with neighbouring states for exchange of minority language teachers/opening of teachers training institutes/centres, it has been stated that no such arrangements have been made so far.

#### **25.14 Text-Books in Minority Languages**

- a. It has been informed that Text-books in minority languages and other teaching material are made available to the linguistic minority students at the beginning of the Academic Session.
- b. It has been stated that the Text-books are supplied by the Gujarat State (Ahmedabad/Gandhinagar) and other teaching materials are purchased from market.
- c. It has also been informed that the Text-books including teaching materials are provided free of cost to all the students including minority languages students from classes I to VIII.

#### **25.15 Maintenance of 'Language Preference Registers' in Schools**

The UT Administration has informed that the Language Preference Registers for recording language preference of linguistic minority pupils are maintained in the Primary and Upper Primary schools.

#### **25.16 Promotion and Development of Minority Languages**

There is said to be no scheme for the promotion and development of minority languages in the UT. It has also been stated that being a very small territory, there is no need for setting up of language academy.

#### **25.17 Machinery for Implementation of Safeguards**

It has been stated that there is no machinery/ committee constituted in the UT to ensure implementation of the Safeguards for the linguistic minorities.

#### **25.18 Publicity of Constitutional Rights and Safeguards**

There is said to be no machinery in the UT for informing the linguistic minorities about the safeguards and the facilities available to them.

#### **25.19 FINDINGS/RECOMMENDATIONS**

The Commissioner visited Silvassa from 2-5 May, 2015 and held discussion with the Administrator, Secretary Education and Officials of Dadra & Nagar Haveli on the status of implementation of the safeguards for linguistic minorities in the UT. The Commissioner stressed the need for protection and promotion of the languages; especially the tribal languages as they reflect their culture, tradition and art. The Commissioner requested the Administrator to explore the possibility of preserving the tribal and minor languages (without the script) in consultation with the Central Institute of Indian Languages (CIIL), Mysore. He stressed the need for the establishment of Language Academies to protect and promote the minority languages in the UT. The Commissioner also suggested that



the Administrator, if he thinks fit, may reduce the standard criteria of 15 percent or more of the local population to 10 percent for the purpose of extending the safeguards provided for linguistic minorities. During the meeting it was informed by the CEO, Wakf Board that there are 11 Madrassas in the UT and the children are taught Hindi, Urdu and Gujarati. The Administrator assured to undertake necessary steps for development and preservation of the tribal and minority languages spoken in the UT. He also informed that plan proposal for building a Tribal Museum to showcase the art and culture of the UT is under process. The findings and recommendations are as follows:

- a. The UT Administration is required to ensure maintenance of Language Preference Registers to record Language preference of linguistic minority students in the Schools to facilitate instruction mother tongue/language at the School.
- b. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother-tongue, first language preferred and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their mother-tongues.
- c. The UT Administration needs to appreciate the presence of Bhilli/ Bhilodi, Konkani speakers in the UT and required to provide details about the facilities for learning these minority languages.
- d. The UT Administration is required to furnish information about the educational facilities available to the linguistic minority students at the Higher Secondary stage of education.
- e. The UT Administration needs to promote/protect the Tribal/ Minority languages spoken in the UT. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the UT.
- f. The UT Administration is advised to constitute the UT-Level Implementation Committee under the Chairmanship of the Administrator to monitor the implementation of the safeguards for the linguistic minorities in the UT.

25.20 The UT Administration of Dadra and Nagar Haveli is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.

## LINGUISTIC PROFILE

- 26.1 The Census-2001 registered the population of Daman and Diu as 1,58,204 persons and its broad linguistic profile is as follows:

| Language | Speakers | Percentage |
|----------|----------|------------|
| Gujarati | 1,07,090 | 67.69      |
| Hindi    | 30,754   | 19.44      |
| Marathi  | 6,763    | 4.27       |

- 26.2 **Official Language:** It has been informed that according to the Goa, Daman and Diu Official Language Act, 1987, the Official Languages of the UT are Konkani and Gujarati. It has also been informed that after the formation of Goa as a State w.e.f. 30-05-1987, Daman & Diu became a separate UT. Thereafter, no notification has been issued declaring the official language of the UT of Daman & Diu. It has also been informed that as per the Official Language Act, Government of India, the communication with State /Central Government are made in Hindi/English.
- 26.3 It has also been informed that there is no district/tehsil/taluka/municipality in the UT where minority languages are spoken by 15 per cent or more of the local population.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of Safeguards for the linguistic minorities for the period under review is as follows:

### 26.4 Use of Minority Languages in the UT

- a. It has been stated that there are no linguistic minorities in the UT and no language is spoken by 15 percent or more of the population in the UT. It has also been stated that all the rules, regulations, notices, etc. are published in Hindi also.
- b. It has been stated that all the representations for redress of grievances are received either in Gujarati, Hindi or English. However, it has not been stated whether they are replied to in the same language.

### 26.5 Recruitment to the UT Services

- a. With regard to the knowledge of Regional or Official Language as a pre-requisite for recruitment to the UT Services, it has been stated that Daman and Diu is a small Union Territory having a total population of 2.43 lakh. The local language of the UT is Gujarati and the Official Language are Hindi and English. Therefore, the same has been prescribed in the Recruitment Rules as desirable condition.
- b. It has been informed that Hindi, Gujarati and English Languages are normally permitted in answering question papers in recruitment tests for the UT Services. No request for answering question papers in minority languages has been received so far.

- c. It has also been informed that the domiciliary restrictions are not imposed at the time of recruitment to the Union Territory Services.

#### **26.6 Recognition of Linguistic Minority Educational Institutions**

It has been stated that no Act or Rule exists in the UT for recognition of linguistic minority educational institutions in the UT of Daman & Diu.

#### **26.7 Grants-in-aid to Linguistic Minority Educational Institutions**

It has been informed that the Administrator of the UT of Daman & Diu is the competent authority for sanction of grants-in-aid to Primary and Secondary linguistic minority education institutions.

### **EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS**

#### **26.8 Primary/Upper Primary/Secondary/Higher Secondary Stages**

The UT Administration has not furnished any information about the educational facilities available to the students of minority languages at Primary, Upper Primary, Secondary and Higher Secondary stages of education.

#### **26.9 Three-Language Formula**

- a. The languages taught under the Three Language Formula are as follows:

|                  |          |
|------------------|----------|
| First Language:  | Gujarati |
| Second Language: | Hindi    |
| Third Language:  | English  |

- b. The details of students covered under the Three Language Formula are as follows:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Gujarati | 3,102      | 2,876   | 2,008     |
| Hindi    | 3,102      | 2,876   | 2,008     |
| English  | 3,102      | 2,876   | 2,008     |

#### **26.10 Teachers for Minority Languages**

No information has been furnished about the posts of teachers sanctioned/filled up for teaching minority languages as a medium of instruction and as a subject as well as about their training for teaching of minority language as a subject and as a medium of instruction.

#### **26.11 Text-books in Minority Languages**

It has been informed that there is no minority language in the UT. Hence, there is no requirement of minority language text-books.

#### **26.12 Maintenance of Language Preference Registers in Schools**

It has been stated that the maintenance of Language Preference Register in schools is not applicable in the UT of Daman & Diu.

### **26.13 Promotion and Development of Minority Languages**

It has been stated that there has been no minority language in the Union Territory of Daman and Diu.

### **26.14 Machinery for Implementation of Safeguards**

It has been stated that no machinery/committee exists in the UT of Daman & Diu to monitor and review the implementation of the Safeguards for linguistic minorities at the UT level and the District levels.

### **26.15 Publicity of Constitutional Rights and Safeguards**

There is said to be no mechanism for publicity of the Safeguards and the facilities available to linguistic minorities in the UT.

### **26.16 FINDINGS/RECOMMENDATIONS**

The Commissioner visited Silvassa from 2-5 May, 2015 and held discussion with the Administrator (who is also the Administrator of Dadra & Nagar Haveli), Secretary Education and Officials of Daman & Diu on the status of implementation of the safeguards for linguistic minorities in the UT. The Commissioner stressed the need for protection and promotion of the languages; especially the tribal languages as they reflect their culture, tradition and art. The Commissioner requested the Administrator to explore the possibility of preserving the tribal and minor languages (without the script) in consultation with the Central Institute of Indian Languages (CIIL), Mysore. He stressed the need for the establishment of Language Academies to protect and promote the minority languages in the UT. The Commissioner also suggested that the Administrator, if he thinks fit, may reduce the standard criteria of 15 percent or more of the local population to 10 percent for the purpose of extending the safeguards provided for linguistic minorities. The findings and recommendations are as follows:

- a. Though Daman and Diu became a separate UT w.e.f. 30.05.1987, the notification for declaring the Official Language of the UT has not yet been issued. It has to be expedited and also to be clarified whether Konkani is still the Official Language of Daman and Diu.
- b. The UT Administration is required to furnish complete and comprehensive information of the facilities for learning the mother-tongue of the local area at schools.
- c. The UT Administration is also required to ensure maintenance of Language Preference Registers to record language preference of linguistic minority students in the schools to facilitate instruction in mother tongue/minority languages at the schools.
- d. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother-tongue, first language preferred and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their mother-tongues.

- e. The UT Administration needs to furnish detailed information regarding the posts of teachers and arrangements for their training.
  - f. The Nodal Officer of the UT needs to ensure that complete and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Authority to present and prepare the Report in time.
- 26.17 The UT Administration of Union Territory of Daman and Diu is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Constitutional Safeguards for the linguistic minorities are implemented effectively and efficiently in the UT Administration.

**LINGUISTIC PROFILE**

- 27.1 The Census-2001 registered the population of Goa as 13,47,668, persons and its broad linguistic profile is as follows:

| Languages | Speakers | Percentage |
|-----------|----------|------------|
| Konkani   | 7,69,888 | 57.13      |
| Marathi   | 3,04,208 | 22.57      |
| Hindi     | 76,775   | 5.70       |
| Kannada   | 74,615   | 5.54       |
| Urdu      | 54,163   | 4.02       |

- 27.2 **Official Language of the State:** Konkani in Devnagari script is the Official Language of the State.

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

- 27.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution.
- 27.4 No reply has been received from the State Government till the time of finalization of this report for its presentation to the Hon'ble President of India.

**27.5 FINDINGS/RECOMMENDATIONS**

The Commissioner, along with the Assistant Commissioner (Western Zone I/c), visited Goa from 29-30 September 2014 and held discussions with the Director of School Education; Officials of the State Government and representatives of various Linguistic Minority Associations on the status of the implementation of the Safeguards for linguistic minorities in the State. The Commissioner also met H.E. the Governor of Goa on the 30 September 2014 and briefed her about the duties and functions of the CLM.

During the course of the meeting with the educational authorities, it was informed that Goa has been a progressive State with rich cultural and traditional background. It was informed that the strength of Goa is its multi-lingual and multi-cultural society. Though the reply to the Questionnaire for the 51<sup>st</sup> Report has not been received, the following observations are made on the basis of the discussions held with the State Officials during the visit:

- a. The State Government is appreciated for the equal status and benefits extended for both the religious and linguistic minority institutions in the State. It was informed that there are more than 800 Primary Schools and 300 High Schools. It was also informed that at the primary stage of education, the minority language/mother-tongue of the children are the mediums of instructions, i.e., Marathi/Konkani/Kannada/Hindi/Urdu. However, it has been observed that there are very few schools to learn the minority languages at the High School/Senior Secondary School levels.

- b. It is also appreciated that the Director has agreed to the proposal and also readily agreed to relax the number of students required to learn their respective mother-tongues from 20 to 15 to provide the facility for learning the minority languages.
- c. The representatives of Malayalam speakers requested for facilities for learning Malayalam at Vasco, where a sizeable number of Malayalam speakers are living. They also sought recognition of the Malayalam Certificate Courses awarded by the Kerala Government. The Government is, therefore, required to fulfill the assurance.
- d. The representatives of the Kannada speakers stated that, at present, there are more than 100 students in Class-X (Kannada medium). However, there is no centre for appearing for the Class-X Board examinations in Goa. As explained by the Director, since the Kannada medium schools are following the Karnataka State Board syllabus; and there are very less number of children for Class-X, they appear for the examination in the designated centre in Karnataka across the border. However, it was agreed by him to explore the possibility of availing the facility at Goa in consultation with the Karnataka Government in future for the benefit of the linguistic minority children, especially the girls. The demand was also made for Kannada Inspectors/Examiners. The Government is, therefore, requested to fulfill the demands.
- e. The representatives of the Urdu speakers and Teachers associations brought to the notice that there are large number of vacant posts of teachers and they stated that the domiciliary restriction for recruitment to State services is also a reason for the vacant posts. The Director admitted that there is provision for training Urdu teachers; recruitment is done through Employment Exchange; and there is domiciliary restriction of a minimum of 15 years domicile in Goa. Since it is a policy issue, it is suggested that the Government may consider one time relaxation of domiciliary restriction in the case of recruitment to vacant teacher posts in the State. It is also suggested to explore the possibility of starting Study Centres for Urdu teachers in association with the Maulana Azad National Urdu University. Further, it is suggested to revive the lapsed posts of Urdu teachers to facilitate filling up of the posts.
- f. The representatives of Urdu speakers from Ponda demanded the continuance of the only Urdu Primary School in the Taluk and permission to start classes from Class-VI onwards, for the benefit of the linguistic minority children, especially the girls, who have to go to Madgaon for Class -IV. It is, therefore, urged to consider their demand under the Safeguards for minorities.
- g. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment to the State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated probation period.
- h. The State Government is required to ensure that the Language Preference Register to record language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages in the State. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; medium of instruction preferred by the parent; and the third language preferred by the parent at the time

of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.

- i. The State Government is required to provide wide publicity to the Safeguards and facilities available to the linguistic minorities in the State. It is also urged to establish Academies for the protection and promotion of minority languages and to revive a proposal pending for the creation of an Urdu Academy.
  - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - k. The Government is urged to nominate the Nodal Officer for Linguistic Minorities to ensure that comprehensive and consolidated replies are furnished to the Questionnaire in time, so as to enable the Commissioner to submit his Report to the Hon'ble President within the stipulated time.
- 27.21 The Government of Goa is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented in the State.



**LINGUISTIC PROFILE**

- 28.1 The Census-2001 registered the population of Gujarat as 5,06,71,017 persons and its broad linguistic profile is as follows:

| Languages     | Speakers    | Percentage |
|---------------|-------------|------------|
| Gujarati      | 4,27,68,386 | 84.40      |
| Bhili/Bhilodi | 24,05,663   | 4.75       |
| Hindi         | 23,88,814   | 4.71       |
| Sindhi        | 9,58,787    | 1.89       |
| Marathi       | 7,64,002    | 1.51       |
| Urdu          | 5,50,630    | 1.09       |

- 28.2 **Official Language of the State:** The Official Language of the State is Gujarati.
- 28.3 The State Government has not furnished any information on District/Tehsil/Taluka/Municipality where the linguistic minorities constitute 15 per cent or more of the local population.

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as under:

**28.4 Use of Minority Languages in the State**

- No information has been furnished with regard to translation and dissemination of important Government Rules, Orders, and Notifications, etc. in the minority languages.
- No information has been provided with regard to orders for the receipt of and reply to the representations for redressing the grievances in minority languages.

**28.5 Recruitment to State Services**

- It has been stated that the recruitment tests to the State Services are conducted as per the relevant Rules of the State.
- No specific information has been given as to the knowledge of Regional/Official Language as a pre-requisite for recruitment to the State Services.
- No specific information has been furnished as to the imposition of domiciliary restrictions for recruitment to the State Services.

**28.6 Recognition of Linguistic Minority Educational Institutions**

- It has been informed that the Commissioner of School Education Department is the competent authority to accord recognition to the linguistic minority educational institutions. However, the Rules and Regulations/Guidelines for the recognition of linguistic minority educational institution have not been mentioned.

- b. It has also been informed that from class XI to XII, 16 Urdu, 12 Marathi, 13 Sindhi, 2 Tamil and 71 Hindi linguistic minority educational institutions have been recognized as on 30 June 2014.

## 28.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been informed that the Director, Primary Education, and the Commissioner of School Education Department, are the competent authorities for the sanction of grants-in-aid to the linguistic minority educational institutions at the Primary and Secondary levels, respectively. However, no information has been furnished about the linguistic minority educational institutions, which have been sanctioned grants-in-aid during the period under review.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 28.8 Primary Stage (Class I to V)

- a. Details of the facility for using the minority languages as the mediums of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 135     | 43,113   | 1,061    |
| Marathi  | 107     | 46,705   | 1,230    |
| Sindhi   | 03      | 110      | 9        |
| Hindi    | 484     | 1,70,421 | 4,568    |
| English  | 1,991   | 7,56,918 | 27,571   |

- b. Details of the facility for learning the minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 380     | 1,37,642 | 3,372    |
| English  | 1,248   | 4,89,061 | 14,595   |

### 28.9 Upper Primary Stage (Class VI to VIII)

- a. Details of the facility for using the minority languages as the mediums of instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 85      | 54,843   | 1,205    |
| Marathi  | 101     | 47,692   | 945      |
| Sindhi   | 2       | 5,188    | 30       |

- b. Details of the facility for learning the minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students  | Teachers |
|----------|---------|-----------|----------|
| Hindi    | 27,830  | 31,95,792 | 38,853   |
| English  | 988     | 1,55,580  | 4,120    |

#### 28.10 Secondary Stage (IX to X)

No information has been furnished about the minority languages being used as the mediums of instruction or taught as a subject at the Secondary stage of education.

#### 28.11 Higher Secondary Stage (XI to XII)

- a. Details of the facility for using the minority languages as the mediums of instruction at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 16      | 6,132    | 202      |
| Marathi  | 12      | 7,931    | 173      |
| Sindhi   | 13      | 2,509    | 81       |
| Tamil    | 02      | 861      | 11       |
| Hindi    | 71      | 39,194   | 967      |

- b. No information has been furnished about the minority languages being taught as a subject at the Higher Secondary Stage of education.

#### 28.12 Three Language Formula

- a. The languages taught under the Three Language Formula are as follows:

First Language: Gujarati/Hindi/Marathi/English/Urdu  
Second Language: Gujarati/English  
Third Language: Hindi

- b. The details of the students covered under the Three Language Formula in classes VIII, X and XII are as follows:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Gujarati | 178        | 61,731  | 29,131    |
| English  | 79         | 718     | 643       |
| Hindi    | 61         | 69,379  | 239       |
| Urdu     | 59         | 171     | 29        |
| Sindhi   | 0          | 05      | 05        |

#### 28.13 Teachers for Minority Languages

- a. As regard the teachers for minority languages, the details of the sanctioned posts for using the minority languages as the mediums of instruction only have been given. No information as to the filled up and sanctioned posts for teaching minority languages as a subject has been given.
- b. The State Government has not provided any information with regard to the arrangement for training of teachers for using/teaching of minority language as a medium and as a subject.

#### 28.14 Textbooks in Minority Languages

- a. It has been stated that Textbooks are made available to linguistic minority students at the beginning of the Academic Session.

- b. It has also been informed that the Gujarat State Textbook Board, is the Agency responsible for the preparation and publication of Textbooks and other teaching materials in minority languages.
- c. It has been stated that minority language textbooks and other teaching materials are not available to the linguistic minority students at competitive/subsidized rates.

#### **28.15 Maintenance of Language Preference Registers in Schools**

No information has been provided with regard to the maintenance of Language Preference Registers in schools in Gujarat.

#### **28.16 Promotion and Development of Minority Languages**

- a. No specific information has been provided with regard to the schemes for the promotion and development of minority languages in the State.
- b. It has been informed that the Sindhi Academy and Urdu Academy have been set up for the promotion and development of these languages as follows:

| Language | Name of Academy | When Established | Budget for year 2013-14<br>(in lakhs) |
|----------|-----------------|------------------|---------------------------------------|
| Urdu     | Urdu Academy    | 1993             | -                                     |
| Sindhi   | Sindhi Academy  | 1993             | -                                     |

#### **28.17 Machinery for the Implementation of Safeguards**

It has been informed that there is no Machinery or Committee constituted to monitor and review the implementation of Safeguards for the linguistic minorities at the State/District level in the State.

#### **28.18 Publicity of Constitutional Rights and Safeguards**

There is said to be no mechanism for the publicity of the Safeguards for the linguistic minorities in the State. Further, no information has been provided with respect to the actions taken to spread awareness about the Safeguards available to the linguistic minorities in the State.

#### **28.19 FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to identify the District/Tehsil/Taluka/Municipality where the linguistic minorities constitute 15 per cent or more of the local population and ensure translation and publication of Rules, Regulations, and Notices, etc. in the minority languages for the benefit of linguistic minorities.
- b. Necessary arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
- c. The State Government needs to ensure that Language Preference Registers to record the language preferences of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages in the State.

- d. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- e. The State Government needs to provide the data on the recognition and sanction of grants-in-aid to the linguistic minority educational institutions in the State.
- f. It is highly deplorable that the data of schools/students/teachers regarding the educational facilities provided in the minority languages have been the same as provided for the 50<sup>th</sup> Report. The State Government is, therefore, urged to update the data regarding the educational facilities provided in the minority languages in the State.
- g. The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training for teaching of minority languages in the State.
- h. The State Government is required to inform the budgetary allocation for the academies and provide wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector should also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
- j. The Nodal Officer, Government of Gujarat, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.

28.20 The Government of Gujarat is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 29.1 The Census-2001 registered the population of Karnataka as 5,28,50,562 persons and its broad linguistic profile is as follows:

| Languages | Speakers    | Percentage |
|-----------|-------------|------------|
| Kannada   | 3,48,38,035 | 65.92      |
| Urdu      | 55,39,910   | 10.48      |
| Telugu    | 36,98,657   | 7.00       |
| Marathi   | 18,92,783   | 3.58       |
| Tamil     | 18,74,959   | 3.55       |

- 29.2 **Official Language of the State:** Kannada is the Official Language of the State.

- 29.3 a. The details of the districts where minority languages are said to be spoken by 60 per cent or more of the population are as under:

| Name of the District | Name of the Taluk | Language | Percentage |
|----------------------|-------------------|----------|------------|
| Kolar                | Gudibanda         | Telugu   | 67         |
|                      | Bagepalli         | Telugu   | 70.82      |
|                      | Srinivasa Pura    | Telugu   | 61.9       |
| Uttara Kannada       | Karkala           | Tulu     | 61.64      |

- b. The details of the minority languages said to be spoken by 15 per cent or more of the District/Tehsils/Talukas/Municipality population, as informed by the State are as follows:

## Urdu speakers

| Name of the Taluk | Percentage |
|-------------------|------------|
| Bijapur           | 20.44      |
| Sindagi           | 15.85      |
| Gulbarga          | 26.89      |
| Chittapur         | 20.08      |
| Jevargi           | 15.07      |
| Basavakalyana     | 16.91      |
| Bidar             | 27.75      |
| Homnabad          | 24.21      |
| Raichur           | 16.98      |
| Hubli Dharwad     | 24.62      |
| Mundgod           | 15.55      |
| Bhatkal           | 28.69      |
| Shiggaon          | 22.51      |
| Savanur           | 25.26      |
| Hangal            | 20.81      |
| Hospet            | 15.41      |
| Harihar           | 16.18      |
| Davangere         | 15.51      |
| Shimoga           | 17.04      |
| Tumkur            | 15.15      |
| Kolar             | 18.18      |
| Mulbagal          | 15.20      |

|             |       |
|-------------|-------|
| Ramanagaram | 16.45 |
| Mysore      | 15.09 |

### Telugu speakers

| Name of the Taluk | Percentage |
|-------------------|------------|
| Sedam             | 30.3       |
| Molakalmuru       | 24.20      |
| Holalkere         | 46.9       |
| Pavagada          | 37.55      |
| Kolar             | 39.4       |
| Gauribidnur       | 30.13      |
| Chik Ballapur     | 35.65      |
| Shidlagatta       | 36.9       |
| Chintamani        | 59.9       |
| Kolar             | 15.5       |
| Malur             | 30.4       |
| Bangarpet         | 33.06      |
| Mulbagal          | 39.5       |
| Bangaluru         | 15.46      |
| Bangaluru South   | 20.96      |
| Anekal            | 27.26      |
| Dodballapur       | 15.92      |
| Devanhalli        | 23.9       |
| Hoskote           | 21.95      |

### Mathai speakers

| Name of the Taluk | Percentage |
|-------------------|------------|
| Khanapur          | 51.96      |
| Basvakalyana      | 23.74      |
| Bhalki            | 33.91      |
| Aurad             | 36.36      |
| Haliyal           | 55.99      |
| Yellapur          | 16.26      |

### Tamil speakers

| Name of the Taluk | Percentage |
|-------------------|------------|
| Bangarpet         | 28.2       |
| Bangalore         | 18.4       |
| Bangalore South   | 16.5       |

### Tulu speakers

| Name of the Taluk | Percentage |
|-------------------|------------|
| Udupi             | 42.20      |
| Mudigere          | 16.82      |
| Mangalore         | 45.25      |
| Bantval           | 53.08      |
| Beltangadi        | 62.34      |
| Puttur            | 55.49      |
| Sulya             | 41.27      |

### **Konkani speakers**

| <b>Name of the Taluk</b> | <b>Percentage</b> |
|--------------------------|-------------------|
| Karwar                   | 54.59             |
| Supa                     | 32.35             |
| Yellapur                 | 19.53             |
| Ankola                   | 19.67             |
| Kumta                    | 18.41             |
| Honavar                  | 32.08             |
| Mangalore                | 15.84             |

### **Coorgi speakers**

| <b>Name of the Taluk</b> | <b>Percentage</b> |
|--------------------------|-------------------|
| Madikeri                 | 23.19             |
| Virajpet                 | 25.18             |

## **STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Scheme of the Safeguards for the linguistic minorities for the period under review is as follows:

### **29.4 Use of Minority Languages in the State**

- a. It has been stated that there are no arrangements for translation and publication of important Government Rules, Orders, Notifications, etc. in minority languages.
- b. It has also been stated that Orders have been issued for the receipt of and reply to the representations for redressal of grievances in minority languages.

### **29.5 Recruitment to State Services**

- a. It has been stated that those, who do not possess proficiency in the Official Language at the time of recruitment to the state services, should acquire proficiency in the Official Language, within two years, after recruitment.
- b. It has also been stated that the minority languages are permitted to be used for answering question papers in the recruitment tests only for the minority language paper. The other general papers are required to be answered in Kannada or English.
- c. It has been informed that domiciliary restrictions apply at the time of recruitment to the State Services.

### **29.6 Recognition of Linguistic Minority Educational Institutions**

- a. With regard to the recognition of linguistic minority educational institution, it has been stated that the State Government has constituted a committee as per the Government Order ED.27.mahithi, 2012 Bangalore dated 18-06-2014. As regards the Authority designated for the recognition of the Linguistic Minority Educational



Institutions, the details furnished by the State Government are as given under:

| <b>Authority</b> |  | <b>Division</b>      |
|------------------|--|----------------------|
| 1                | Commissioner of Public Instructions O/o the Commissioner, Department of Public Instructions K.R. Circle, Bangaluru                             | Bangaluru and Mysore |
| 2                | Additional Commissioner of Public Instructions O/o the Additional Commissioner, Department of Public Instructions Belgaum Division, Dharwad.   | Belgaum Division     |
| 3                | Additional Commissioner of Public Instructions O/o the Additional Commissioner, Department of Public Instructions Gulbarga Division, Gulbarga. | Gulbarga Division    |

- b. It has been stated that in Bangaluru and Mysore divisions, four Tulu and two Telugu institutions have been declared as linguistic minorities' institutions.
- c. As regards receipt of any representation/complaint/petition from linguistic minorities, it has been stated that a Writ Petition No. 31831-34/2014, seeking minority status for Malayalam speakers, has been pending in the High Court of Karnataka.

#### 29.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that grants-in-aid are sanctioned as per the Karnataka Education Act, 1983 and the Director, Primary Education and the Director, Secondary Education are the competent authorities for the sanction of grants-in-aid to the Primary and Secondary linguistic minority educational institutions, respectively.
- b. It has been informed that no grants-in-aid have been sanctioned for the period under review.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 29.8 Primary Stage (Class I to V)

- a. Details of the facilities for using the minority languages as the mediums of instruction at the Primary stage of education are as follows:

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Urdu            | 2,270          | 3,02,529        | 6,575           |
| Marathi         | 340            | 69,785          | 1,084           |
| Tamil           | 34             | 6,666           | 125             |
| Telugu          | 17             | 3,255           | 51              |

- b. Details of the facilities for learning the minority languages as a subject at the Primary stage of education are as follows:-

| <b>Language</b> | <b>Schools</b> | <b>Students</b> | <b>Teachers</b> |
|-----------------|----------------|-----------------|-----------------|
| Urdu            | 27             | 1,645           | 41              |

#### 29.9 Upper Primary Stage (Class VI to VIII)

- a. Details of the facilities for using the minority languages as the medium of

instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 2,437   | 1,37,697 | 16,626   |
| Marathi  | 695     | 46,535   | 5,573    |
| Tamil    | 104     | 2,701    | 690      |
| Telugu   | 48      | 1,131    | 539      |

- b. Details of the facilities for learning the minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 64      | 4,300    | 167      |
| Tamil    | 11      | 377      | 11       |
| Telugu   | 1       | 54       | 2        |

#### 29.10 Secondary Stage (Class IX to X)

- a. Details of the facilities for using the minority languages as the medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 527     | 48,880   | 4,858    |
| Marathi  | 277     | 29,801   | 2,970    |
| Telugu   | 14      | 290      | 186      |
| Tamil    | 7       | 306      | 59       |

- b. Details of the facilities for learning the minority languages as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 166     | 13,883   | 209      |
| Tamil    | 05      | 80       | 2        |

#### 29.11 Higher Secondary Stage (Class XI to XII)

- a. The State Government has not furnished any information about the minority language being used as the medium of instruction at the Higher Secondary stage of education.
- b. Details of the facilities for learning the minority languages as a subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Urdu     | 91      | 5,965    | 208      |
| Telugu   | 1       | 54       | 2        |
| Tamil    | 11      | 377      | 11       |

#### 29.12 Three Language Formula

- a. The languages taught under the Three Language Formula are as follows:

First Language: Kannada/Urdu/Marathi/Telugu/Tamil/English

Second Language: English/Kannada

Third Language: Hindi/English

- b. The details of students in classes VIII, X and XII covered under the Three Language Formula are as under:

| First Language | Class VIII | Class X | Class XII |
|----------------|------------|---------|-----------|
| Urdu           | 38,878     | 26,112  | -         |
| Marathi        | 15,779     | 14,225  | -         |
| Telugu         | 193        | 149     | -         |
| Tamil          | 181        | 183     | -         |

#### 29.13 Teachers for Minority Languages

- a. Details of the posts sanctioned for minority language teachers to use/teach minority languages as the medium of instruction and as a subject are as under:

##### Primary School (1 to 8)

| Language | Medium     |        | Subject    |         |
|----------|------------|--------|------------|---------|
|          | Sanctioned | Filled | Sanctioned | Filled  |
| Urdu     | 23,201     | 20,708 | General    | General |
| Marathi  | 6,657      | 5,926  |            |         |
| Telugu   | 590        | 487    |            |         |
| Tamil    | 815        | 618    |            |         |

##### Secondary School (9 to 10)

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Urdu     | 4,858      | 4,343  | -          | -      |
| Marathi  | 2,970      | 2,601  | -          | -      |
| Telugu   | 186        | 150    | -          | -      |
| Tamil    | 59         | 52     | -          | -      |

- b. It has been informed that training is provided to teachers for using minority languages as the medium of instruction and as a subject, as follows:

| No. of Training Institutes | Minority Language |              |
|----------------------------|-------------------|--------------|
|                            | As a medium       | As a subject |
| 38                         | Urdu              | Urdu         |
| 61                         | Marathi           | Marathi      |
| 01                         | Telugu            | Telugu       |
| 17                         | Tamil             | Tamil        |

- c. It has been informed that there is no inter-state arrangement/ collaboration for training of minority language teachers/opening of teachers training institutes/centers.

#### 29.14 Textbooks in Minority Languages

- a. It has been informed that Textbooks in minority languages and other teaching materials are made available to the linguistic minority students at the beginning of

the academic session. It has also been informed that free Textbooks are given to Government/ Aided Primary and High School students and for other students, Textbooks are available at subsidized rates.

- b. It has also been stated that the Karnataka State Textbook Society under the Department of Public Instruction, Government of Karnataka is the agency for procuring Textbooks and other teaching materials in minority languages for linguistic minority students.

#### **29.15 Maintenance of Language Preference Registers in Schools**

It has been informed that most of the schools are maintaining the Language Preference Registers to record the language preferences of linguistic minority students.

#### **29.16 Promotion and Development of Minority Languages**

No information has been given with regard to the promotion and development of minority languages in the State.

#### **29.17 Machinery for the Implementation of Safeguards**

It has been informed that there is no Machinery/Committee at the State/District level for monitoring and reviewing the implementation of the Scheme of Safeguards for the linguistic minorities of the State. However, the Deputy Director Public Instruction (DDPI-Administration) and Deputy Director Public Instruction (DDPI-Development) are said to be the designated implementing officers only for the education department at the district level.

#### **29.18 Publicity of Constitutional Rights and Safeguards**

No relevant information has been provided by the Government.

#### **29.19 FINDINGS/RECOMMENDATIONS**

The Commissioner along with the Assistant Commissioner (Western Zone I/c) visited Bangaluru, Mysore, Belgaum, Hubli and Dharwad and held discussions with the State Officials and representatives of various linguistic minority associations from 23-28 September 2014. On the 23 September 2014, they met the Chief Secretary, the Secretary, Minority Welfare Department, Commissioner for Public Instructions along with other officials and held a detailed discussion on the status of implementation of the Safeguards for linguistic minorities in the State. The Commissioner also met the Hon'ble Minister for Minorities Welfare and Haj Department and the then Minister for Infrastructure Development and Information and briefed them about the functions of the CLM.

Although the facilities for learning the minority languages have been fairly provided by the Government, the use of minority languages in the Administration is required to be taken care of. It has been brought to notice that the GO No. PAR 14 LML, dated 31-03-2004, regarding the publication of important Government Orders, Notifications, Circulars, Rules, etc. in the Minority languages has been withdrawn, which has resulted in a systematic negligence in the use of minority languages in the Administration. It was also brought to notice that in the border Districts like Belgaum, Bidar, Bijapur, Gulbarga, the use of minority languages in the Notice Boards, Signboards at Public dealing Offices and

destination boards of buses plying in the local areas have not been written in the minority languages along with Kannada.

During the interactions with the Officials inter alia the Commissioner suggested to explore the possibility of using suitable Software for translation in minority languages; and ensure the use of minority languages in the Notice Boards of Public dealing Offices and in the destination boards of buses plying at the local level, where the linguistic minorities constitute more than 15 per cent of the local population so as to meet their aspirations

The findings and recommendations are as follows:

- a. No information with regard to the Marathi speakers in the Belgaum Municipality has been provided in the reply to the Questionnaire for the 51<sup>st</sup> Report. Whereas, during the meeting with the District Officials at Belgaum on 25-09-2014, it was informed that the Marathi speakers constitute more than 15 per cent of the population in the Belgaum Municipality. The Municipal Commissioner informed that the signboards/name boards are displayed in Marathi in addition to Kannada in her Office.
- b. Further, it is urged upon the Belgaum District/Municipal Administration to ensure the use of Marathi in addition to Kannada in the notice boards/sign boards of Public dealing Offices and destination boards of buses plying at local level, where the linguistic minorities constitute more than 15 per cent of the local population so as to meet their aspirations. It is also urged to provide Notices/Minutes of the proceedings of the Municipal Council; Agriculture Produce Marketing Committees (APMC); Ration Cards; Voters' List; Electricity Bills, correspondences with the linguistic minority institutions, etc. in Marathi in addition to Kannada.
- c. It has been informed that there is domiciliary restriction in recruitment to State Service. The State Government is, therefore, advised not to impose domiciliary restrictions for recruitment to the State Government so as to ensure equal opportunities for the linguistic minorities in matters of employment in the State.
- d. No information has been provided in the reply with regard to the initiatives of the Government for the promotion and development of minority languages and the details of the academies set up for the minority languages. However, as per the information provided for the 50<sup>th</sup> Report, the Urdu Academy was established in 2006. Therefore, the Government is urged to provide the actual details in this regard.
- e. The State Government needs to ensure level playing field in the matter of recognition and granting Minority Status Certificate to the educational institutions run by the linguistic minorities in the State. The Commissioner for Public Instruction has informed that the State Government has been considering the issue and it is, therefore, urged to take necessary action in this regard within the Constitutional provisions under Article 29 and 30.
- f. No information with regard to the Nodal Officer for Linguistic Minorities in the State has been provided in reply to the Questionnaire for the 51<sup>st</sup> Report. However, the replies compiled by the Director, Urdu and other Minority Languages have been incomplete with respect to details other than the

educational facilities, such as promotional activities, details of representations received, etc. Therefore, the Chief Secretary is urged to nominate the Nodal Officer for Linguistic Minorities in the State and ensure a comprehensive reply to the Questionnaire so as to enable the Commissioner to assess the implementation of the Safeguards for linguistic minorities in the State.

- g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committees under the Chairmanship of the District Collectors should be constituted to ensure the effective implementation of the Safeguards for the linguistic minorities.
- 29.20 The State Government of Karnataka is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented in the State.

## LINGUISTIC PROFILE

- 30.1 The Census-2001 registered the population of Maharashtra as 9,68,78,627 persons and its broad linguistic profile is as follows:

| Language | Speakers    | Percentage |
|----------|-------------|------------|
| Marathi  | 6,66,43,942 | 68.79      |
| Hindi    | 1,06,81,641 | 11.03      |
| Urdu     | 68,95,501   | 7.12       |
| Gujarati | 23,15,409   | 2.39       |

- 30.2 The State Government has informed that there is no district where a minority language is spoken by 60 percent or more of the district's population. However, the tehsil/town-wise percentage of the minority languages spoken by 15 percent or more of the district population is as given below:

| District  | Tehsil/M.Corp./M.CI./CT/CB | Language      | Percentage |
|-----------|----------------------------|---------------|------------|
| Nandurbar | Tehsil-Akkalkuwa           | Bhili/Bhilodi | 80.43      |
|           | Tehsil-Akrani              | Bhili/Bhilodi | 89.06      |
|           |                            | Pawari        | 30.15      |
|           | Tehsil-Nandurbar           | Bhili/Bhilodi | 32.37      |
|           |                            | Khandeshi     | 24.78      |
|           |                            | Ahirani       | 24.76      |
|           | Tehsil-Nawapur             | Bhili/Bhilodi | 71.66      |
|           |                            | Mawchi        | 31.11      |
|           | Tehsil-Shahade             | Bhili/Bhilodi | 45.23      |
|           |                            | Khandeshi     | 21.96      |
|           |                            | Ahirani       | 21.91      |
|           | Tehsil-Talode              | Bhili/Bhilodi | 68.18      |
|           | Tehsil-Nandurbar (M CI)    | Urdu          | 15.02      |
|           |                            | Khandeshi     | 20.18      |
|           |                            | Ahirani       | 20.16      |
|           | Nawapur (M CI)             | Gujarati      | 18.68      |
|           | Shahade (M CI)             | Urdu          | 27.16      |
|           | Talode (M CI)              | Hindi         | 15.59      |
|           |                            | Bhili/Bhilodi | 22.34      |
|           |                            | Khandeshi     | 24.41      |
|           |                            | Ahirani       | 24.41      |
| Dhule     | Tehsil-Dhule               | Gujrati       | 36.39      |
|           |                            | Gujrao/Gujrau | 35.09      |
|           | Tehsil-Sakri               | Bhili/Bhilodi | 15.97      |
|           |                            | Khandeshi     | 22.37      |
|           |                            | Ahirani       | 22.37      |
|           |                            | Khandeshi     | 36.77      |
|           |                            | Ahirani       | 36.76      |
|           |                            | Konkani       | 23.32      |
|           |                            | Bhili/Bhilodi | 22.23      |
|           |                            | Khandeshi     | 35.94      |
|           |                            | Ahirani       | 35.94      |

|         |                          |               |       |
|---------|--------------------------|---------------|-------|
|         | Tehsil-Shirpur           | Hindi         | 15.21 |
|         |                          | Bhili/Bhilodi | 23.09 |
|         |                          | Khandeshi     | 35.32 |
|         |                          | Ahirani       | 35.17 |
|         | Tehsil-Sindkhede         | Khandeshi     | 63.31 |
|         |                          | Ahirani       | 63.31 |
|         | Dhule (M CI)             | Urdu          | 23.91 |
|         | Dondaicha-Warwade (M CI) | Khandeshi     | 38.20 |
|         |                          | Ahirani       | 38.20 |
|         | Shirpur-Warwade (M CI)   | Khandeshi     | 28.12 |
|         |                          | Ahirani       | 28.12 |
| Jalgaon | Tehsil-Amalner           | Khandeshi     | 46.91 |
|         | Tehsil-Amalner           | Ahirani       | 46.86 |
|         | Tehsil-Bhadgaon          | Khandeshi     | 45.29 |
|         |                          | Ahirani       | 45.27 |
|         | Tehsil-Chalisgaon        | Khandeshi     | 16.84 |
|         |                          | Ahirani       | 16.84 |
|         | Tehsil-Chopda            | Khandeshi     | 37.62 |
|         |                          | Ahirani       | 36.58 |
|         | Tehsil-Dharangaon        | Khandeshi     | 34.43 |
|         |                          | Ahirani       | 33.62 |
|         | Tehsil-Erandol           | Khandeshi     | 23.52 |
|         |                          | Ahirani       | 23.49 |
|         | Tehsil-Pachora           | Khandeshi     | 17.28 |
|         |                          | Ahirani       | 17.18 |
|         | Tehsil-Parola            | Khandeshi     | 52.37 |
|         |                          | Ahirani       | 52.37 |
|         | Amalner (M CI)           | Khandeshi     | 17.12 |
|         |                          | Ahirani       | 17.12 |
|         | Bhusawal (M CI)          | Hindi         | 16.47 |
|         |                          | Urdu          | 15.51 |
|         | Chopda (M CI)            | Urdu          | 23.82 |
|         | Dharangaon (M CI)        | Urdu          | 21.44 |
|         | Erandol (MC)             | Urdu          | 18.05 |
|         |                          | Khandeshi     | 21.85 |
|         |                          | Ahirani       | 21.70 |
|         | Faizpur (M CI)           | Urdu          | 30.96 |
|         | Parola (M CI)            | Khandeshi     | 28.12 |
|         |                          | Ahirani       | 28.11 |
|         | Raver (M CI)             | Urdu          | 34.40 |
|         | Savda (M CI)             | Urdu          | 25.51 |
|         | Yawal (M CI)             | Urdu          | 35.77 |
|         | Kandari (CT)             | Hindi         | 18.41 |
| Buldana | Tehsil-Malkapur          | Urdu          | 16.61 |
|         | Buldana (M CI)           | Urdu          | 19.29 |
|         | Chikhli                  | Urdu          | 19.18 |
|         | Deulgaon Raja (M CI)     | Urdu          | 18.44 |
|         | Jalgaon (Jamod) (M CI)   | Urdu          | 27.95 |
|         | Khamgaon (M CI)          | Hindi         | 18.54 |
|         |                          | Urdu          | 19.80 |
|         | Lonar (M CI)             | Hindi         | 18.83 |
|         |                          | Urdu          | 24.09 |



|          |                            |         |       |
|----------|----------------------------|---------|-------|
|          | Malkapur (M CI)            | Urdu    | 41.00 |
|          | Mehkar (M CI)              | Urdu    | 24.84 |
|          | Nandura (M CI)             | Urdu    | 26.64 |
|          | Shegaon (M CI)             | Urdu    | 20.39 |
| Akola    | Tehsil-Akola               | Hindi   | 28.55 |
|          |                            | Urdu    | 42.81 |
|          | Tehsil-Akot                | Urdu    | 16.04 |
|          | Tehsil-Balapur             | Urdu    | 23.92 |
|          | Tehsil-Barshitakli         | Hindi   | 15.79 |
|          | Akola (M CI)               | Hindi   | 15.13 |
|          |                            | Urdu    | 25.25 |
|          | Akot (M CI)                | Urdu    | 33.65 |
|          | Balapur (M CI)             | Urdu    | 69.20 |
|          | Murtijapur (M CI)          | Hindi   | 16.01 |
|          |                            | Urdu    | 22.26 |
|          | Patur (M CI)               | Urdu    | 53.00 |
|          | Telhara (M CI)             | Hindi   | 17.47 |
| Washim   | Tehsil-Karanja             | Hindi   | 32.15 |
|          |                            | Urdu    | 36.22 |
|          | Tehsil-Mangrulpir          | Hindi   | 15.09 |
|          | Tehsil-Manora              | Hindi   | 39.09 |
|          |                            | Banjari | 34.56 |
|          | Karanja (M CI)             | Urdu    | 37.34 |
|          | Mangrulpir (M CI)          | Hindi   | 17.47 |
|          |                            | Urdu    | 37.08 |
|          | Risod (M CI)               | Hindi   | 15.35 |
|          |                            | Urdu    | 17.10 |
|          | Washim (M CI)              | Hindi   | 19.01 |
|          |                            | Urdu    | 15.09 |
| Amravati | Tehsil-Achalpur            | Urdu    | 17.61 |
|          | Tehsil-Amravati            | Urdu    | 17.16 |
|          | Tehsil-Chikhaldara         | Korku   | 66.96 |
|          | Tehsil-Dharni              | Korku   | 64.79 |
|          | Amravati (M Corp.)         | Urdu    | 18.75 |
|          | Achalpur (M CI)            | Hindi   | 18.58 |
|          |                            | Urdu    | 32.00 |
|          | Anjangaon (M CI)           | Urdu    | 32.56 |
|          | Chandurbazar (M CI)        | Hindi   | 16.15 |
|          |                            | Urdu    | 28.85 |
|          | Chikhaldara (M CI)         | Korku   | 20.82 |
|          | Daryapur Banosa (M CI)     | Urdu    | 22.96 |
|          | Dattapur Dhamangaon (M CI) | Hindi   | 24.00 |
|          | Morshi (M CI)              | Urdu    | 16.69 |
|          | Shendurjana (M CI)         | Urdu    | 17.44 |
| Wardha   | Pulgaon (MCI)              | Hindi   | 21.98 |
|          |                            | Hindi   | 19.49 |
|          | Wardha (MCI)               | Hindi   | 16.93 |
| Nagpur   | Tehsil-Hingna              | Hindi   | 19.67 |
|          | Tehsil-Kamptee             | Hindi   | 18.40 |
|          | Tehsil-Nagpur (Rural)      | Hindi   | 15.71 |
|          | Tehsil-Nagpur (Urban)      | Hindi   | 23.73 |
|          | Tehsil-Paraseoni           | Hindi   | 20.88 |

|            |                        |               |       |
|------------|------------------------|---------------|-------|
|            | Tehsil-Ramtek          | Hindi         | 21.23 |
|            |                        | Gondi         | 17.63 |
|            | Tehsil-Savner          | Hindi         | 22.31 |
|            |                        | Hindi         | 19.58 |
|            | Nagpur (M Corp.)       | Hindi         | 23.73 |
|            | Kamptee (MCI)          | Hindi         | 21.25 |
|            |                        | Urdu          | 34.47 |
|            | Katol (MCI)            | Hindi         | 15.16 |
|            | Khapa (MCI)            | Hindi         | 21.90 |
|            | Mowad (MCI)            | Hindi         | 15.30 |
|            | Ramtek (MCI)           | Hindi         | 18.41 |
|            | Savner (MCI)           | Hindi         | 29.69 |
|            | Chicholi (CT)          | Hindi         | 17.48 |
|            | Digdoh (CT)            | Hindi         | 32.73 |
|            | Kamptee (CB)           | Hindi         | 56.33 |
|            |                        | Hindi         | 46.64 |
|            | Kandri (CT)            | Hindi         | 27.82 |
|            |                        | Hindi         | 36.46 |
|            | Kanhan (Pipri) (CT)    | Hindi         | 17.43 |
|            | Mahadula (CT)          | Hindi         | 15.93 |
|            | Mansar (CT)            | Hindi         | 28.95 |
|            | Nildoh (CT)            | Hindi         | 32.64 |
|            | Sillewada (CT)         | Hindi         | 54.33 |
|            | Sonegaon (Nipani) (CT) | Hindi         | 29.30 |
|            |                        | Hindi         | 17.52 |
|            | Tekadi (CT)            | Hindi         | 66.93 |
|            | Totaladoh (CT)         | Hindi         | 47.77 |
|            | Wadi (CT)              | Hindi         | 18.86 |
|            | Walani (CT)            | Hindi         | 53.97 |
|            | Wanadongri (CT)        | Hindi         | 35.16 |
|            | Yerkheda (CT)          | Hindi         | 20.55 |
| Bhandara   | Tehsil-Tumsar          | Hindi         | 16.66 |
|            | Bhandara (MCI)         | Hindi         | 16.73 |
|            | Dewhadi (CT)           | Hindi         | 44.09 |
|            |                        | Lodhi         | 26.10 |
| Gondiya    | Tehsil-Amgaon          | Hindi         | 23.20 |
|            | Tehsil-Deori           | Hindi         | 23.77 |
|            |                        | Chhattisgarhi | 17.32 |
|            |                        | Gondi         | 16.81 |
|            | Tehsil-Gondiya         | Hindi         | 37.06 |
|            | Tehsil-Goregaon        | Hindi         | 29.39 |
|            |                        | Pawari/Powari | 25.43 |
|            | Tehsil-Salekasa        | Hindi         | 42.23 |
|            |                        | Lodhi         | 20.38 |
|            | Tehsil-Tirora          | Hindi         | 28.09 |
|            |                        | Pawari/Powari | 20.11 |
| Gadehiroli | Gondiya (MCI)          | Hindi         | 36.20 |
|            | Tirora (MCI)           | Hindi         | 30.25 |
|            | Tehsil-Aheri           | Telugu        | 24.69 |
|            |                        | Gondi         | 38.17 |
|            |                        | Gondi         | 67.67 |
|            | Tehsil-Bhamragad       | Maria         | 51.30 |

|            |                          |               |       |
|------------|--------------------------|---------------|-------|
|            | Tehsil-Dhanora           | Gondi         | 52.35 |
|            | Tehsil-Etapaili          | Gondi         | 69.61 |
|            |                          | Maria         | 61.47 |
|            | Tehsil-Korchi            | Hindi         | 25.57 |
|            |                          | Chhattisgarhi | 25.00 |
|            |                          | Gondi         | 50.57 |
|            | Tehsil-Kurkheda          | Gondi         | 22.57 |
|            | Tehsil-Mulchera          | Bengali       | 45.90 |
|            |                          | Gondi         | 27.99 |
| Chandrapur | Tehsil-Sironcha          | Telugu        | 78.76 |
|            | Tehsil-Ballarpur         | Hindi         | 16.63 |
|            | Tehsil-Chandrapur        | Hindi         | 17.43 |
|            | Ballarpur (MCI)          | Hindi         | 29.35 |
|            | Chandrapur (MCI)         | Hindi         | 19.39 |
|            | Chandur (CT)             | Hindi         | 15.23 |
|            | Durgapur (CT)            | Hindi         | 16.50 |
|            | Ghugus (CT)              | Hindi         | 19.55 |
|            |                          | Telugu        | 19.90 |
|            | Nakoda (CT)              | Hindi         | 20.89 |
|            |                          | Telugu        | 25.19 |
|            | Sasti (CT)               | Telugu        | 35.45 |
|            | Shivaji Nagar (CT)       | Hindi         | 50.81 |
| Yavatmal   | Tehsil-Ami               | Hindi         | 37.46 |
|            |                          | Banjari       | 28.81 |
|            | Tehsil-Darwaha           | Hindi         | 29.41 |
|            |                          | Banjari       | 24.16 |
|            | Tehsil-Digras            | Hindi         | 37.72 |
|            |                          | Banjari       | 31.12 |
|            | Tehsil-Ghatanji          | Gondi         | 16.77 |
|            | Tehsil-Mahagaon          | Hindi         | 32.58 |
|            |                          | Banjari       | 28.17 |
|            | Tehsil-Ner               | Hindi         | 21.15 |
|            |                          | Banjari       | 16.41 |
|            | Tehsil-Pusad             | Hindi         | 31.64 |
|            |                          | Banjari       | 26.19 |
|            | Tehsil-Umarkhed          | Hindi         | 18.66 |
|            | Tehsil-Yavatmal          | Hindi         | 17.62 |
|            | Tehsil-Zari-Jamani       | Telugu        | 16.00 |
|            | Darwaha (M CI)           | Urdu          | 35.73 |
|            | Digras (M CI)            | Hindi         | 15.40 |
|            |                          | Urdu          | 29.59 |
|            | Pandharkaoda (M CI)      | Hindi         | 15.52 |
|            | Pusad (M CI)             | Urdu          | 25.40 |
|            | Umarkhed (M CI)          | Urdu          | 31.59 |
|            | Yavatmal (M CI)          | Hindi         | 19.78 |
|            | Rajur (CT)               | Hindi         | 35.73 |
| Nanded     | Tehsil-kinwat            | Hindi         | 25.44 |
|            |                          | Banjari       | 19.28 |
|            | Tehsil-Mahoor            | Hindi         | 39.50 |
|            |                          | Banjari       | 34.13 |
|            | Tehsil-Nanded            | Urdu          | 23.04 |
|            | Nanded-Waghala (M.Corp.) | Urdu          | 29.13 |

|            |                      |           |       |
|------------|----------------------|-----------|-------|
|            | Biloli (M CI)        | Urdu      | 30.53 |
|            | Deglur (M CI)        | Urdu      | 25.76 |
|            | Dharmabad (M CI)     | Telugu    | 21.40 |
|            |                      | Urdu      | 17.49 |
|            | Hadgaon (M CI)       | Urdu      | 17.57 |
|            | Kandhar (M CI)       | Urdu      | 32.21 |
|            | Kinwat (M CI)        | Telugu    | 20.54 |
|            |                      | Urdu      | 27.41 |
|            | Kundalwadi (M CI)    | Telugu    | 25.31 |
|            | Mudkhed (M CI)       | Hindi     | 17.12 |
|            |                      | Urdu      | 24.24 |
|            | Peth Umri (M CI)     | Hindi     | 19.09 |
|            | Wajegaon (CT)        | Urdu      | 55.65 |
| Hingoli    | Basmath (M CI)       | Urdu      | 26.55 |
|            | Hingoli (M CI)       | Hindi     | 23.30 |
|            |                      | Urdu      | 21.40 |
|            | Kalamnuri (M CI)     | Urdu      | 41.43 |
|            | Badhulgaon (CT)      | Hindi     | 15.32 |
|            | Tehsil-Parbhani      | Urdu      | 21.19 |
|            | Tehsil-Pathri        | Urdu      | 16.72 |
|            | Gangakhed (M CI)     | Urdu      | 18.39 |
|            | Jintur (M CI)        | Urdu      | 40.49 |
|            | Manwath (M CI)       | Urdu      | 19.36 |
|            | Parbhani (M CI)      | Urdu      | 32.98 |
|            | Pathri (M CI)        | Urdu      | 47.66 |
|            | Purna (M CI)         | Urdu      | 20.59 |
|            | Sailu (M CI)         | Urdu      | 26.78 |
|            | Sonpeth (M CI)       | Urdu      | 24.54 |
| Jalna      | Tehsil-Jalna         | Hindi     | 16.37 |
|            | Ambad (MCI)          | Urdu      | 20.23 |
|            | Bhokardan            | Urdu      | 40.57 |
|            | Jalna (MCI)          | Hindi     | 20.08 |
|            |                      | Urdu      | 17.04 |
|            | Partur (MCI)         | Urdu      | 30.59 |
| Aurangabad | Tehsil-Aurangabad    | Urdu      | 20.51 |
|            | Tehsil-Kannad        | Hindi     | 17.62 |
|            | Tehsil-Khuldabad     | Urdu      | 17.94 |
|            | Tehsil-Sillod        | Urdu      | 19.39 |
|            | Tehsil-Soegaon       | Hindi     | 27.72 |
|            |                      | 1 Banjari | 16.37 |
|            | Aurangabad (M Corp.) | Urdu      | 23.87 |
|            | Gangapur (M CI)      | Urdu      | 26.51 |
|            | Kannad (M CI)        | Urdu      | 34.78 |
|            | Khuldabad (M CI)     | Urdu      | 53.43 |
|            | Paithan (M CI)       | Urdu      | 19.98 |
|            | Sillod (MCI)         | Urdu      | 36.69 |
|            | Vaijapur (MCI)       | Hindi     | 15.28 |
|            |                      | Urdu      | 19.05 |
|            | Aurangabad (CB)      | Hindi     | 31.68 |
|            |                      | Urdu      | 19.34 |
|            | Pandharpur (CT)      | Hindi     | 20.43 |
| Nashik     | Tehsil-Baglan        | Khandeshi | 49.18 |

|       |                           |               |       |
|-------|---------------------------|---------------|-------|
|       |                           | Ahirani       | 49.16 |
|       | Tehsil-Deola              | Khandeshi     | 39.86 |
|       |                           | Ahirani       | 39.45 |
|       | Tehsil-Kalwan             | Konkani       | 35.78 |
|       | Tehsil-Malegaon           | Urdu          | 41.61 |
|       |                           | Khandeshi     | 18.42 |
|       |                           | Ahirani       | 18.35 |
|       | Igatpuri (M CI)           | Hindi         | 19.01 |
|       | Malegaon (M CI)           | Urdu          | 75.05 |
|       | Manmad (M CI)             | Hindi         | 15.09 |
|       | Satana (M CI)             | Khandeshi     | 24.08 |
|       | Satana (M CI)             | Ahirani       | 24.08 |
|       | Yevla (M CI)              | Urdu          | 27.03 |
|       | Deolali (CB)              | Hindi         | 23.59 |
|       | Dyane (CT)                | Urdu          | 55.43 |
|       | Choti Budruk (CT)         | Hindi         | 15.16 |
|       | Lasalgaon (CT)            | Hindi         | 16.65 |
| Thane | Tehsil-Bhiwandi           | Hindi         | 17.23 |
|       |                           | Urdu          | 33.93 |
|       | Tehsil-Dahanu             | Bhili/Bhilodi | 42.19 |
|       |                           | Varli         | 40.78 |
|       | Tehsil-Kalyan             | Hindi         | 15.31 |
|       | Tehsil-Talasari           | Bhili/Bhilodi | 72.55 |
|       |                           | Varli         | 68.51 |
|       | Tehsil-Thane              | Hindi         | 23.43 |
|       | Tehsil-Ulhasnagar         | Hindi         | 19.63 |
|       |                           | Hindi         | 15.74 |
|       |                           | Sindhi        | 34.47 |
|       | Tehsil-Vasai              | Hindi         | 18.15 |
|       | Kalyan-Dombivli (M Corp.) | Hindi         | 15.89 |
|       | Navi Mumbai (M Corp.)     | Hindi         | 23.12 |
|       | Thane (M Corp.)           | Hindi         | 19.28 |
|       | Ulhasnagar (M. Corp.)     | Hindi         | 19.63 |
|       |                           | Hindi         | 15.74 |
|       |                           | Sindhi        | 34.47 |
|       | Ambarnath (M CI)          | Hindi         | 16.91 |
|       | Bhiwandi (M CI)           | Hindi         | 20.92 |
|       |                           | Urdu          | 48.89 |
|       | Dahanu (M CI)             | Gujarati      | 34.43 |
|       |                           | Hindi         | 19.80 |
|       | Mira-Bhayandar (M CI)     | Gujarati      | 18.13 |
|       |                           | Hindi         | 33.90 |
|       | Nalasopara (M CI)         | Gujarati      | 17.82 |
|       |                           | Hindi         | 22.92 |
|       | Navghar-Manikpur (M CI)   | Gujarati      | 23.78 |
|       |                           | Hindi         | 18.24 |
|       | Palghar (M CI)            | Hindi         | 26.11 |
|       |                           | Hindi         | 20.60 |
|       | Virar (M CI)              | Gujarati      | 16.16 |
|       |                           | Hindi         | 25.31 |
|       | Boisar (CT)               | Hindi         | 45.93 |
|       | Chinchani (CT)            | Gujarati      | 26.80 |

|                      |                                       |          |       |
|----------------------|---------------------------------------|----------|-------|
|                      | Gokhivare (CT)                        | Hindi    | 41.26 |
|                      | Karivali (CT)                         | Hindi    | 41.46 |
|                      |                                       | Urdu     | 20.00 |
|                      | Katai (CT)                            | Hindi    | 46.82 |
|                      | Katkar (CT)                           | Hindi    | 15.62 |
|                      | Khoni (CT)                            | Hindi    | 16.82 |
|                      |                                       | Urdu     | 62.88 |
|                      | Kon (CT)                              | Hindi    | 17.67 |
|                      | Manor (CT)                            | Hindi    | 18.23 |
|                      |                                       | Urdu     | 19.83 |
|                      | Murbad (CT)                           | Hindi    | 19.10 |
|                      | Pasthal (CT)                          | Hindi    | 22.70 |
|                      | Shelar (CT)                           | Hindi    | 44.85 |
|                      | Tarapur (CT)                          | Gujarati | 15.68 |
|                      | Tarapur (CT)                          | Urdu     | 26.78 |
|                      | Umbar Pada Nandade (CT)               | Hindi    | 21.15 |
|                      | Vashind (CT)                          | Hindi    | 22.85 |
|                      | Waliv (CT)                            | Hindi    | 37.31 |
| Mumbai<br>(suburban) | Greater Mumbai (M Corp.)<br>(Part)    | Gujarati | 31.21 |
|                      |                                       | Hindi    | 57.78 |
|                      |                                       | Urdu     | 32.21 |
| Mumbai               | Greater Mumbai (M Corp.)              | Gujarati | 16.60 |
|                      |                                       | Hindi    | 29.89 |
|                      |                                       | Urdu     | 18.38 |
|                      | Greater Mumbai (M Corp.)<br>(Part)    | Hindi    | 19.57 |
|                      |                                       | Urdu     | 15.36 |
| Raigarh              | Tehsil-Mhasla                         | Urdu     | 19.61 |
|                      | Tehsil-Murud                          | Urdu     | 18.94 |
|                      | Tehsil-Shrivardhan                    | Urdu     | 19.29 |
|                      | Khopoli (M CI)                        | Hindi    | 17.85 |
|                      | Matheran (M CI)                       | Hindi    | 17.75 |
|                      | Murud (MCI)                           | Urdu     | 28.39 |
|                      | Roha Ashtami (M CI)                   | Urdu     | 16.96 |
|                      | Shrivardhan (M CI)                    | Urdu     | 23.30 |
|                      | Uran (M CI)                           | Urdu     | 15.25 |
|                      | Goregaon (CT)                         | Urdu     | 26.65 |
|                      | Kalundre (CT)                         | Hindi    | 25.17 |
|                      | Kegaon (CT)                           | Hindi    | 25.36 |
|                      | Mhasla (CT)                           | Urdu     | 48.05 |
|                      | Mohpada Alias Wasambe (CT)            | Hindi    | 16.04 |
|                      | Nagothana (CT)                        | Urdu     | 22.64 |
|                      | Navi Mumbai<br>(Panvel, Raigarh) (CT) | Hindi    | 20.93 |
|                      | Taloje Panchnad (CT)                  | Urdu     | 58.87 |
| Pune                 | Junnar (M CI)                         | Hindi    | 27.79 |
|                      | Lonavala (M CI)                       | Hindi    | 21.29 |
|                      | Shirur (MCI)                          | Hindi    | 20.40 |
|                      | Dehu Road (CB)                        | Hindi    | 20.78 |
|                      |                                       | Hindi    | 18.23 |
|                      | Khadkale (CT)                         | Hindi    | 16.72 |
|                      | Kirkee (CB)                           | Hindi    | 25.74 |
|                      |                                       | Hindi    | 22.72 |

|            |                      |         |       |
|------------|----------------------|---------|-------|
|            | Kusgaon Budruk (CT)  | Hindi   | 19.34 |
|            | Manchar (CT)         | Urdu    | 17.73 |
|            | Pune (CB)            | Hindi   | 23.47 |
| Ahmadnagar | Sangamner (MCI)      | Urdu    | 20.49 |
|            | Ahmadnagar (CB)      | Hindi   | 32.99 |
|            | Bhingar (CT)         | Hindi   | 15.56 |
|            |                      | Telugu  | 18.14 |
|            |                      | Vadari  | 17.11 |
|            | Nagapur (CT)         | Hindi   | 20.02 |
|            |                      |         |       |
| Bid        | Tehsil-Bid           | Urdu    | 17.50 |
|            | Ambejogai (M CI)     | Urdu    | 22.43 |
|            | Bid (M CI)           | Urdu    | 34.75 |
|            | Dharur (M CI)        | Urdu    | 20.43 |
|            | Georai (M CI)        | Urdu    | 16.88 |
|            | Manjlegaon (M CI)    | Urdu    | 25.56 |
|            | Parli (M CI)         | Urdu    | 21.83 |
|            |                      |         |       |
| Latur      | Ahmadpur (M CI)      | Urdu    | 19.32 |
|            | Ausa (M CI)          | Urdu    | 33.68 |
|            | Udgir (M CI)         | Urdu    | 30.15 |
| Osmanabad  | Murum (M CI)         | Kannada | 17.81 |
|            | Naldurg (M CI)       | Urdu    | 37.40 |
|            | Osmanabad (M CI)     | Urdu    | 25.41 |
|            | Paranda (M CI)       | Hindi   | 18.17 |
|            |                      | Urdu    | 26.18 |
| Solapur    | Tehsil-Akkalkot      | Kannada | 55.97 |
|            | Tehsil-Solapur North | Telugu  | 18.50 |
|            | Tehsil-Solapur South | Kannada | 47.06 |
|            | Solapur (M Corp.)    | Telugu  | 20.20 |
|            |                      | Urdu    | 15.28 |
|            | Akkalkot (M CI)      | Kannada | 31.32 |
|            |                      | Urdu    | 20.89 |
|            | Dudhani (M CI)       | Kannada | 74.75 |
|            | Maindargi (M CI)     | Kannada | 64.21 |
|            |                      | Urdu    | 22.28 |
| Satara     | Mahabaleshwar (M CI) | Urdu    | 26.31 |
|            | Panchgani (M CI)     | Hindi   | 16.35 |
| Ratnagiri  | Khed (M CI)          | Urdu    | 15.98 |
|            | Rajapur (M CI)       | Urdu    | 24.86 |
|            | Ratnagiri (M CI)     | Urdu    | 18.69 |
|            | Dapoli Camp (CT)     | Urdu    | 21.62 |
|            |                      |         |       |
| Sindhudurg | Tehsil-Sawantwadi    | Konkani | 15.40 |
|            | Malwan (M CI)        | Konkani | 15.33 |
|            | Sawantwadi (M CI)    | Konkani | 15.10 |
|            | Vengurla (M CI)      | Konkani | 21.71 |
|            |                      | Malwani | 16.18 |
| Kolhapur   | Tehsil-Gadhinglaj    | Kannada | 17.29 |
|            | Gadhinglaj (M CI)    | Kannada | 15.09 |
|            | Kurundvad (M CI)     | Urdu    | 15.68 |
|            | Ajra (CT)            | Urdu    | 40.64 |
|            | Gandhinagar (CT)     | Sindhi  | 73.74 |
| Sangli     | Tehsil-Jat           | Kannada | 34.08 |

**30.3 Official Language:** Official Language of the State is Marathi.

## **STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of safeguards for the linguistic minorities, for the period under review, is as follows:

### **30.4 Use of Minority Languages in the Administration**

- a. It has been stated that there is no arrangement for translation and publication of important Government Rules, Orders Notifications, etc. in minority languages.
- b. It has also been stated that no orders exist for the receipt of, and the reply to the representations for redressal of grievances in minority languages.

### **30.5 Recruitment to the State Services**

- a. It has been informed that there is no specific Rule insisting knowledge of regional/Official Language as a pre-requisite for recruitment to the State Services. However, as per the State Service Rules, after recruitment, employees who have not passed Marathi and Hindi language at X<sup>th</sup> Standard (10<sup>th</sup> level) have to pass the Prescribed Examination of Marathi and Hindi language conducted by the State Government.
- b. It has also been informed that minority languages are not permitted to be used in answering Question papers in recruitment tests for the State Services. It has been stated that Maharashtra Public Service Commission conducts examination in English and Marathi.
- c. It has been stated that no specific orders exist as regards the imposition of domiciliary restrictions at the time of recruitment to the State Services but for the reserved posts, domicile certificate is compulsory.

### **30.6 Recognition of Linguistic Minority Educational Institutions**

- a. It has been informed that the linguistic minority educational institutions are granted recognition as per the Government of Maharashtra Resolution dated 27.5.2013 and the Joint Secretary, Minorities Development Department, Mantralaya, Mumbai-400032 is the Competent Authority for according recognition to the linguistic minority educational trust, society etc. in the State.
- b. It is stated that 1412 Trusts/ Societies have been recognized as Linguistic Minority Trusts/Societies in the State as on June 30, 2014. It has also been stated that all the educational institutions run by these Trusts/ Societies get the Minority Status.
- c. It has also been informed that as on June 30, 2014, no application is pending for recognition as Religious as well as Linguistic Minority Educational Institutions.



### 30.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that there is no specific rule for sanction of grants-in-aid to the minority educational institutions. It has also been stated that there is an uniform policy for grants-in-aid to educational institutions as prescribed by the School Education & Sports Department.
- b. Details of the linguistic minority educational institutions, which have been sanctioned grants-in-aid by the State are given as follows:

| Language     | Primary Schools | Upper-Primary Schools | Secondary Schools | Higher Secondary Schools |
|--------------|-----------------|-----------------------|-------------------|--------------------------|
| Hindi        | 934             | 813                   | 373               | 133                      |
| Urdu         | 3,295           | 2,593                 | 893               | 315                      |
| Guajarati    | 180             | 170                   | 88                | 22                       |
| Bengali      | 54              | 44                    | 1                 | 1                        |
| Kannada      | 284             | 162                   | 46                | 14                       |
| Sindhi       | 12              | 16                    | 10                | 6                        |
| Tamil        | 44              | 36                    | 0                 | 0                        |
| Telugu       | 62              | 53                    | 8                 | 0                        |
| <b>Total</b> | <b>4,865</b>    | <b>3,887</b>          | <b>1,419</b>      | <b>491</b>               |

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 30.8 Primary State (Class I to V)

- a. Details of the facility for learning the minority languages as the medium of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 10      | 4,035    | 19       |
| Gujarati | 91      | 20,760   | 412      |
| Hindi    | 439     | 2,83,880 | 2,159    |
| Kannada  | 140     | 19,397   | 310      |
| Sindhi   | 4       | 977      | 18       |
| Tamil    | 8       | 4,561    | 23       |
| Telugu   | 11      | 3,249    | 27       |
| Urdu     | 1,445   | 6,85,214 | 5,446    |

- b. No information has been furnished about the facility for learning the minority languages as a subject at the Primary stage of education.

#### 30.9 Upper Primary Stage (Class VI to VIII)

- a. Details of the facility for learning the minority languages as the medium of instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 44      | 2,121    | 245      |
| Gujarati | 180     | 25,403   | 2,516    |
| Hindi    | 964     | 1,95,086 | 13,691   |
| Kannada  | 165     | 12,750   | 1,250    |
| Sindhi   | 17      | 1,947    | 178      |
| Tamil    | 36      | 2,475    | 284      |

|        |       |           |        |
|--------|-------|-----------|--------|
| Telugu | 54    | 1,763     | 239    |
| Urdu   | 2,905 | 3, 38,293 | 28,310 |

- b. No information has been furnished about the facility for learning the minority languages as a subject at the Upper Primary stage of education.

### 30.10 Secondary Stage (Class IX to X)

- a. Details of the facility for learning the minority languages as the medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 1       | 77       | 8        |
| Gujarati | 19      | 20,520   | 117      |
| Hindi    | 295     | 1,21,591 | 1,944    |
| Kannada  | 38      | 6,103    | 201      |
| Sindhi   | 5       | 1,621    | 31       |
| Tamil    | 1       | 98       | 5        |
| Telugu   | 9       | 986      | 46       |
| Urdu     | 635     | 1,95,346 | 3,582    |

- b. No information has been furnished about the facility for learning the minority languages as a subject at the Secondary stage of education.

### 30.11 Higher Secondary Stage (Class XI to XII)

- a. Details of the facility for learning the minority languages as the medium of instruction at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 28      | 50,083   | 366      |
| Kannada  | 1       | 4,415    | 8        |
| Sindhi   | 1       | 1,412    | 2        |
| Urdu     | 79      | 77,523   | 346      |

- b. No information has been furnished about the facility for learning the minority languages as a subject at the Higher Secondary stage of education.

### 30.12 Three-Language Formula

- a. The languages taught under Three-Language Formula are as follows:

First Language: Marathi  
Second Language: Hindi  
Third Language : English

- b. The State government has not furnished any information about the students covered under the Three Language Formula in class VIII, X and XII.

### 30.13 Teachers for Minority Languages

- a. The State government has not furnished any information as regards the sanctioned/filled up posts of teachers for minority language.
- b. No information has been provided about the availability of training facilities for the teachers in minority languages.

### 30.14 Text-books in Minority Languages

- a. It has been informed that the Maharashtra Bureau of Text-books Production and Curriculum Research is responsible for the preparation and publication of minority languages text-books.
- b. It has also been informed that the Text-books are supplied free of cost under the Sarva Shiksha Abhiyan. Further it has been stated that the Text-books and other teaching material in minority language are made available to the linguistic minority students at the beginning of the Academic Session.

### 30.15 Maintenance of Language Preference Registers in Schools

No information has been furnished regarding the maintenance of the Language Preference Registers for recording language preference of linguistic minority students.

### 30.16 Promotion and Development of Minority Languages

It has been stated that there are no schemes for the promotion and development of minority languages. However, the details of Language Academies set up by the State Government for their promotion and development are as follows:

| Language | Name of Academy                               | When Established                    | Budget for year 2013-14 |
|----------|---|-------------------------------------|-------------------------|
| Urdu     | Urdu Sahitya Academy                          | 1975                                | 20,00,000/-             |
| Hindi    | Maharashtra Rajya Hindi Literature Academy    | 1982                                | 50,00,000/-             |
| Gujarati | Maharashtra Rajya Gujarati Literature Academy | 1996                                | 35,00,000/-             |
| Sindhi   | Sindhi Academy                                | 1983 but at present not functioning | 1,07,000/-              |

### 30.17 Machinery for Implementation of Safeguards

- a. It has been stated that there is no machinery at the State/District level for monitoring and reviewing the implementation of the Safeguards for the linguistic minorities in the State.
- b. It has been informed that the State Minorities Commission has been established but it does not deal with the linguistic minority affairs.

### 30.18 Publicity of Constitutional Rights and Safeguards

- a. No information has been furnished by the State Government about the facilities

for the publicity and awareness on the Safeguards for the linguistic minorities.

- b. No information has been furnished by the State Government about the complaints received/pending regarding the Safeguards for linguistic minorities during the period under review.

### 30.19 FINDINGS/RECOMMENDATIONS

The Commissioner along with the Assistant Commissioner (Western Zone I/c) visited Mumbai and held discussions with the Chief Secretary, Principal Secretary Minorities Development Department, Officials of the Primary & School Education Department and representatives of various linguistic minorities on the 30th April, 2015. The Commissioner also called on His Excellency the Governor of Maharashtra, Hon'ble Chief Minister of Maharashtra, Hon'ble Minister for Minorities Development & Wakf and apprised them of the status of linguistic minorities in the State. The Commissioner, while appreciating the facilities provided for learning 8 minority languages by the State Government, requested the Chief Secretary to initiate dialogue with the Government of Karnataka to remove the bottle-necks in implementation of the safeguards for linguistic minorities in the bordering districts of Karnataka-Maharashtra.

During the course of the meetings and discussions held it was assured that necessary arrangement for translation and publication of important Government Rules, Orders etc. in the minority languages will be established in the State. It was also assured that the Sindhi Academy which is under the Culture Department would be revived and the Urdu Academy would be funded adequately for its activities. It has been observed that the Trusts/ Societies established under the relevant Acts by the linguistic minorities are recognized/ granted the minority status/ certificate. Accordingly, the institutions run by the Trusts/ Societies are deemed to be minority institutions in the State. The State Government needs to review the provision with special reference to the need and importance of the linguistic minorities and the institutions run by them in the State. The issues of reservation and admission to the professional courses were brought to the notice, which are required to be addressed by the State Government appropriately. The following findings/observations are made on the status of implementation of the Safeguards for linguistic minorities in the State:

- a. The State Government needs to ensure translation and publication of important Rules, Regulations, Notices, etc. in the relevant minority languages, where their speakers constitute 15 percent or more of the District/Tehsil/ Municipal population.
- b. Arrangement should be made to ensure the receipt of and reply to the representations for redressal of grievances in minority languages.
- c. The facility for learning the Tribal languages is required to be furnished by the State Government so as to ensure their protection and promotion.
- d. The State Government needs to furnish detailed information regarding the sanctioned/filled up number of teacher posts and the arrangement for their training for teaching the minority languages.

- e. The State Government needs to maintain the Language Preference Register in Schools. It is also suggested to introduce necessary columns in the Application for admission to elicit the mother-tongue; the first-language; and the third language preferred by the parent to enable the linguistic minority children to learn in their mother-tongue.
  - f. The State Government is urged to revive the Sindhi Academy and to provide details of the activities of the Hindi, Gujarati and Urdu Academies. It is also urged to enhance the funds for their activities as demanded by the representatives.
  - g. The State Government is urged to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
- 30.20 The State Government of Maharashtra is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

31.1 The Census-2001 registered the population of as 3,56,152 persons and its broad linguistic profile is as follows:

| Languages    | Speakers | Percentage |
|--------------|----------|------------|
| Bengali      | 91,582   | 25.71      |
| Hindi        | 64,933   | 18.23      |
| Tamil        | 62,961   | 17.68      |
| Telugu       | 45,631   | 12.81      |
| Malayalam    | 28,869   | 8.11       |
| Nicobarese   | 28,651   | 8.05       |
| Kurukh/Oraon | 13,759   | 3.86       |
| Munda        | 4,582    | 1.29       |
| Kharia       | 4,090    | 1.15       |

31.2 It has been stated that there is no District wherein the speakers of minority language constitute 15 per cent or more of its population.

31.3 **Official Language:** The Official Languages of the UT are Hindi and English

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities for the period under review as informed by the UT Administration is as follows:

### 31.4 Use of Minority Languages in the UT

- It has been stated that important Rules, Regulations, Notices, etc. are not published in the minority languages.
- It has been stated that arrangements for the receipt of the representations for the redressal of grievances in minority languages exists. However, it has also been stated that such representations are not replied to in the same language.

### 31.5 Recruitment to UT Services

- No information has been provided as to whether the knowledge of Regional/Official Language is a pre-requisite for the recruitment to the UT Services.
- No information has been given regarding the permission to answer the question papers in minority languages for recruitment to the UT Services.
- No information has been furnished as to the imposition of domiciliary restrictions at the time of recruitment to the UT Services.

### 31.6 Recognition of Linguistic Minority Educational Institutions

No information has been provided about the Rules and Regulations/Guidelines or the Competent Authority for according recognition to the linguistic minority educational institutions.

### 31.7 Grants-in-aid to Linguistic Minority Educational Institutions

No information has been furnished about the Rules and Regulations/Guidelines and the Competent Authority for sanctioning the grants-in-aid to the linguistic minority educational institutions in the UT. However, the details of the institution sanctioned grants-in-aid for the period are as follows:

| Language   | Grant-in-aid |            |                      | Recognition |            |                      |
|--|--------------|------------|----------------------|-------------|------------|----------------------|
|  | Applied for  | Sanctioned | Applications Pending | Applied for | Sanctioned | Applications Pending |
| Islamic Welfare Society, C/o Crescent Public School, Wimberly Gunj | -            | -          | Nil                  | 1000000     | 700000     | Nil                  |
| Ummat Public School  | -            | -          | Nil                  | 1500000     | 1050000    | Nil                  |

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 31.8 Primary Stage (Class I to V)

- a. Details of the facility for learning the minority languages at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 75      | 4,985    | -        |
| Tamil    | 11      | 522      | -        |
| Telugu   | 8       | 630      | -        |

- b. Information has not been furnished separately about the facility for minority languages being taught as a subject and used as the medium of instruction at the Primary stage of education.

### 31.9 Upper Primary Stage (VI to VIII)

No information has been furnished about the facility for using the minority languages as the medium of instruction and learning it as a subject at the Upper Primary stage of education.

### 31.10 Secondary Stage (IX to X)

- a. Details of the facility for learning the minority languages at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Bengali  | 12      | 2,656    | -        |
| Tamil    | 8       | 524      | -        |
| Telugu   | 4       | 535      | -        |

- b. Information has not been furnished separately on the minority languages being taught as a subject and used as the medium of instruction at the Secondary stage of education.

#### **31.11 Higher Secondary Stage (XI to XII)**

- a. No information has been furnished on the facility for using the minority languages as the medium of instruction and learning it as a subject at the Higher Secondary stage of education.

#### **31.12 Three Language Formula**

- a. It has been informed that the following languages are taught under the Three Language Formula:

|                  |                               |
|------------------|-------------------------------|
| First Language:  | Mother-tongue                 |
| Second Language: | English/Hindi                 |
| Third language:  | Sanskrit/Tamil/Telugu/Bengali |

- b. The details of the students covered under the Three Language Formula in classes VIII, X and XII have not been provided.

#### **31.13 Teachers for Minority Languages**

- a. No information has been provided about the sanctioned strength of the teachers for the minority languages.
- b. No information has been provided about the arrangement regarding the training facility for minority language teachers in the UT.

#### **31.14 Textbooks in Minority Languages**

- a. It has been stated that there are sufficient textbooks available in the Minority Languages at the Primary and Secondary stages of education and these books are available to the students in time.
- b. NCERT is said to be the agency for the preparation, publication and procurement of textbooks in minority languages.

#### **31.15 Maintenance of 'Language Preference Registers' in Schools**

No information has been furnished about the maintenance of 'Language Preference Registers' to record the preferences of the linguistic minority students in the Primary and Secondary schools.

#### **31.16 Promotion and Development of Minority Languages**

No information has been furnished about the scheme for the promotion and development of minority languages in the UT. Moreover, no Academy has been established for the promotion and no information on the development of the languages has been furnished.



### **31.17 Machinery for the Implementation of Safeguards**

No information has been provided with respect to the machinery for the implementation of Safeguards.

### **31.18 Publicity of Constitutional Rights and Safeguards**

The UT Administration has not provided any information on the publicity of constitutional Rights and Safeguards available to the linguistic minorities.

### **31.19 FINDINGS/RECOMMENDATIONS**

- a. The UT Administration needs to appreciate the importance of minority and tribal languages spoken in the islands. Therefore, the UT Administration is urged to initiate steps for the preservation and promotion of these languages.
- b. The Administration needs to ensure the translation and publication of important Rules, Regulations, Notices, etc., in the languages spoken in the islands.
- c. Necessary arrangements are required to be made to ensure the receipt of and reply to the representations for redressal of grievances in the languages spoken.
- d. The UT Administration needs to designate the Authority for the recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions.
- e. A significant reduction in the number of Schools and Teachers for teaching Bengali, Tamil and Telugu as compared to the data provided for the 50<sup>th</sup> Report of the CLM. The UT Administration is, therefore, urged to furnish detailed information on the educational facilities available at the Primary, Upper Primary, Secondary and Senior Secondary stages of education in the UT.
- f. The UT Administration needs to ensure that 'Language Preference Registers' to record the preferences of linguistic minority students are maintained in all the Primary schools in the UT to facilitate instruction in the mother-tongue.
- g. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- h. The UT Administration is required to furnish detailed information about the sanctioned strength and availability of teachers and their training facilities in the UT.
- i. The UT Administration is advised to set up a UT Level Committee under the Chairmanship of the Administrator to monitor and review the implementation of

the Safeguards for the linguistic minorities in the UT. Similarly, the District Level Committee under the Chairmanship of the District Collector should also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities at the local level.

- j. The Nodal Officer needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.

31.20 The UT Administration is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the Andaman and Nicobar Islands.

## LINGUISTIC PROFILE

32.1 The Census-2001 registered the population of Andhra Pradesh/Telangana as 7,62,10,007 persons and its broad linguistic profile is as follows:

| Language | Speakers    | Percentage |
|----------|-------------|------------|
| Telugu   | 6,39,04,791 | 83.85      |
| Urdu     | 65,75,033   | 8.63       |
| Hindi    | 24,64,194   | 3.23       |
| Tamil    | 7,69,685    | 1.01       |

- 32.2 a. **Official Language of the State:** The Official Language of the State is Telugu.
- b. **Additional Official Language:** Urdu has been declared as an additional Official Language for the publication of Rules, Regulations, Notifications, etc. and for providing instruction in Primary and Secondary Schools in the State.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

32.3 It is a matter of concern that no reply has been received from the State Governments of Andhra Pradesh and Telangana to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Governments of Andhra Pradesh and Telangana. Therefore, the recommendations of the 50<sup>th</sup> Report are reiterated.

## 32.4 RECOMMENDATIONS

- a. The State Governments are urged to identify the District/Tehsil/Taluka/Municipality, where the linguistic minorities constitute 15 per cent or more of the local population and ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages.
- b. Arrangements should be made to ensure the receipt of and reply to the representations for the redressal of grievances in minority languages.
- c. The State Governments should initiate effective steps to implement the Constitutional provisions on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
- d. The State Governments are urged to ensure that Language Preference Registers to record the language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages at the Primary and Secondary stages of education in the State.

- e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - f. The State Governments are urged to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Senior Secondary stages of education.
  - g. The State Governments are urged to furnish detailed information about the posts of minority language teachers and arrangement for their training for using/teaching of minority languages as the medium of instruction and as a subject.
  - h. The State Governments are urged to furnish detailed information on the actions taken to protect and promote the minority languages in the States.
  - i. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - j. The State Governments are urged to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors should also be constituted to ensure the effective implementation of the Safeguards for the linguistic minorities.
  - l. The Nodal Officers, Governments of Andhra Pradesh/Telangana, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 32.6 The Governments of Andhra Pradesh/Telangana are urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 33.1 The Census-2001 registered the population of Kerala as 3,18,41,374 persons and its broad linguistic profile is as follows:

| Languages | Speakers    | Percentage |
|-----------|-------------|------------|
| Malayalam | 3,08,03,747 | 96.74      |
| Tamil     | 5,96,971    | 1.87       |
| Kannada   | 81,406      | 0.26       |
| Konkani   | 61,376      | 0.19       |

- 33.2 **Official Language of the State:** Malayalam is the Official Language of the State.
- 33.3 It has been informed that there is no District in the State where a minority language is spoken by 60 per cent or more of the District population.
- 33.4 The details of the District/Tehsil/Taluka/Municipality where minority languages are spoken by 15 per cent or more of its population are as follows:

| District  | Tehsil/Taluka/Municipality        | Language | Percentage |
|-----------|-----------------------------------|----------|------------|
| Kasaragod | Kasaragod Taluk                   | Tulu     | 18.04      |
| Palakkad  | Chittur Taluk                     | Tamil    | 20.03      |
| Palakkad  | Chittur-Thatmangalam Municipality | Tamil    | 18.41      |
| Idukki    | -                                 | Tamil    | 19.64      |
| Idukki    | Devikulam Taluk                   | Tamil    | 48.53      |
| Idukki    | Peerumedu Taluk                   | Tamil    | 36.55      |

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities, for the period under review is as under:

**33.5 Use of Minority Languages in the State**

- It has been stated that there is no arrangement for the translation and dissemination of important government rules, regulations, notices, etc. in minority languages where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- However, the ration cards, electoral rolls, various application forms, notices and name boards, etc. are said to be published/issued/written in the minority languages along with Malayalam.
- It has also been informed that orders have been issued for the receipt of and reply to the representations for redressal of grievances in minority languages. It has also been informed that such representations, if requested, are replied to in the same minority languages. It has been informed that during the period under review, the State Government has received four representations in the minority languages.

### **33.6 Recruitment to State Services**

- a. The State Government has informed that persons belonging to linguistic minorities (Tamil and Kannada speakers), who write the recruitment test in a language other than Malayalam, should pass a language test in Malayalam, conducted by the Kerala Public Service Commission for the completion of his/her probation.
- b. It has been stated that if the qualification prescribed for a particular post is below SSLC, the linguistic minority candidates will be provided with question paper in their languages (i.e. Tamil or Kannada). For written tests, the medium of question paper is fixed as per the orders of the Commission.
- c. As regards the imposition of domiciliary restrictions at the time of recruitment to the State Service, it has been stated that generally no domiciliary restrictions are imposed, but the candidates must comply with the following conditions unless specifically exempted in the notification relating to each post:
  - (i) The candidate must be a citizen of India; or (ii) subject of Nepal; or (iii) subject of Bhutan; or (iv) Tibetans, who have migrated to India before 01 January 1962 with the intention of permanently settling in India; or (v) Persons of Indian origin, who have migrated from Pakistan, Burma, Sri Lanka and East African Countries of Kenya, Uganda and United Tanzanian Republic (erstwhile Tanganyika and Zanzibar) with the intention of permanently settling in India. It has also been stated that persons mentioned in (ii), (iii), (iv) and (v) above, shall obtain Certificate of Eligibility from the Government of India. They will be allowed to appear for the examination and interview and in case they are appointed to any post, their appointment will be provisional, subject to production of the Certificate of Eligibility.

### **33.7 Recognition of Linguistic Minority Educational Institutions**

- a. It has been informed that the State Government is the competent authority to recognize linguistic minority educational institutions.
- b. It has been stated that the State Government is not in receipt of any representations/complaints/petitions from linguistic minorities about the recognition of their minority educational institutions during the period under review.
- c. It has been informed that no application is pending for recognition as linguistic minority educational institution as on 30.06.2014.

### **33.8 Grants-in-aid to Linguistic Minority Educational Institutions**

- a. It has been stated that the State Government is the competent authority to sanction grants-in-aid to the linguistic minority educational institutions.

- b. The details of the linguistic minority institutions that have been sanctioned grants-in-aid for the period under review are as given below:

| Level                | Name of Minority Language | Number of Schools |
|----------------------|---------------------------|-------------------|
| Primary              | Tamil/Kannada             | 109/91            |
| Upper Primary/Middle | Tamil/Kannada             | 34/45             |
| Secondary            | Tamil/Kannada             | 64/49             |
| Senior Secondary     | Nil                       | Nil               |

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 33.9 Primary Stage (Class I to V)

- a. Details of the facilities for using the minority languages as the medium of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Tamil    | 109     | 7,513    | 513      |
| Kannada  | 91      | 9,157    | 419      |

- b. It has been informed that Sanskrit, Arabic and Urdu are taught as a subject at the Primary stage of education, as per the details given below:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Arabic   | 3,162   | 4,27,979 | 3,412    |
| Sanskrit | 3       | 250      | 2        |
| Urdu     | 3       | 41       | 5        |

### 33.10 Upper Primary Stage (Class VI to VIII)

- a. Details of the facilities for using the minority languages as the medium of instruction, at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Tamil    | 34      | 6,989    | 298      |
| Kannada  | 45      | 8,422    | 611      |

- b. It has been informed that Sanskrit, Arabic and Urdu are taught as a subject at the Upper Primary stage of education, as per the details given below:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Arabic   | 1,619   | 2,36,051 | 1,527    |
| Sanskrit | 1,743   | 1,50,848 | 1,169    |
| Urdu     | 1,089   | 66,533   | 1,042    |

### 33.11 Secondary Stage (Class IX to X)

- a. Details of the facilities for using the minority languages as the medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Tamil    | 61      | 8,406    | 356      |

|         |    |        |     |
|---------|----|--------|-----|
| Kannada | 49 | 10,226 | 402 |
|---------|----|--------|-----|

- b. It has been informed that Sanskrit, Arabic and Urdu are taught as a subject at the Secondary stage of education as per the following details:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Arabic   | 1,143   | 2,33,959 | 1,404    |
| Sanskrit | 1,161   | 71,535   | 1,128    |
| Urdu     | 447     | 35,808   | 423      |

### 33.12 Higher Secondary Stage (XI to XII)

- a. It has been stated that English is the medium of instruction in the Higher Secondary classes. Besides, the candidates have the option to write the examination in Malayalam and in the minority languages, viz. Tamil or Kannada.
- b. It has also been stated that the following minority languages are taught as a subject at the Higher Secondary stage of education:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Tamil    | 23      | 1,956    | 23       |
| Kannada  | 30      | 2,550    | 30       |

### 33.13 Three Language Formula

- a. The languages taught under the Three Language Formula in the State are as follows:

First language : Regional language (Malayalam)  
Second language: English  
Third language: Hindi

- b. The details of the students covered under the Three Language Formula are as under:

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Tamil    | 2,555      | 2,955   | Nil       |
| Kannada  | 3,338      | 3,441   | Nil       |

### 33.14 Teachers for Minority Languages

- a. The details of the posts of teachers for using/teaching minority languages as the medium of instruction and as a subject are as follows:

| Language | As a Medium |        | As a Subject |        |
|----------|-------------|--------|--------------|--------|
|          | Sanctioned  | Filled | Sanctioned   | Filled |
| Tamil    | 137         | 137    | 80           | 80     |
| Kannada  | 93          | 93     | -            | -      |



- b. The details of arrangements for training of teachers for teaching minority languages are as under:

| Training Institute                                | Minority Language |              |
|---|-------------------|--------------|
|   | As a medium       | As a subject |
| District Institute of Educational Training (DIET) | Tamil             | Tamil        |
|   | Kannada           | Kannada      |

- c. The State Government has not provided any information about the collaboration/arrangement with neighbouring States for exchange of minority language teachers/opening of teachers training centres.

### 33.15 Textbooks in Minority Languages

- a. It has been informed that the minority language Textbooks and other teaching materials are supplied to students at the beginning of the academic session.
- b. It has been informed that the SCERT has been entrusted with the task of the preparation and publication of Textbooks and other teaching materials in minority languages.
- c. It has also been informed that minority language Textbooks and other teaching materials are available to the students at subsidized rates.

### 33.16 Maintenance of Language Preference Registers in Schools

With regard to maintenance of Language Preference Registers to register linguistic preferences of linguistic minority pupils in the schools, the following details have been furnished:

|              |   |     |
|--------------|---|-----|
| L.P. Schools | - | 232 |
| U.P. Schools | - | 90  |
| High Schools | - | 109 |

### 33.17 Promotion and Development of Minority Languages

No information has been furnished about the activities for the promotion and development of the minority languages in the state.

### 33.18 Machinery for the Implementation of Safeguards

- a. It has been stated that a State Level Committee to monitor and review the implementation of Safeguards for linguistic minorities under the Chairmanship of the Chief Minister has been constituted. The Members of the Legislative Assembly and the Heads of Administrative Departments are its members. The last meeting of the Committee was held on 05.02.2014.
- b. It has also been stated that the Committee to ensure the implementation of Safeguards for linguistic minorities at the District level has been constituted under the Chairmanship of the District Collectors, by co-opting MPs/MLAs/District Panchayat Presidents/three representatives of the minority languages of the local area along with the Deputy Directors of Education and Collegiate Education as the Members.

### 33.19 Publicity of Constitutional Rights and Safeguards

- a. As regard the mechanism for informing the linguistic minorities about the Safeguards and facilities available to them, it has been stated that Brochures showing Safeguards available to the linguistic minorities were distributed to the concerned officials and representatives of the linguistic minorities' organizations.
- b. It has also been stated that a booklet, "*Safeguards for Linguistic Minorities in Kerala*" was published by the State Government in 2002 for the benefit of the linguistic minorities.

### 33.20 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government needs to furnish the details of the designated authorities for the recognition and grant of aids to linguistic minority institutions in the State.
- c. The status of minority languages being taught as the First Language under the Three Language Formula has not been mentioned. Hindi is mentioned as the Third Language under the Three Language Formula; however, the number of students studying Hindi has not been mentioned. It needs to be clarified. Also, the facilities for learning Konkani in the State is required to be furnished
- d. The State Government is required to ensure that the Language Preference Register to record the language preferences of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother-tongues/languages in the State.
- e. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the State.
- f. The Nodal Officer, Government of Kerala is required to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to present his Report within the stipulated period of time.

33.21 The Government of Kerala is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented in the State.

**LINGUISTIC PROFILE**

- 34.1 The Census-2001 registered the population of Lakshadweep as 60,650 persons and its broad linguistic profile is as follows:

| Languages             | Speakers | Percentage |
|-----------------------|----------|------------|
| Malayalam             | 51,555   | 85         |
| Mahal/other languages | 9,095    | 15         |

- 34.2 **Official Language of the UT:** English is the Official Language of the UT of Lakshadweep.

- 34.3 Mahal is said to be spoken in the Minicoy Island, as per the details given below:

| District    | Tehsil/Taluka/Municipality | Language | Percentage |
|-------------|----------------------------|----------|------------|
| Lakshadweep | Minicoy Islands            | Mahal    | 100        |

**STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES**

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as follows:

**34.4 Use of Minority Languages in the UT**

- It has been stated that arrangements exist in the UT for the translation and dissemination of important rules, regulations, notices, etc. in minority languages. It has also been stated that one post of Mahal Translator has been created at the Secretariat, Kavaratti, for the purpose.
- As regard the language-wise details of translation/dissemination, it has been stated that the Mahal edition of *Lakshadweep Times*, a Government fortnightly is published for the dissemination of information to Mahal speaking population of Lakshadweep.
- No specific information has been furnished with regard to orders for receipt of and reply to representations in minority languages. However, it has been stated that no such representation has been received.

**34.5 Recruitment to UT Services**

- It has been informed that the knowledge of regional language is not a pre-requisite for recruitment to the UT Services. It has been added that thorough knowledge of Mahal language is a pre-requisite for recruitment to the post of Mahal Translator under the UTL Administration.
- Minority languages are not permitted to be used in answering the question paper for recruitment to the UT Services.
- No specific information has been furnished whether domiciliary restrictions apply for recruitment to UT Services. However, it has been stated that all Group C and D Posts under the UT Administration of Lakshadweep are filled up from local persons.

#### 34.6 Recognition of Linguistic Minority Educational Institutions

No information has been furnished by the UT Administration of Lakshadweep on Rules, Regulations and the competent authority designated to accord recognition to linguistic minority educational institutions in Lakshadweep.

#### 34.7 Grants-in-aid to Linguistic Minority Educational Institutions

With regard to the grants-in-aid to linguistic minority educational institutions, it has been stated that since there are no separate linguistic minority educational institutions in Lakshadweep, no grants-in-aid are sanctioned/released by the UT Administration.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

#### 34.8 Primary Stage (Class I to V)

- a. No information has been furnished about using the minority languages as the medium of instruction at the Primary stage of education.
- b. Mahal is being taught as a subject at the Primary stage of education as follows:

| Language | Schools            | Students | Teachers |
|----------|--------------------|----------|----------|
| Mahal    | J.B.S. (C) Minicoy | 89       | 01       |
| Mahal    | J.B.S. Minicoy     | 165      | 02       |
| Mahal    | S.B.S. Minicoy     | 124      | 02       |

#### 34.9 Upper Primary/Secondary/Higher Secondary Stage

Nil information has been furnished on using/teaching the minority language as a medium or as a subject at the Upper Primary/Secondary/Higher Secondary stage of education.

#### 34.10 Three Language Formula

- a. The languages taught under the Three Language Formula are as under:  

|                 |   |                  |
|-----------------|---|------------------|
| First Language  | : | English          |
| Second Language | : | Malayalam/Arabic |
| Third language  | : | Hindi            |
- b. The details of the students covered under the Three Language Formula in Class VIII, Class X and Class XII are as follows:

| Language  | Class VIII | Class X | Class XII |
|-----------|------------|---------|-----------|
| English   | 994        | 1,307   | 925       |
| Malayalam | 754        | 695     | 316       |
| Arabic    | 259        | 485     | 364       |
| Hindi     | 994        | 1,137   | 239       |

#### 34.11 Teachers for Minority Languages

- a. The details of post of Mahal language teachers are as under:

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Mahal    | Nil        | Nil    | 05         | 03     |

- b. The UT Administration has furnished no information with regard to the training of teachers using/teaching minority languages as a medium or as a subject.
- c. No specific information has been provided with regard to the exchange of teachers/setting up of Teachers' Training Institute/Centre.

#### 34.12 Textbooks in Minority Languages

- a. It has been informed that the textbooks in minority languages are made available to the students at the beginning of the academic session. Mahal textbooks are provided to the Mahal students at the Minicoy Island.
- b. The Directorate of Education, UT of Lakshadweep, Kavaratti is stated to be the agency for the preparation and publication of textbooks in minority languages.
- c. It has been stated that the textbooks and teaching materials in the minority languages are supplied free of cost to minority language students by the Department of Education of the Administration of UT of Lakshadweep.

#### 34.13 Maintenance of 'Language Preference Registers' in Schools

As regards the maintenance of 'Language Preference Registers' for recording the language preferences of the linguistic minority students, it has been informed that since indigenous population of Minicoy consists of Mahal speakers, the details of Mahal speaking students (Linguistic Minorities) are maintained through the school record.

#### 34.14 Promotion and Development of Minority Languages

It has been informed that there is no scheme for the promotion and development of the minority languages.

#### 34.15 Machinery for the Implementation of Safeguards

- a. It has been informed that a Committee was constituted under the Chairmanship of Administrator, Lakshadweep. It has now been proposed to reconstitute the Committee.
- b. The Director (General Administration and Protocol), UT of Lakshadweep has been entrusted with the linguistic minority affairs in the UT.

#### 34.16 Publicity of Constitutional Rights and Safeguards

The publicity of the safeguards for the linguistic minorities is said to be undertaken through the Mahal edition of *Lakshadweep Times*.

#### 34.17 ANALYSIS/RECOMMENDATIONS

- a. Arrangements should be made to ensure the receipt of and reply to the representations for redress of grievances in minority languages.
  - b. The UT Administration needs to provide educational facilities at the Secondary level also.
  - c. The UT Administration is urged to fill up vacant post of minority languages.
  - d. The UT Administration is urged to constitute the Committee for monitoring the implementation of the Safeguards for linguistic minorities at the earliest.
  - e. The UT Administration needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner in time to enable the Constitutional Authority to prepare and present his Report within the stipulated in time.
- 34.18 The UT Administration is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.

## LINGUISTIC PROFILE

35.1 The Census-2001 registered the population of UT of Puducherry as 9,74,345 persons and its broad linguistic profile is as follows:

| Languages | Speakers | Percentage |
|-----------|----------|------------|
| Tamil     | 8,61,502 | 88.42      |
| Telugu    | 50,908   | 5.22       |
| Malayalam | 42,782   | 4.39       |

35.2 a. **Official Language:** It has been informed that Tamil, Telugu, Malayalam of the UT and English are the Official Languages of the UT of Puducherry.

b. **Additional Official Languages:** Tamil has been declared as the Official Language in Puducherry and Karaikal regions, while Malayalam and Telugu have been declared as Official Languages in Mahe and Yanam regions, respectively.

35.3 It has been informed that there is no district where minority languages are spoken by 15 per cent or more of the District/Tehsil/Municipality population in the UT.

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities for the period under review is as follows:

### 35.4 Use of Minority Languages in the UT

a. There is stated to be no arrangement for the translation and dissemination of important Government Rules, Orders and Notifications, etc. in minority languages.

b. There is no arrangement for the receipt of and reply to the representations for the redressal of grievances in minority languages in the UT.

### 35.5 Recruitment to UT Services

a. It has been stated that the Knowledge of regional/Official Language is a pre-requisite for recruitment to the UT Services.

b. It has also been stated that minority languages are not permitted to be used in answering question papers for recruitment to the UT Services.

c. It has been informed that domiciliary restrictions apply at the time of recruitment to the UT Services.

### 35.6 Recognition of Linguistic Minority Educational Institutions

a. It has been stated that no institution in the UT of Puducherry falls under linguistic minorities. However, it has been informed that the Secretary (Education), Government of Puducherry is the competent authority to accord recognition to such institutions.

- b. It has been stated that UT has not received any representation/complaints/petitions from linguistic minorities about the recognition of their minority educational institutions during the period under review.
- c. It has been informed that no representation/application is pending for recognition as linguistic minority educational institution.

### 35.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that the Grants-in-aid Section, Directorate of School Education, Puducherry is the competent authority to sanction grants-in-aid to the educational institutions. As regards the number of linguistic minority institutions sanctioned grants-in-aid for 2013-14, it has been stated that no private institution in the UT of Puducherry falls under the linguistic minority category.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 35.8 Primary Stage (Class I to V)

- a. Details of the facility for using the minority languages as the medium of instruction at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| French   | 4       | 111      | 36       |

- b. Details of the facility for learning the minority languages as a subject at the Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 10      | 298      | 6        |
| Arabic   | 3       | 33       | 4        |
| Sanskrit | 2       | 21       | 2        |

### 35.9 Upper Primary Stage (Class VI to VIII)

- a. Details of the facility for using the minority languages as the medium of instruction at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| French   | 4       | 123      | 36       |

- b. Details of the facility for learning the minority languages as a subject at the Upper Primary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 14      | 3,765    | 18       |
| Arabic   | 5       | 358      | 7        |
| Sanskrit | 1       | 18       | 2        |



### 35.10 Secondary Stage (Class IX to X)

- a. Details of the facility for using the minority languages as the medium of instruction at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| French   | 4       | 113      | 36       |

- b. Details of the facility for learning the minority languages as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 14      | 2,417    | 18       |
| Arabic   | 6       | 256      | 10       |
| Sanskrit | 1       | 5        | 2        |

### 35.11 Higher Secondary Stage (Class XI to XII)

- a. No information has been furnished with regard to the minority language being used as the medium of instruction in the Higher Secondary Stage of Education.
- b. Details of the facility for learning the minority languages as a subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Hindi    | 8       | 421      | 10       |
| French   | 9       | 634      | 8        |
| Arabic   | 4       | 207      | 1        |

### 35.12 Three Language Formula

- a. Two Language Formula is being followed in the Puducherry and Karaikal regions of the Union Territory. However, in the Yanam and Mahe regions of the UT, the Three Language Formula has been adopted as per the following details:

#### Puducherry Region

|                 |   |   |
|-----------------|---|---|
| First Language  | : | Tamil: Class I to XII standard<br>Hindi/French/Sanskrit: Class XI to XII only<br>(in some schools introduced from Class VI) |
| Second Language | : | English Class I to XII  |
| Third Language  | : | No Third Language in Puducherry region.   |

#### Karaikal Region

|                 |   |   |
|-----------------|---|---|
| First Language  | : | Tamil<br>Class I to XII standard<br>Hindi/French/Sanskrit<br>Class XI to XII only<br>(in some schools introduced from Class VI) |
| Second Language | : | English<br>Class I to XII standard  |
| Third Language  | : | No Third Language in Karaikal region  |

### Mahe Region

|                 |   |   |
|-----------------|---|---|
| First Language  | : | Malayalam<br>Class I to XII standard<br>Hindi/Arabic<br>Class I to XII only<br>(in some schools introduced from Class VI) |
| Second Language | : | English<br>Class I to XII standard  |
| Third Language  | : | Hindi   |

### Yanam Region

|                 |   |   |
|-----------------|---|---|
| First Language  | : | Telugu<br>Class I to XII standard<br>Hindi/Sanskrit<br>Class VI to XII only<br>(in some schools introduced from Class VI) |
| Second Language | : | English<br>Class I to XII standard  |
| Third Language  | : | Hindi   |

- b. The details of the students covered under the Three Language Formula in classes VIII, X and XII are as follows:

### Mahe Region

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Hindi    | 578        | 558     | 166       |
| Arabic   | 136        | 111     | 112       |

### Yanam Region

| Language | Class VIII | Class X | Class XII |
|----------|------------|---------|-----------|
| Hindi    | 486        | 536     | 29        |

### 35.13 Teachers for Minority Languages

- a. The details of the posts of teachers created/earmarked for teaching of minority languages are as follows:

| Language | As a Medium      |                 | As a Subject     |                 |
|----------|------------------|-----------------|------------------|-----------------|
|          | Posts Sanctioned | Posts filled-up | Posts Sanctioned | Posts filled-up |
| French   | 68               | 25              | 10               | 8               |
| Sanskrit | -                | -               | 3                | 2               |
| Hindi    | -                | -               | 65               | 37              |
| Arabic   | -                | -               | 23               | 11              |

- b. It has been informed that in Mahe region, resource personnel from DIET, Tellicherry, Kozhikkodu and Kannur University are invited to organize Orientation Course for in-service teachers in the minority languages, such as Arabic, Hindi, French and Sanskrit to rejuvenate their skills.

- c. In Yanam region, resource persons from DIET, Boomavaram and College of Education, Rajamundry, are invited to organize Orientation and Refresher programmes in the minority languages like Hindi, etc.

#### **35.14 Textbooks in Minority Languages**

- a. It has been informed that during the training, hand-outs and worksheets are used to discuss the issues of language-related methodology and the specific contents of the minority languages.
- b. It has been informed that the Boards of Education of the neighbouring States are the agencies for the preparation and publication of textbooks and other teaching materials in minority languages:
  - i. Kerala Board of Secondary Education, Thiruvananthapuram
  - ii. SCERT, Thiruvananthapuram, Kerala
  - iii. Andhra Pradesh Board of Secondary Education, Hyderabad
  - iv. Board of Intermediate Education, Andhra Pradesh, Hyderabad
  - v. Hindi Prachar Sabha, New Delhi and Chennai
- c. It has been stated that generally, the Chief Education Officers of the nearby Districts, such as Cuddalore, Villupuram in the case of Puducherry region, Rajamundry for Yanam and Tellicherry for Mahe region are consulted for the procurement of books in the minority languages.
- d. It has been informed that as these books are printed and published by the Government-owned Textbooks Societies of the respective States, they can offer those books at competitive rates to the students.

#### **35.15 Maintenance of Language Preference Registers in Schools**

No information has been provided regarding the maintenance of Language Preference Registers in the schools.

#### **35.16 Promotion and Development of Minority Languages**

It has been informed that there are no schemes or academies set-up for the promotion and development of minority languages in the UT.

#### **35.17 Machinery for the Implementation of Safeguards**

There has been no Committee to monitor and review the implementation of the Safeguards for the linguistic minorities in the UT. However, it has been stated that the Director, Social Welfare is the Nodal Officer for the linguistic minorities' affairs in the four regions of UT i.e. Puducherry, Karaikal, Mahe and Yanam. Further, it has been stated that setting up of an Independent Commission for the Religious and Linguistic Minorities is under process.

### 35.18 **Publicity of Constitutional Rights and Safeguards**

It has been stated that the UT Administration has no mechanism to publicize the Safeguards and facilities available to the linguistic minorities in the UT.

### 35.19 **FINDINGS/RECOMMENDATIONS**

- a. The UT Administration needs to appreciate the minority languages spoken in the different regions under the UT.
- b. The UT Administration should not insist on the prior knowledge of Regional/Official Language at the time of recruitment. The UT Administration is advised to fix stipulated period as per Consensual Safeguards for the linguistic minorities to acquire proficiency in the Regional/Official Language of the UT during the period of probation.
- c. Arrangements should be made to ensure the receipt of and reply to the representations for the redressal of grievances received in minority languages.
- d. The UT Administration is urged to initiate steps to implement the Constitutional Safeguards regarding the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to these institutions, wherever necessary.
- e. The UT Administration needs to furnish complete and comprehensive information on the facilities including the number of schools/teachers available for learning the mother-tongues/minority languages at schools in the UT including the Mahe and Yanam regions.
- f. The UT Administration should ensure the implementation of the Three Language Formula in all the regions of the Union Territory so that linguistic minority students are able to study their mother tongues/minority languages at schools.
- g. The UT Administration is urged to ensure the maintenance of Language Preference Registers to record language preference of linguistic minority students in the schools to facilitate instruction in the mother-tongues/minority languages at the Primary stage of education.
- i. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
- j. The UT Government is required to set up a UT Level Committee under the Chairmanship of the Chief Secretary to monitor and review the implementation of the Safeguards for the linguistic minorities in the UT. Similarly, the District Level

Committees under the Chairmanship of the respective District Collectors should also be constituted to ensure the effective implementation of the Safeguards for the linguistic minorities.

- k. The UT Administration should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the UT.
  - j. The Nodal Officer for linguistic minorities needs to ensure that comprehensive and consolidated reply is furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report within the stipulated time.
- 35.21 The UT Government of Puducherry is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.

## LINGUISTIC PROFILE

- 36.1 The Census-2001 registered the population of Tamil Nadu as 6,24,05,679 persons and its broad linguistic profile is as follows:

| Languages | Speakers    | Percentage |
|-----------|-------------|------------|
| Tamil     | 5,57,98,916 | 89.41      |
| Telugu    | 35,27,594   | 5.65       |
| Kannada   | 10,45,238   | 1.67       |
| Urdu      | 9,42,299    | 1.51       |
| Malayalam | 5,57,705    | 0.89       |

- 36.2 a. **Official Language of the State:** The Official Language of the State is Tamil.
- b. **Additional Official Language:** It has been informed that English has been declared as the additional Official Language for communication purpose.
- 36.3 a. It has been informed that there is no District, wherein the linguistic minorities constitute 60 per cent or more of the District population.
- b. It has also been informed that the following minority languages are spoken by 15 per cent or more of the District/ Tehsil/Taluka/Municipality population (as per Census 2001):

| District      | Tehsil/Taluka/ Municipality | Language  | Percentage |
|---------------|-----------------------------|-----------|------------|
| Tiruvallur    | Tiruttani                   | Telugu    | 27.11      |
| Tiruvallur    | Tiruvallur                  | Telugu    | 16.21      |
| Vellore       | Vaniyambodi                 | Urdu      | 19.31      |
| Kanniyakumari | 1.Kalkulam                  | Malayalam | 30.00      |
|               | 2.Kuzhithurai               |           | 20.00      |
| Virudhunagar  | Rajapalayam                 | Telugu    | 21.07      |
| Madurai       | Kodaikanal                  | Telugu    | 17.36      |
| Dindigul      | Palani                      | Telugu    | 16.46      |
| Madurai       | Periyakulam                 | Telugu    | 20.19      |
| The Nilgiris  | Mettupalayam                | Kannada   | 53.77      |
| Dharmapuri    | Hosur                       | Telugu    | 29.07      |
| Salem         | Salem                       | Telugu    | 19.55      |
| Coimbatore    | Coimbatore                  | Telugu    | 22.82      |
| Erode         | Gobichettipalayam           | Telugu    | 16.14      |

## STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The status of implementation of the Safeguards for the linguistic minorities, for the period under review is as under:

#### **36.4 Use of Minority Languages in the State**

- a. It has been informed that in Kanyakumari District, electoral rolls for Padmanabhapuram, Killiyoor and Vilavancode constituencies are also being published in Malayalam language.
- b. It has been stated that no order exists for the receipt of the representations for redressal of grievances in minority languages. Moreover, no specific information has been furnished about the language used in reply to the representation for redress of grievances.

#### **36.5 Recruitment to State Services**

- a. It has been informed that only Tamil and English are permitted to be used for answering question papers for recruitment tests in the State.
- b. The knowledge of regional/Official Language is stated to be a pre-requisite only for recruitment to the following posts under the State Services:

- 1. District Educational Officers
- 2. Assistant Public Prosecutor Grade-II
- 3. Agriculture Officer (Extension)

It has been stated that the candidates with the mother-tongue other than Tamil have to pass the Second Class Language test within a period of two years as per rule 12A(b) of Tamil Nadu State and Subordinate Service Rules from the date of their appointment, failing which, they will be discharged from the service.

- c. It has been stated that the candidates except those belonging to Tamil Nadu are treated as 'others', i.e., general category candidates.
- d. As to whether minority languages are permitted to be used in answering question papers for recruitment examination to State Services, it has been stated that generally the question papers for all recruitments are set in English and Tamil. For certain posts like Assistant Medical Officer (Siddha) and (Unani), the question papers are set in Tamil/Urdu respectively, since these subjects are taught only in these languages. As per the Scheme of Examination followed by Tamil Nadu Public Service Commission, the question papers for all Technical posts contain only objective type questions.
- e. As regards the imposition of domiciliary restrictions at the time of recruitment to the State Services, it has been stated that para 12 of the Tamil Nadu State and Subordinate Service Rules is applicable as detailed below:

A candidate for the appointment to a post under the State must be:

- (a) A citizen of India, or
- (b) A subject of Nepal, or
- (c) A subject of Bhutan, or
- (d) A Tibetan refugee, who came over to India before the 01 January 1962 with the intention of permanently settling in India.

Or

A person of Indian origin, who has migrated from Pakistan, Burma, Sri Lanka, or East African countries of Kenya, Uganda, the United Republic of Tanzania (formerly Tanganyika and Zanzibar), Zambia, Malawi, Zaire and Ethiopia with the intention of permanently settling in India.

Provided that a candidate belonging to categories (b), (c), (d) and (e) shall be a person in whose favour a certificate of eligibility has been given by the State Government.

A candidate in whose case a certificate of eligibility is necessary may be admitted to an examination or interview conducted by the Tamil Nadu Public Service Commission or other recruiting authority and he may also provisionally be appointed subject to the necessary certificate being given to him by the State Government.

The candidates belonging to other States (except those belonging to Tamil Nadu) are treated as 'Others', i.e., General category for all recruitments.

### **36.6 Recognition of Linguistic Minority Educational Institutions**

- a. It has been informed that according to Tamil Nadu Recognized Private Schools (Regulation) Act, 1973, Rules 1974 and Tamil Nadu Minorities School (Recognition and Payment of grants) Rules 1977, the recognition is granted to linguistic minorities institutions.
- b. It has also been informed that under the G.O. (Ms) No. 270 Higher Education (J1) Department dated 17-06-1998, the Government has issued Guidelines for conferring Linguistic Minority Status to the Educational Institutions. Accordingly, the Government is the competent Authority to confer Linguistic Minority Status to the Educational Institutions.
- c. Further, under the G.O. (Ms) No. 48 Higher Education (E1) Department dated 12-03-2007, the following conditions have also been laid down for conferment and extension of Minority status:
  - I) Minority status for the first time to Aided/Self Financing Arts and Science Colleges may be given for five years from 2007-08
  - II) For those institutions, which have already been granted minority status, may be given extension of minority status for five years from 2007-08
  - III) The Director of Collegiate Education or Regional Joint Director of Collegiate Education will do annual inspections of the institution.
  - IV) If any of the minority institutions by commission or omission of any action does anything against the minority status, the Head of Department shall bring it to the notice of the Government for the withdrawal of minority status and the Government may take further necessary action for the withdrawal of minority status, giving an opportunity to the institution concerned.



- d. It has been informed that the Government Health and Family Welfare Departments, in their respective fields, are the competent authorities.
- e. It has been informed that the following linguistic minority educational institutions have been recognized in the State as on 30 June 2013:

| Language   | Primary and Upper Primary Schools | Students | Teachers |
|------------|-----------------------------------|----------|----------|
| Urdu       | 276                               | 26,877   | 935      |
| Telugu     | 458                               | 18,709   | 1150     |
| Malayalam  | 39                                | 1,372    | 96       |
| Kannada    | 56                                | 3,331    | 154      |
| Hindi      | 3                                 | 301      | 6        |
| Guajarathi | 2                                 | 56       | 2        |
| Sourashtra | 1                                 | 121      | 5        |

| Language  | Secondary School | Higher Secondary School |
|-----------|------------------|-------------------------|
| Telugu    | 53               | 54                      |
| Urdu      | 09               | 18                      |
| Hindi     | -                | 7                       |
| Malayalam | 23               | 36                      |
| Guajarati | -                | 3                       |
| Kannada   | 3                | 5                       |

| Language  | Higher Education (Art and Science) |
|-----------|------------------------------------|
| Telugu    | 1                                  |
| Malayalam | 1                                  |

| Language   | Higher Education (Engineering) |
|------------|--------------------------------|
| Telugu     | 43                             |
| Kannada    | 1                              |
| Hindi      | 1                              |
| Malayalam  | 2                              |
| Sourashtra | 2                              |

- f. The status of applications pending for recognition as linguistic minority education institution as on 30 June 2013 is as follows:

In Elementary and Higher Secondary Schools - Nil

#### **Higher Education**

|                     |   |            |   |
|---------------------|---|------------|---|
| College             | - | Telugu -   | 2 |
| Technical Education | - | Telugu -   | 7 |
|                     |   | Malayalam- | 1 |

### **36.7 Grants-in-aid to Linguistic Minority Educational Institutions**

- a. It has been informed that according to the Tamil Nadu Recognized Private Schools Regulation Act, 1974 section 14A, after 01-06-1991, no aid is given to any new educational Institution.

- b. The details of the grants-in-aid sanctioned to the linguistic minority educational institutions, for the year 2012-13 in the State are as follows:

| Level         | No. of Schools | Name of Minority Language |        |           |         |       |             |          |
|---------------|----------------|---------------------------|--------|-----------|---------|-------|-------------|----------|
|               |                | Urdu                      | Telugu | Malayalam | Kannada | Hindi | Sowrashttra | Gujarati |
| Primary       | 46             | 0                         | 7      | 27        | 2       | 4     | 5           | 1        |
| Upper Primary | 21             | 5                         | 7      | 7         | 0       | 0     | 1           | 1        |

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

### 36.8 Primary Stage (Class I to V)

- a. Details of the facility for using minority languages as the medium of instruction at the Primary stage of education are as under:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 230     | 22670    | 609      |
| Telugu    | 391     | 12,796   | 808      |
| Malayalam | 29      | 978      | 69       |
| Kannada   | 47      | 2,361    | 87       |
| Hindi     | 3       | 301      | 6        |
| Gujarati  | 2       | 56       | 2        |

- b. Details of the facility for learning minority language(s) as a subject at Primary stage are as under:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 170     | 19169    | 432      |
| Telugu    | 276     | 9,071    | 460      |
| Kannada   | 15      | 541      | 31       |
| Malayalam | 29      | 1,009    | 79       |
| Hindi     | 3       | 228      | 9        |

### 36.9 Upper Primary Stage (VI to VIII)

- a. The details of the facility for using minority languages as a medium of instruction at Upper Primary stage of education (as per the Elementary School Education Report) are as given below:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 46      | 4,207    | 127      |
| Telugu    | 67      | 5,913    | 342      |
| Malayalam | 10      | 394      | 27       |
| Kannada   | 9       | 970      | 67       |

The details of the facility for using minority languages as a medium of instruction

at the Upper Primary stage of education (as per Secondary School and Higher Secondary Education Report) are as given below:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 36      | 5,986    | 202      |
| Telugu    | 66      | 4448     | 162      |
| Malayalam | 58      | 2256     | 115      |
| Kannada   | 15      | 2,555    | 77       |

- b. Details of the facility for learning the minority languages as a subject at the Upper Primary stage of education are as under:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 128     | 15,419   | 323      |
| Telugu    | 126     | 5,210    | 294      |
| Kannada   | 1       | 10       | 1        |
| Malayalam | 13      | 657      | 41       |
| Hindi     | 3       | 840      | 27       |

Details of the facility for learning the minority languages as a subject at the Upper Primary stage of education in School and Higher Secondary Schools are as under:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Urdu      | 105     | 14,918   | 289      |
| Telugu    | 67      | 4245     | 152      |
| Kannada   | 1       | 132      | 4        |
| Malayalam | 11      | 508      | 29       |

### 36.10 Secondary Stage (IX to X)

- a. The details of the facility for using minority language as a medium of instruction at the Secondary stage of education are as follows:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Telugu    | 70      | 5735     | 241      |
| Malayalam | 46      | 5023     | 189      |
| Urdu      | 06      | 362      | 06       |
| Kannada   | 08      | 957      | 33       |
| Hindi     | 10      | 274      | 24       |
| Gujarati  | 02      | 12       | -        |
| Arabic    | 12      | 4,448    | 66       |

- b. Details of the facility for learning the minority language as a subject at the Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Arabic   | 4       | 450      | 15       |

### 36.11 Higher Secondary Stage (XI to XII)

- a. Details of the facility for using minority languages as the medium of instruction at the Higher Senior Secondary stage of education are as follows:

| Language  | Schools | Students | Teachers |
|-----------|---------|----------|----------|
| Telugu    | 28      | 1,176    | 62       |
| Malayalam | 5       | 304      | 4        |
| Urdu      | 1       | 95       | -        |
| Kannada   | 2       | 688      | 7        |
| Hindi     | 2       | 153      | 1        |
| Arabic    | 2       | 80       | 2        |

- b. Details of the facility for learning minority languages as a subject at the Higher Secondary stage of education are as follows:

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
| Gujarati | 2       | 90       | -        |
| Arabic   | 3       | 327      | 3        |

### 36.12 Three Language Formula

- a. It has been stated that Two Language formula is followed in the State.

The details are as follows:

1. First Language: Tamil - Mother-tongue
2. Second Language: English

- b. It has also been stated that those, who wish to study their own language, would have to study the Third Language as an additional language.

### 36.13 Teachers for Minority Languages

- a. The details of the posts of teachers sanctioned and filled up to use/teach minority languages as a medium of instruction and as a subject are as follows:

#### Elementary School Education:

| Language  | Medium     |        | Subject    |        |
|-----------|------------|--------|------------|--------|
|           | Sanctioned | Filled | Sanctioned | Filled |
| Telugu    | 801        | 702    | 194        | 208    |
| Malayalam | 95         | 97     | 95         | 93     |
| Urdu      | 570        | 428    | 131        | 94     |
| Kannada   | 160        | 116    | 4          | 4      |
| Hindi     | 7          | 7      | 7          | 8      |
| Gujarati  | 2          | 2      | 2          | 2      |

#### Secondary School Education

| Language | Medium     |        | Subject    |        |
|----------|------------|--------|------------|--------|
|          | Sanctioned | Filled | Sanctioned | Filled |
| Telugu   | 299        | 271    | 203        | 116    |

|           |     |     |     |     |
|-----------|-----|-----|-----|-----|
| Malayalam | 110 | 106 | 118 | 114 |
| Urdu      | 279 | 266 | 281 | 255 |
| Kannada   | 42  | 21  | 14  | 8   |
| Arabic    | 5   | 5   | 5   | 5   |

- b. It is stated that there is no arrangement for training of minority language teachers.
- c. No collaboration is stated to be made with the neighbouring States for exchange of minority teachers.

#### 36.14 Textbooks in Minority Languages

- a. It has been stated that the Textbooks in minority language and other teaching materials are available to linguistic minority students at the beginning of the academic session. Tamil Nadu Textbook Corporation, during the academic year 2013-14, has printed and supplied 4,98,700 copies of minority language Textbooks.
- b. It has been informed that minority language books are supplied to the Government and Government aided schools at free of cost. Sale copies are supplied to the students of private schools at affordable rates.

#### 36.15 Maintenance of Language Preference Registers in Schools

It has been stated that the 'Language Preference Registers' are being maintained in 470 Primary Schools, 63 Upper Primary Schools, 28 Secondary, 60 Higher Secondary, 48 Technical Education and seven Higher Education Schools.

#### 36.16 Promotion and Development of Minority Languages

- a. It has been stated that there is no scheme to promote minority languages in the State.
- b. The details of the Academy set up for the promotion and development of Urdu language are as follows:

| Language | Name of Academy | When Established   | Budget for year 2013-14 |
|----------|-----------------|--|-------------------------|
| Urdu     | Urdu Academy    | G.O.(MS)No.210, Higher Education Department, dated 12.7.2006 | Nil                     |

#### 36.17 Machinery for the Implementation of Safeguards

- a. It has been informed that the State Minorities Commission is looking after the linguistic minorities' affairs. The State Minorities Commission of Tamil Nadu was lastly reconstituted on 28-12-2012. The Chairman and six Members took charges on 1-1-2013. It convened its last meeting on 10 November 2014.
- b. The State Minorities Commission makes recommendations with a view:
  - i. To ensure effective implementation and enforcement of Safeguards for the linguistic minorities.

- ii. To conduct studies, research and analysis, and suggest ways and means of avoidance of discrimination against minorities.
  - iii. To make recommendations for ensuring, maintaining and promoting communal harmony in the State.
  - iv. To suggest appropriate legal and welfare measures in respect of any minority to be undertaken by the Government.
- c. It has been stated that the District Collectors/District Backward Classes and Minorities Welfare Officers/Chief Educational Officers of respective Education Departments are entrusted with the affairs of linguistic minorities at the District level.

### **36.18 Publicity of Constitutional Rights and Safeguards**

- a. It has been informed that Orders have been issued in G.O. (Ms) No. 455 Public (Partition) Department dated 14.3.1961 to the effect that all important Government Notices, Rules, Electoral Rolls and Forms, etc. shall be published in the minority languages and facilities for the registration of documents, etc. in the minority languages shall be provided in the specified local areas where 20 per cent or more population of that area speak a language different from Tamil.
- b. It has been stated that Infrastructure Development of Minority Institutions/Schools (IDMI) Scheme at the District level has been formed by the School Education Department under the Chairmanship of the Chief Education Officer of the concerned Revenue Districts.

### **36.19 FINDINGS/RECOMMENDATIONS**

The Commissioner, along with the Assistant Commissioner (Southern Zone) visited Chennai, Gingee, Vaniyambadi, Vellore and held discussions with the State Officials and representatives of various linguistic minority associations from 4-8 September 2014. On 5 September 2014, they met the Chief Secretary and the Principal Secretaries for BC, MBC and MW Department; Higher Education; School Education; and the representatives of various Linguistic Minority Associations at Chennai and held a detailed deliberation on the status of the implementation of the Safeguards for linguistic minorities in the State. The findings and recommendations are as follows:

- a. Although the facilities for learning the minority languages have been provided by the Government, the linguistic minorities brought to the notice that the Tamil Learning Act, 2006, will deprive the rights of the children belonging to the linguistic minority groups from learning their respective mother-tongues as a core language under the curriculum.

The State Government is, therefore, urged to address the concerns of the linguistic minorities and to ensure that the Constitutional Safeguard under Article 350 are implemented so as to ensure that the primary education be provided in the mother-tongue of the children belonging to the minority language groups in the State.

- b. The State Government is, therefore, urged to implement the “Three Language Formula” to enable the linguistic minority students to learn their languages.
  - c. The data provided regarding the minority language schools/students/teachers are vastly different from the data provided for the previous report and these are required to be consolidated and authenticated.
  - d. No information has been provided regarding the facility for training of minority language teachers in the State. The State Government is, therefore, urged to furnish the details.
  - e. The information with regard to the facility for learning the Sourashtra language is required to be clarified.
  - f. The State Government is urged to ensure translation and publication of important Rules, Regulations, Notices, etc. in the minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
  - g. The State Government should ensure the receipt of and reply to the representations for redressal of grievances in minority languages.
  - h. The State Government should consider permitting the use of minority languages in answering questions in the recruitment examination for the State Services.
  - i. The Urdu Academy is required to be revived and necessary fund for promotion and protection should be provided. It is also recommended to constitute Academies for other minority languages.
  - j. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - l. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
- 36.20 The Government of Tamil Nadu is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities are implemented in the State.

## STATES/ UNION TERRITORIES

### Nodal Officers for Linguistic Minorities

- 37.1 It was agreed in the First meeting of the Committee of Vice-Chairmen of Zonal Councils (November, 1961) that there should be a nodal officer for Linguistic Minorities in each State/ UTs, who will work under the direction of the Chief Secretary. It was also agreed that this Officer should prepare a Note periodically, reviewing (i) the progress of implementation of the safeguards for linguistic minorities; (ii) pending correspondence, if any, on linguistic minorities with the Government of India, the Commissioner for Linguistic Minorities and other State Governments; (iii) visits, if any, of the Linguistic Minorities Commissioner; and (iv) other matters relating to National Integration. However, it has been observed from the replies to the Questionnaire for the Report of the CLM, mostly no information is provided by the States/ UTs about the Nodal Officers for Linguistic Minorities. The Nodal Officers are also required to ensure that the comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to present his Report to the Hon'ble President within the stipulated period of time. The States/ UTs are, therefore, urged to designate an Officer competent to deal with the linguistic minorities' issues as the Nodal Officer for Linguistic Minorities.

### Identification and Declaration of Linguistic Minority Concentrated Areas

- 37.2 The linguistic profile of the States/ UTs are based on the 2001 Census. The linguistic data of the 2011 Census are still awaited. The States/ UTs should, therefore, work out the linguistic minority population from the 2011 Census to remove the ambiguities with regard to the linguistic minority population in their States/ UTs. The States/ UTs should also declare/ notify the areas populated with linguistic minorities, who constitute more than 15% of the local population at the local level, i.e. District/ Municipality/ Taluk levels to ensure implementation of the Safeguards for linguistic minorities.

### Use of Minority Languages for Official Purposes

- 37.3 It was agreed in the Chief Ministers Conference, 1961 that the Official language of the State/ UTs is meant largely for Official purposes. However, for communication with the public, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from official language.
- 37.4 It was also agreed that wherever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course. It was agreed to set up a Translation Bureau at State Headquarters and provide translation facility in the minority languages for this purpose.
- 37.5 It has been observed from the replies received from the States/ UTs that in most of the States/ UTs the minority languages have not been in use of the local official transactions. The arrangement for translation and supply of important rules, orders, notifications, ration cards, voter rolls etc. in the minority languages has been neglected. It has also been reported from several linguistic minority concentrated districts that the notice



boards, signboards in public dealing offices and destination boards of the buses are not written in the minority languages in addition to the Official languages. The States/ UTs are therefore urged to establish the facility for translation and supply of important rules, orders, notifications, etc. in the minority languages.

- 37.6 It has also been observed from the replies received from the States/ UTs that acceptance of representations in minority languages and reply to them in minority languages are not in practice in most of the States/ UTs. The States/ UTs are therefore advised to ensure that representations for redress of any grievance in any of the minority languages of the State/ UTs should be accepted and also to ensure that necessary arrangements be made to reply in the same language as provided under Article 350 of the Constitution

### **Recruitment to State Services**

- 37.7 It was agreed in the Chief Ministers Conference, 1961 that the language should not come in the way of recruitment to State Services. Therefore, besides the Official language of the State, option should be given of using Hindi or English as the medium of examination. A test of proficiency in the State Official language should be held after selection and before the end of probation.
- 37.8 However, it has been stated in the replies received from the States/ UTs that Knowledge of the regional language has been a pre-requisite in recruitment to the State services in most of the States/ UTs. It has also been stated that the minority languages are not permitted for answering question papers for recruitment examination to State service. The knowledge of State Official language should not be insisted as a pre-requisite at the time of the entry into State services and the option of writing the examination in the minority languages should be provided. The States/ UTs should also give sufficient time to the linguistic minority candidates to qualify in the State Official Language as per the decision taken in the Conference of Chief Ministers, 1961, i.e. within the period of probation.
- 37.9 In the replies received from the States/ UTs, it has been informed that some States/ UTs are still imposing the domiciliary restrictions in the recruitment to State services. It has been very emphatically stated in the Government of India Memorandum, 1956 on the proposed Safeguards for linguistic minorities that it is neither necessary nor desirable to impose any restrictions, with reference to residence, in any branch or cadre of the State services. It was also observed in the Ministerial Committee of the Southern Zonal Council, 1959 on the Safeguards for linguistic minorities that recruitment to the Public Services should not be limited by domiciliary restrictions. The States/ UTs are, therefore, urged not to impose the domiciliary restrictions in recruitment to State Services and review the policy especially in the case of recruitment of linguistic minority teachers so as to fill up the large number of vacant posts in several States/ UTs.

### **Recognition and Affiliation of Linguistic Minority Institutions**

- 37.10 The question of the affiliation and recognition of the educational institutions located in their States to appropriate Universities or Boards of Education was discussed in the Recommendations of the State Reorganization Commission (SRC) and the Government of India's Memorandum, 1956 regarding the proposed safeguards for linguistic minorities. It was agreed in the Conference of Chief Ministers, 1961 that educational institutions like schools and colleges can be affiliated, with respect to the courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State and in certain cases outside the State.

37.11 Though the facility for learning the minority languages is fairly provided by the States/ UTs, the recognition of the linguistic minority institutions is required to be given due care as in the case of religious minority institutions. Article 29 and 30 of the Constitution provide for protection of the interests of minorities and their right to establish and administer educational institutions of their choice. However, it has been reported from several States that the process of recognition of the linguistic minority institutions are not at par with the religious minority institutions. It has been an agreed fact that the Linguistic Minorities is a State-based concept and the States/ UTs are, therefore, urged to pay due consideration for recognition of the linguistic minority institutions at par with the religious minority institutions.

37.12 The States/ UTs are also urged to accord recognition and Minority Status Certificates to linguistic minority institutions irrespective of their affiliation to the State or the Central Boards viz. CBSE, ICSE, etc. by bringing suitable regulations.

### **Authority for issuing Linguistic Minority Certificate**

37.13 In the recent past, the Office of the Commissioner for Linguistic Minorities and the Zonal Offices were flooded with representations and queries for according Linguistic Minority Certificates to several linguistic minority institutions and individuals. It has also been reported that there are no designated Authorities at the local level in the States/ UTs for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages. The States/UTs are, therefore urged to frame necessary guidelines and designate the authorities at the District/ State levels for issuing the Linguistic Minority Certificates to the individuals and associations working for the cause of protection and promotion of minority languages.

### **Facilities for Learning Minority Languages**

37.14 It has been a great cause of concern for the Linguists and Educationists that several Indian languages are under threat of extinction, especially, the tribal and minor languages which do not have scripts. It has also been brought to the notice of the CLM and taken up with the Central Institute of Indian Languages (CIIL), Mysore for appropriate remedial actions. At the same time the existing facilities for instruction in the mother-tongue or learning the mother-tongue as a subject is also in threat due to the apathy and the policy of certain States to introduce their Official/ Principal languages at the primary stage of education. It has been proved and universally accepted that instruction in mother-tongue is the best practice to develop the mental faculty of the children at their early stage of life.

37.15 Article 350 A of the Constitution provides that it shall be the endeavour 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. However, it

has been observed from the interactions held with several linguistic minority associations and responses received from the States/ UTs that facilities for learning the minority languages have been diminishing owing to one or the other reason. It was also envisaged in the Scheme of Safeguards for linguistic minorities that the position in respect of pupils' strength and school facilities including teachers as on 1 November, 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution. The States/ UTs are, therefore, urged to implement the Constitutional Safeguard provided under the Article 350 A in true letter and spirit to ensure adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.

- 37.16 It has been clearly envisaged in the Resolution adopted in the Provincial Education Ministers' Conference, 1949 that the medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or 10 such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage. The State/UTs are, therefore, urged to ensure that the children belonging to the linguistic minority are provided adequate facility for learning their mother-tongue even at the secondary stage of education.

### **Compulsory Registration of Mother-Tongue**

- 37.17 There has been a direction from the Commissioner for Linguistic Minorities in India to maintain the Language Preference Registers (Advanced Register) in all the schools to work out the demand for learning mother-tongue of the minority children at the local level. The States / UTs are, therefore, urged to maintain the Language Preference Registers in all the schools in order to facilitate learning the mother-tongue; inter-school mobility of children at time of admission and to ensure sufficient number of teachers are provided for the benefit of the children belonging to linguistic minority groups in the States / UTs.
- 37.18 Further, the Commissioner in his 50<sup>th</sup> Report suggested for introduction of suitable columns in the Application Forms for Admission to Schools to elicit (i) the mother-tongue of the child; (ii) the first language preferred; (iii) the optional/t third language preferred by the parent, so as to ensure that the children belonging to the linguistic minority groups are at the reach of the facility for instruction in their mother-tongue at the primary stage of education as enshrined in Article 350A of the Constitution. The Ministry of Human Resource Development (MHRD) in their Action Taken Report (ATR) have informed that all the Schools affiliated to the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students (i) the mother-tongue of the child; (ii) the first

language preferred; (iii) the optional/third language preferred by the parent. The States/ UTs are, therefore, urged to introduce similar columns in the application form for admission to schools in the country to elicit the information on the Mother-tongue of the child and the preference of the languages for study under the Three Language Formula so as to ensure that the rights of the linguistic minorities are protected.

### **Three Language Formula**

37.19 The Three-language Formula has been evolved by the Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed in the Chief Ministers Conference, 1961 that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother-tongue when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

It has been followed by almost all the States/ UTs, except in Tamil Nadu and Puducherry. It has also been observed that in most of the States, learning of the State official language has been made compulsory in the curriculum. In view of the Constitutional Safeguards enshrined under Article 350 A, it is the duty of every State/ UT to protect the rights of the linguistic minorities and to provide facility for instruction in their mother-tongue at the primary stage of education within their territory. The States/ UTs are, therefore, urged to review their Education Policy and advised to implement the Three-Language Formula in their States/UTs.

### **Recruitment and Training of Linguistic Minority Teachers**

37.20 It has been observed from the interactions held with various linguistic minority associations and responses received from the States/UTs that a large number of posts of linguistic minority teachers are lying vacant all over the country. It has also been observed that the teacher training facilities in the minority languages are inadequate and neglected by the States/ UTs. This has been a matter of great concern. The States/ UTs are, therefore, urged to ensure that adequate numbers of trained teachers are posted for the benefit of the children belonging to the linguistic minority groups in the States/ UTs.

### **Text-books and Study Materials in Minority Languages**

37.21 It has been observed that the Text-books and other teaching materials in the minority languages are not promptly supplied at the beginning of the academic session. It has also been observed that differences in the syllabus of the subjects followed in different States/ UTs have been causing delay in supply of the books from the inter-state arrangement. The States/ UTs are expected to supply the text-books and other teaching material in the minority languages at the subsidized price. The States/ UTs are, therefore, urged to ensure inter-state arrangement for printing/ procurement and supply of the text-books at the beginning of the academic session itself for the benefit of the linguistic minority students by establishing suitable mechanism.

## **Promotion and Development of Minority Languages**

- 37.22 The promotion and development of languages is being carried on both at the Governmental and the Non-Governmental levels throughout the country. The Ministry of Human Resource Development (MHRD) has set up the Central Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan and National Council for Promotion of Urdu Language (NCPUL) to promote and protect all the Indian languages through a systematic method of preservation and propagation. In order to preserve the literary heritage of the minority languages and to encourage new writers, some of the States/ UTs have set up Academies. However, the information provided by the States on the Schemes, Academies and the Budget allocation for promotion and development of the minority languages do not appear to be encouraging. In several States the Academies are established but defunct. The States/ UTs are, therefore, urged to ensure that adequate measures are taken to promote and develop the minority languages.
- 37.23 Another important responsibility of the States/ UTs is to disseminate the Safeguards and the facilities available to the linguistic minorities. It has been observed from the responses received from most of the States/ UTs that no mechanism/ facility have been established to publicize the Safeguards and the facilities available to the linguistic minorities. It is, therefore, urged that the States/ UTs should take necessary steps to publicize the Safeguards and the facilities available to the linguistic minorities through the media, pamphlets, hand-outs etc. to make the linguistic minorities be aware of their rights and the facilities provided to them.

## **Machinery for Implementation of the Safeguards**

- 37.24 The Scheme of Safeguards for Linguistic Minorities agreed at the Chief Ministers Conference, 1961 envisages establishment of the Machinery for Implementation of the Safeguards for linguistic minorities, at the State/ District levels, to ensure implementation of the Safeguards in true letter and spirit. It has been observed from the responses received from most of the States/ UTs and during the study visits that no such machinery has been established in most of the States/ UTs. It has been time and again reiterated in the Reports of the Commissioner for Linguistic Minorities in India, the need for establishment of the State/ District Level Committees to redress grievances of the linguistic minorities and to remove the bottlenecks in implementation of the Safeguards. It is also envisaged to ensure national integration, unity and peaceful co-existence of linguistic minorities at the local level. The States/ UTs are, therefore, urged to constitute the State/District Level Committees and ensure implementation of the Safeguards.

## **GOVERNMENT OF INDIA**

### **PRIME MINISTER'S OFFICE**

#### **Chief Ministers Conference**

- 37.25 A meeting of the Chief Ministers and Central Ministers was held on the 11th and 12th August, 1961, under the Chairmanship of the then Prime Minister of India, Pandit Jawaharlal Nehru. The main subject for discussion was the question of language in its various aspects. Panditji, opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350 A and 350 B. He also referred to the Government of India's Memorandum of 4th September, 1956, which had been prepared after considering the recommendations

of the States Reorganisation Commission (SRC, 1956) with regard to the safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This Memorandum was in the nature of an All-India Code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

- 37.26 The meeting concluded with the note that in view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realizing this objective depended on continued vigilance and the co-operation of all the States and the Union Government. In view of the vital importance of national integration, it was agreed that this should be dealt with on a national plan. For this purpose, a larger Conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men. Even after lapse of five decades no such Conference was held. The Prime Minister may kindly be earnestly requested to convene a Conference of Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men to reaffirm the Scheme of Safeguards for Linguistic Minorities evolved more than fifty years ago.

## **MINISTRY OF HOME AFFAIRS**

### **Meetings of the National Integration Council/Zonal Councils:**

- 37.27 Though the National Integration Council meetings are held regularly, the subject matter of linguistic minorities has not been discussed in the recent past. Keeping in view the emerging multi-lingual society and to ensure inclusive growth, it is essential to address the growing demands and needs of the linguistic minorities in the country. The Commissioner for Linguistic Minorities in India has been a "Special Invitee" to the National Integration Council and the Zonal Council Meetings. However, in the recent past the subject matter of the Linguistic Minorities has not been discussed. Therefore, it is urged that the subject matter of the linguistic minorities should be made a regular feature in the Agenda of the National Integration Council and the Zonal Council meetings to address the problems of the linguistic minorities and to ensure linguistic harmony and peaceful co-existence.

### **Linguistic Survey**

- 37.28 A comprehensive survey of Indian languages was done from 1894-1928 during the British rule. The New Linguistic Survey of India Project was initiated by the Language Division of Registrar General and Census Commissioner of India in 1984. However, the survey has not yet been completed and the status of the survey is not known. Meanwhile, it has been widely reported in the media about the People's Linguistic Survey of India by an NGO. The MHA is, therefore, urged to clarify the status of the New Linguistic Survey of India Project and the future course of action in this regard.
- 37.29 The Census 2011 data has been published. However, the Linguistic data has not yet been published by the Registrar General and Census Commissioner of India. The process of identification and declaration of the linguistic minority concentrated districts/ taluks/ municipalities to ensure implementation of the Safeguards has also been delayed due to the non-availability of the linguistic data. The MHA, Registrar General and Census Commissioner of India is, therefore, urged to publish the linguistic data of the Census

2011, at the earliest to enable the States/ UTs to identify the linguistic minority concentrated districts/ taluks/ municipalities.

### **Use of Regional languages**

37.30 In the Ministry of Home Affairs, Department of Official Language OM No. 1/14013/01/2005-OL (Policy) dated 30 January, 2006 it has been stated that the Departmental literature and forms meant for public use are required to be printed in a regional language along with Hindi and English. Such forms could either be printed in the three languages in a combined form or separately for making them available for public use. The OM No. 1/14013/07/2010-OL (Policy-1) dated 07 April, 2011, it has been stated that the signboards, nameplates etc. in the Departments should be in the three languages. However, it has been reported that the practice has been neglected by several Departments and Offices at local level. It is, therefore, urged that the Ministry of Home Affairs should reiterate the use of the regional and the minority languages at local level in the forms, signboards, nameplates etc. in the Departments/ Offices dealing with public.

### **MINISTRY OF MINORITY AFFAIRS** **Directions to States/ Union Territories**

37.31 It has been observed from the responses from the States/ UTs and during the study visits undertaken by the Commissioner to various States/ UTs that gross negligence has been shown in implementation of the Scheme of Safeguards for the Linguistic Minorities. Often the linguistic minorities are felt marginalized in their own land. The apathy of the States/ UTs has resulted in resentment among the linguistic minorities and leads to agitation and unrest at the local level. The Ministry of Minority Affairs is, therefore urged to issue instructions/ directions regularly to the States/ UTs to ensure the implementation of the Scheme of Safeguards for linguistic minorities.

### **Empowering the Commissioner for Linguistic Minorities**

37.32 The duties, powers and functions of the Commissioner for Linguistic Minorities in India have not been defined under any Statute except the Constitutional mandate under Article 350 B. The Scheme of Safeguards for Linguistic Minorities adopted in the Chief Ministers' Conference, 1961 has not yet been codified and therefore it cannot be effectively implemented by the States. The Ministry of Minority Affairs, is therefore, urged to make suitable legislation defining his duties, powers and functions to enforce implementation of the Scheme of Safeguards similar to the National Minority Commission.

37.33 The Article 30 of the Constitution provides for right for the minorities to establish and administer educational institutions of their choice. In the recent past the Office of the Commissioner and the Zonal Offices were flooded with queries and representations for according Linguistic Minority Certificates to several Linguistic Minority Associations and individuals. It has also been reported that there are no designated Authorities at the States/ UTs for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages. The Ministry of Minority Affairs is, therefore, urged to bring suitable legislation to confer the powers on the CLM to decide the issues with regard to the Linguistic Minority Certificates

to the individuals and associations working for the cause of protection and promotion of minority languages.

- 37.34 There has also been significant increase in the demand for an Authority for recognition of Linguistic Minority Institutions similar to the “National Commission for Minority Educational Institutions” (NCMEI), for the religious minority institutions. Therefore, the recommendation of the Commissioner to bring suitable legislation to designate the CLM as the Authority for recognition of Linguistic Minority Educational Institutions, similar to NCMEI is reiterated.

### **Plan Schemes/ Programmes for Linguistic Minorities**

- 37.35 Several Linguistic Minorities Associations have put up various facts and logic, *interalia*, the Constitutional proviso and the Apex Court’s decisions and rulings in support of their demand for status and rights at par with the religious minorities. The repeated citation given by them is the interpretation of Article 30(1) of the Constitution which speaks specifically of two minorities, viz. Religious and Linguistic minorities. The Constitution do not distinguish between the religious and linguistic minorities. However, no Plan Schemes/Programmes for the protection and promotion of the linguistic minorities have been evolved or implemented by the Ministry of Minority Affairs similar to various Plan Schemes/ Programmes for the protection and promotion of religious minorities in the country. As language is a critical factor for bringing about unity and cohesion in the country and a sensitive factor as well, the demands, concerns and aspirations of the linguistic minorities need to be addressed effectively, thereby providing them equal opportunities for inclusive growth, harmony and peaceful coexistence in the country. The Ministry of Minority Affairs is, therefore, urged to consider their demands for putting them on a similar footing with the religious minorities and bring out suitable Plan Schemes/ Programmes for the protection promotion of the linguistic minorities in the country.

### **MINISTRY OF HUMAN RESOURCE DEVELOPMENT** **Compulsory Registration of Mother-Tongue**

- 37.36 The Commissioner for Linguistic Minorities in India wishes to put on record the remarkable decision taken by the Ministry of Minority Affairs (MHRD) on the recommendation with regard to compulsory registration of the mother-tongue, in the 50<sup>th</sup> Report. The MHRD in their Action Taken Report (ATR) have informed that all the schools affiliated to the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE’s letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students (i) the mother-tongue of the child; (ii) the first language preferred; (iii) the optional/third language preferred by the parent. The Commissioner, further urges upon the MHRD to suitably advise the States/ UTs to introduce similar columns in the application form for admission to schools in their States/ UTs to elicit the information on the mother-tongue of the child and the preference of the languages for study under the Three Language Formula so as to ensure that the rights of the linguistic minorities are protected.



### **Three Language Formula**

37.37 The Three-language Formula was evolved by the Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed in the Chief Ministers Conference, 1961 that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother-tongue when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

It has been followed by almost all the States/ UTs, except in Tamil Nadu and Puducherry. It has also been observed that in most of the States, learning of the State official language has been made compulsory in the curriculum. In view of the Constitutional Safeguards enshrined under Article 350 A, it is the duty of every State/ UT to protect the rights of the linguistic minorities and to provide facility for instruction in their mother-tongue at the primary stage of education within their territory. The MHRD is, therefore, urged to suitably advise the States/ UTs to review their Education Policy and to implement the Three-Language Formula in their States/UTs.

### **Measures for protection of Indian Languages**

#### **Commission for Endangered Languages**

37.38 It has been a great cause for concern for the Linguists and Educationists that several Indian languages are under threat of extinction especially, the tribal and minor languages which are not having scripts. It has also been brought to the knowledge of the CLM and taken up with the Central Institute of Indian Languages (CIIL), Mysore for appropriate remedial actions. Further, the population criteria introduced in 1971 Census and followed the following Census has wiped out many tribal languages spoken by less than 10,000 persons, which makes an impression that such languages do not exist now. The existing provision for the linguistic minorities cannot protect such smallest population from extinction. Instead of the existing practice, such language speakers should be classified as “Endangered Languages” and a separate volume should be brought out for them. They require not only special attention but also separate Constitutional Safeguards, apart from the existing safeguards. The Ministry is, therefore, urged to create a separate institution of the “Commission for Endangered Languages” under the chairmanship of the Commissioner for Linguistic Minorities in India.

### **Observation of Mother Language Day**

37.39 The Commissioner for Linguistic Minorities in India has all along been reiterating the importance of protection, promotion and development of the minority languages in his reports. While appreciating the efforts of the MHRD in protection, promotion and development of the minority languages, it is further reiterated that the MHRD should take initiatives to evolve appropriate policies and programmes aimed at protection, promotion and development of the Indian languages. In view of the recent initiatives taken by the

Government to recognize Mother Language Day (22nd February), the Commissioner for Linguistic Minorities in India should be entrusted to ensure that every State and UT observes Mother Language Day. This would also help the Commissioner for Linguistic Minorities in India to understand how much States/UTs are recognizing their linguistic minorities and to ensure the implementation of the safeguards for them.

## **MINISTRY OF INFORMATION AND BROADCASTING**

- 37.40 It was agreed in the Chief Ministers Conference, 1961, that wide spread publicity for promoting national and emotional integration is required. The Union Ministry of Information and Broadcasting was expected to play a vital role in this regard. The Commissioner would like to reiterate the observations contained in the 50<sup>th</sup> Report that important advertisements of national importance are not being released/published in the minority languages. The purpose of the Government advertisements are therefore not in the reach of all strata of the people across the country. It is, therefore, the Ministry of Information and Broadcasting is urged to make necessary provision for the release of important advertisements of national importance in the minority languages also. It is further urged that the vacancies of the Urdu and other languages posts may be filled up without any further delay.

## **DEPARTMENT OF POSTS**

- 37.41 In view of the wide spread demand for use of the minority languages in the forms meant for public use, the Department of Posts is urged to ensure compliance of the Ministry of Home Affairs, Department of Official Language guidelines with regard to forms, signboards, nameplates etc in the regional languages along with Hindi and English.

## COMMISSIONER FOR LINGUISTIC MINORITIES IN INDIA

### 1. Vision Statement

Streamlining and strengthening implementation machinery and mechanism for effective implementation of the Constitutional Safeguards for the Linguistic Minorities, thereby, ensuring protection of the rights of speakers of the minority languages so as to provide them equal opportunities for inclusive and integrated development.

### 2. Mission Statement

To ensure that all the States/UTs effectively implement the Constitutional Safeguards and the nationally agreed Scheme of Safeguards for the linguistic minorities for providing them equal opportunities for inclusive development.

### 3. Functions

- a. To investigate all matters related to safeguards provided to the linguistic minorities.
- b. Report to H.E. President of India regarding the status of implementation of the Constitutional and the nationally agreed Scheme of Safeguards for the linguistic minorities.
- c. Monitoring status of implementation of Safeguards through Questionnaires, Visits, Conferences, Seminars, Meetings, Review Mechanism, etc.

### 4. Key Objectives

- a. To submit to the Hon'ble President of India, the Reports as mandated under Article 350B (2) of the Constitution on the status of implementation of the Constitutional and the nationally agreed Safeguards for the linguistic minorities.
- b. To provide equal opportunities to the linguistic minorities for inclusive development and national integration.
- c. To spread awareness amongst the linguistic minorities about the Safeguards available to them.
- d. To ensure effective implementation of the Safeguards provided for the linguistic minorities in the Constitution and other Safeguards, which are agreed to by the States/UTs.
- e. To take up the representations for redress of grievances related to the Safeguards for linguistic minorities with the States/ UTs.

## ORGANIZATION

|  |   |  |
|--|---|--|
| <b>COMMISSIONER</b>                                      | : | <b>PROF. AKHTARUL WASEY</b><br>14/11 Jam Nagar House,<br>Shahjahan Road,<br>New Delhi-110011<br>Tele-fax: 011- 23072651-52<br>Mob.: 91+ 9810541045             |
| Deputy Commissioner                                      | : | V A C A N T  |
| Administrative Officer                                   | : | V A C A N T  |
| Research Officer   | : | <b>SHRI DINESH KUMAR RAI</b>   |
| Assistant Commissioner<br>(Northern & Central Zone)      | : | VACANT<br>40, Amar Nath Jha Marg,<br>Allahabad-211002<br>Tel: 0532-2468560/65<br>Fax: 0532-2468544   |
| Assistant Commissioner<br>(Eastern & Northern-East Zone) | : | V A C A N T<br>67, Bentick Street, West Wing,<br>Fourth Floor, <b>Kolkata</b> -700069<br>Tele-fax: 033-22373572  |
| Assistant Commissioner<br>(Western Zone)                 | : | V A C A N T<br>Building No. 23(1), Fort,<br><b>Belgaum</b> -510016<br>Tele-fax:0831-2422764  |
| Assistant Commissioner<br>(Southern Zone and HQ i/c)     | : | <b>DR. S. SHIVAKUMAR</b><br>CGO Complex, Rajaji Bhawan,<br>E-Wing, B-Block, Second Floor<br>Besant Nagar, <b>Chennai</b> -600 090<br>Tele-fax: 044-24919348(O) |

**Note:** The Office of the Commissioner for Linguistic Minorities functions from New Delhi pursuant to the Ministry of the Minority Affairs, Government of India Letter No.3-10/2013-CLM dated 6<sup>th</sup> June, 2014.

## SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The safeguards for the linguistic minorities derive their authority from two sources:

- (A) The Constitution of India.
- (B) The Safeguards agreed to the national level from time to time.

### (A) CONSTITUTIONAL SAFEGUARDS FOR LINGUISTIC MINORITIES IN INDIA

#### (i) Article 29: Protection of Interests of Minorities

- (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

#### (ii) Article 30: Right of Minorities to Establish and Administer Educational Institutions

- (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1) the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under the clause.
- (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

#### (iii) Article 347: Special Provision relating to Language Spoken by a Section of the Population of a 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.

#### (iv) 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.

**(v) Article 350 A: Facilities for instruction in Mother-Tongue at Primary stage:**

It shall be the endeavour 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.

**(vi) Article 350 B: 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 Governments of the States concerned.

**(vii) The Articles of the Constitution Guaranteeing to Citizens Certain Fundamental Rights.**

Equality before law (Article 14), prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15) and equality of opportunity in matters of public employment (Article 16) also operate as safeguards for linguistic minorities.

**(B) SAFEGUARDS FOR LINGUISTIC MINORITIES AGREED TO AT THE NATIONAL LEVEL**

In addition to the Constitutional Safeguards, the detailed scheme for the practical implementation of safeguards has been worked out on the basis of decisions arrived at various Conferences:

- a. Education Ministers' Conference, 1949
- b. Government of India Memorandum, 1956
- c. Southern Zonal Council Decisions, 1959
- d. Chief Ministers' Conference, 1961
- e. Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961

भाषाजात अल्पसंख्यक आयुक्त  
**COMMISSIONER FOR LINGUISTIC MINORITIES**  
 प्रतिवेदन हेतु प्रश्नावली  
**Questionnaire for Report**  
 (जुलाई, 2013 से जून, 2014 की अवधि हेतु)  
**(For the Period from July, 2013 to June, 2014)**

पूर्ण रूप से भरी हुई प्रश्नावली की प्राप्ति हेतु निर्धारित तिथि  
 Date for receipt of Questionnaire, duly completed in all respects

31 अक्टूबर, 2014  
 31 October, 2014

|   |                                 |
|---|---------------------------------|
| राज्य/संघ राज्य क्षेत्र का नाम<br>Name of the State/UT  | .....                           |
| मुख्य सचिव का नाम<br>Name of the Chief Secretary  | .....                           |
|   | (दूरभाष) (Phone).....           |
|   | (मोबाइल) (Mobile).....          |
|   | (फैक्स) (Fax).....              |
|   | ई मेल पता / e-mail address..... |
| सचिव, शिक्षा, (प्राथमिक एवं माध्यमिक)<br>का नाम<br>Name of the Secretary, Education (Primary & Secondary) | .....                           |
|   | (दूरभाष) (Phone).....           |
|   | (मोबाइल) (Mobile).....          |
|   | (फैक्स) (Fax).....              |
|   | ई मेल पता / E mail Address..... |
| सम्पर्क/समन्वय अधिकारी का नाम व विवरण<br>Name and Particulars of the Nodal Officer                        | .....                           |
|   | पदनाम / Designation: .....      |
|   | (दूरभाष) (Phone).....           |
|   | (मोबाइल) (Mobile).....          |
|   | (फैक्स) (Fax).....              |
|   | ई मेल पता / e-mail address..... |

नोट : मुख्य सचिव द्वारा आई०ए०एस० अधिकारी को भाषाई अल्पसंख्यकों का नोडल अधिकारी नियुक्त किया जाना अपेक्षित है क्योंकि इनका कार्य राज्य के विभिन्न विभागों से समन्वय तथा भाषाई अल्पसंख्यकों के सुरक्षाओं की योजना का प्रभावी कार्यान्वयन सुनिश्चित करते हुए प्रश्नावली का विस्तृत तथा समेकित उत्तर अपने हस्ताक्षर से समय पर अग्रसारित करना होता है।

NB : The nodal officer for Linguistic Minorities nominated by the Chief Secretary should preferably be an I.A.S. Officer as his duties involve coordination among various departments of the State and ensuring effective implementation of the Scheme of Safeguards for linguistic minorities and forwarding a comprehensive and consolidated response to the Questionnaire under his signature in time.

**सांख्यिकी**  
**Statistics**

**A. राज्य/संघ राज्य क्षेत्र का संक्षिप्त भाषाई विवरण /Linguistic Profile of the State/UT**

1. संक्षिप्त भाषाई विवरण (भाषा-भाषियों के अवरोही क्रम में)/Languages spoken (in descending order of number of speakers)

| क्रम<br>Sl. No. | भाषा<br>Language | बोलने वालों की संख्या<br>Number of Speakers | प्रतिशतता<br>Percentage |
|-----------------|------------------|---|-------------------------|
|                 |                  |   |                         |
|                 |                  |   |                         |
|                 |                  |   |                         |

2. उन जनपदों के नाम जहाँ उस क्षेत्र की जनसंख्या के 60 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं :

Name the district where minority languages are spoken by 60% or more of its population:

| जिला<br>District | भाषा<br>Language | प्रतिशतता<br>Percentage |
|------------------|------------------|-------------------------|
|                  |                  |                         |
|                  |                  |                         |
|                  |                  |                         |

3. उस क्षेत्र (जिला/तहसील/तालुका/नगरपालिका) का नाम जहाँ की जनसंख्या के 15 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं:

Name the areas (district/tehsil/taluka/municipality) where minority languages are spoken by 15% or more of the population:

| जिला<br>District | तहसील/तालुका/नगरपालिका<br>Tehsil/Taluk/Municipality | भाषा<br>Language | प्रतिशतता<br>Percentage |
|------------------|---|------------------|-------------------------|
|                  |   |                  |                         |
|                  |   |                  |                         |
|                  |   |                  |                         |

(यदि आवश्यक हो तो अतिरिक्त पृष्ठ लगाएँ)/ Attach a separate sheet, if required.

**B. भाषाई अल्पसंख्यक/Linguistic Minorities**

4. (a) 'भाषाई अल्पसंख्यक' से आपका क्या अभिप्राय है? 'भाषाई अल्पसंख्यक' को आप कैसे परिभाषित करना चाहेंगे? कृपया अपने विचारों से अवगत कराएं।

What is your perception of the term 'Linguistic Minorities', please state as to how would you like to define the term 'linguistic minority'?

- (b) क्या अल्पसंख्यक भाषाओं के बोलने वालों की आकांक्षाओं की पूर्ति तथा उनके भाषाई अधिकारों को संरक्षित करने हेतु, भाषाई अल्पसंख्यकों के लिए विद्यमान सुरक्षाओं की योजना पर्याप्त है? यदि नहीं, तो कृपया अपने सुझाव दें।



Is the exiting Scheme of Safeguards for linguistic minorities sufficient to protect the linguistic rights and linguistic aspirations of the speakers of minority languages. If 'No' please give your suggestions.

- (c) भाषाई अल्पसंख्यकों के सुरक्षणों की योजना के कार्यान्वयन में, यदि कोई कठिनाई/कमी हुई है, तो इसका उल्लेख करें। कृपया बताएं कि भाषाई अल्पसंख्यकों के सुरक्षणों के कार्यान्वयन तंत्र को कैसे और बेहतर बनाया जाए।

Please state difficulties/short-falls, if any, in the implementation of the Scheme of safeguards for the linguistic minorities. Please state how best to improve upon the mechanism of implementation of Safeguards for the linguistic minorities.

### **C. प्रशासन में अल्पसंख्यक भाषाओं का प्रयोग** **Use of Minority Languages in Administration**

5. (a) क्या उन क्षेत्रों (जिला/तहसील/तालुका/नगरपालिका) में जहाँ पर अल्पसंख्यक भाषाओं के बोलने वालों की संख्या जनसंख्या की 15% या उससे अधिक है, महत्वपूर्ण सरकारी नियम, शासनादेश, अधिसूचनाएं, इत्यादि अल्पसंख्यक भाषाओं में अनूदित एवं प्रकाशित किए जाते हैं ?

Are there arrangements for translation and dissemination of important Government Rules, Orders and Notifications, etc. in minority languages where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population?

- (b) आलोच्य वर्ष में, ऐसे प्रकाशनों का भाषानुक्रम में विवरण विनिर्दिष्ट करें।  
Please specify the language-wise details of translation/dissemination during the year.

6. (a) क्या अल्पसंख्यक भाषाओं में अभ्यावेदनों/शिकायतों को स्वीकार किए जाने हेतु आदेश जारी किए गए हैं? समीक्षाधीन अवधि में, प्राप्त ऐसे अभ्यावेदनों के आंकड़े दें।

Do orders exist for receipt of representations for redress of grievances in minority languages? Please furnish statistics on such representations received during the period.

- (b) शिकायतों के निवारण हेतु अल्पसंख्यक भाषाओं में प्राप्त अभ्यावेदनों/आवेदनों का किस सीमा तक उसी भाषा में उत्तर दिया जाता है?  
To what extent, are representations for redress of grievances in minority languages, replied to in the same language?

#### **D. राज्य सेवाओं में भर्ती / Recruitment to State Service**

7. क्या राज्य की सेवाओं में भर्ती हेतु क्षेत्रीय/राजभाषा का ज्ञान होना पूर्वपेक्षित है? यदि 'नहीं' तो भर्ती के उपरान्त वहाँ की क्षेत्रीय/राजभाषा में दक्षता प्राप्त करने हेतु समय-सीमा क्या है?  
Is knowledge of regional/official language a pre-requisite for recruitment to State Services? If 'No', what is the time period on recruitment for acquiring proficiency in the regional/official language of the State?
8. क्या राज्य सेवाओं की भर्ती परीक्षाओं में प्रश्नपत्रों के उत्तर अल्पसंख्यक भाषाओं में देने की अनुमति है?  
Are minority languages permitted to be used in answering Question Papers for recruitment examinations to State Services?
9. क्या राजकीय सेवाओं में भर्ती के लिए वहाँ का अधिवासी होने की बाध्यता है?  
Are there any domiciliary restrictions imposed at the time of recruitment to the State Services?

#### **E. राजभाषा(एँ) / Official Language (S)**

10. (a) राज्य/संघ राज्य क्षेत्र की राजभाषा/Official Language of the State/UT:  
  
(b) राज्य/संघ राज्य क्षेत्र की राजभाषा अधिनियम की प्रति उपलब्ध कराएँ।  
Please furnish copy of the Official Language Act of the State/UT.
11. उन भाषाओं का उल्लेख करें जिन्हें अतिरिक्त राजभाषा घोषित किया गया है। कृपया घोषित ऐसी अतिरिक्त राजभाषा का उल्लेख करते हुए उनके प्रयोजन एवं प्रयोग की सीमा निर्दिष्ट करें।  
Name other language(s) declared as Additional Official Language(s). Please mention the extent and purposes for which the language(s) have been so declared.

**F. भाषाई अल्पसंख्यक संस्थाओं को मान्यता**  
**Recognition of Linguistic Minority Institutions**

12. भाषाई अल्पसंख्यक शिक्षण संस्थानों को मान्यता देने वाले पदनामित सक्षम प्राधिकारी तथा तत्संबंधी नियमों और विनियमों/दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी नियमों/विनियमों/दिशा निर्देशों की प्रति उपलब्ध कराएँ)

Mention the Rules & Regulations/Guidelines for recognition of linguistic minority educational institutions and the competent authority designated for the purpose.  
(Please furnish a copy of the Relevant Rules/Regulation/Guidelines)

13. (a) कितने भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को 30 जून 2014 तक भाषाई अल्पसंख्यक संस्था के रूप में मान्यता प्रदान की गई है?  
How many linguistic minority educational institutions have been recognized language-wise as on June 30, 2014?

- (b) भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को मान्यता देने हेतु उनसे क्या कोई प्रत्यावेदन/शिकायत/याचिका राज्य सरकार/संघ राज्य क्षेत्र को प्राप्त हुआ है? यदि 'हाँ' तो इस पर अनुवर्ती कार्रवाई की जानकारी दें।  
Is the State Government/UT in receipt of any representations/complaints/ petitions from linguistic minorities about recognition of their minority educational institutions? If 'yes' please state the action taken in this regard.

14. भाषाई अल्पसंख्यक शैक्षणिक संस्थान के रूप में मान्यता प्राप्ति हेतु 30 जून 2014 तक भाषावार कितने आवेदन लम्बित हैं?  
How many applications, language-wise, are pending for recognition as linguistic minority educational institution, as on 30 June 2014?

**G. भाषाई अल्पसंख्यक संस्थाओं को अनुदान**  
**Grants to Linguistic Minority Institutions**

15. प्राथमिक तथा माध्यमिक स्तर के भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को सहायता-अनुदान स्वीकृत करने हेतु पदनामित प्राधिकारी और तत्संबंधी नियमों/विनियमों/ दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी विनियमों/नियमों/विनियमों/दिशा-निर्देशों की प्रति उपलब्ध कराएँ)

Mention Rules/Regulations/Guidelines for sanction of grants-in-aid to primary and secondary linguistic minority educational institutions and the authority designated for the purpose. (Please furnish a copy of the relevant Acts/Rules/Regulations/Guidelines).

16. वर्ष 2013-14 के लिए, भाषावार, कितने भाषाई अल्पसंख्यक संस्थानों को सहायता अनुदान स्वीकृत किया गया है?  
How many linguistic minority institutions, language wise, have been sanctioned grants-in-aid for the year 2013 – 14?

| स्तर<br><b>Level</b>                         | अल्पसंख्यक भाषा<br><b>Name of Minority Language</b> | विद्यालयों की संख्या<br><b>Number of Schools(s)</b> |
|--|---|---|
| प्राथमिक /Primary                            |   |   |
| उच्च प्राथमिक / मध्य<br>Upper Primary/Middle |   |   |
| माध्यमिक /Secondary                          |   |   |
| उच्चतर माध्यमिक<br>Higher Secondary          |   |   |

**H. प्राथमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा I से V तक)**  
**Educational Facilities in Primary Education [Class I to V]**

17. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम है, उनके विवरण दें :  
Please give details, where minority language(s) are a medium of instruction:

| भाषा<br><b>Language</b> | विद्यालय<br><b>Schools</b> | विद्यार्थी<br><b>Students</b> | अध्यापक <b>Teachers</b> |
|-------------------------|----------------------------|-------------------------------|-------------------------|
|                         |                            |                               |                         |
|                         |                            |                               |                         |
|                         |                            |                               |                         |

18. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम नहीं है किन्तु एक विषय के रूप में पढ़ाई जाती है उनके विवरण दें :  
Please give details where minority languages are taught as a subject and not as a medium of instruction:

| भाषा<br><b>Language</b> | विद्यालय<br><b>Schools</b> | विद्यार्थी<br><b>Students</b> | अध्यापक<br><b>Teachers</b> |
|-------------------------|----------------------------|-------------------------------|----------------------------|
|                         |                            |                               |                            |
|                         |                            |                               |                            |
|                         |                            |                               |                            |

**I. उच्च प्राथमिक (मध्य) स्तर पर शैक्षणिक सुविधाएं (कक्षा VI से VIII तक)**  
**Educational Facilities in Upper Primary (Middle) Education [Class VI to VIII]**

19. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम हैं, कृपया उनके विवरण दें :  
Please give details, where the minority languages are the medium of instruction.

| भाषा<br>Language | विद्यालय<br>Schools | विद्यार्थी<br>Students | अध्यापक<br>Teachers |
|------------------|---------------------|------------------------|---------------------|
|                  |                     |                        |                     |
|                  |                     |                        |                     |
|                  |                     |                        |                     |

20. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम नहीं हैं किन्तु एक विषय के रूप में पढ़ाई जाती है उनके निम्नानुसार विवरण दें :  
Please detail below where the minority languages are taught as a subject only and not as the medium of instruction:

| भाषा<br>Language | विद्यालय<br>Schools | विद्यार्थी<br>Students | अध्यापक<br>Teachers |
|------------------|---------------------|------------------------|---------------------|
|                  |                     |                        |                     |
|                  |                     |                        |                     |
|                  |                     |                        |                     |

**J. माध्यमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा IX से X तक)  
Educational Facilities in Secondary Education [Class IX to X]**

21. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम हैं कृपया उनके निम्नानुसार विवरण दें :  
Please give details, where the minority languages are the medium of instructions as below:

| भाषा<br>Language | विद्यालय<br>Schools | विद्यार्थी<br>Students | अध्यापक<br>Teachers |
|------------------|---------------------|------------------------|---------------------|
|                  |                     |                        |                     |
|                  |                     |                        |                     |
|                  |                     |                        |                     |

22. जिन विद्यालयों में अल्पसंख्यक भाषाएं एक विषय के रूप में पढ़ाई जाती है तथापि शिक्षण का माध्यम नहीं है:  
Where the minority languages are taught as a subject though these are not the medium of instruction.

| भाषा<br>Language | विद्यालय<br>Schools | विद्यार्थी<br>Students | अध्यापक<br>Teachers |
|------------------|---------------------|------------------------|---------------------|
|                  |                     |                        |                     |
|                  |                     |                        |                     |
|                  |                     |                        |                     |

**K. उच्च माध्यमिक शिक्षा (कक्षा XI से XII तक) में शैक्षणिक सुविधाएँ :  
Educational Facilities in Higher Secondary Education [Class XI to XII]**

23. जहाँ अल्पसंख्यक भाषाएं शिक्षण का माध्यम है, कृपया उनके निम्नवत् विवरण दें :  
Please give details, where the minority language is the medium of instructions, as below:

| भाषा | विद्यालय | विद्यार्थी | अध्यापक |
|------|----------|------------|---------|
|------|----------|------------|---------|

| Language | Schools | Students | Teachers |
|----------|---------|----------|----------|
|          |         |          |          |
|          |         |          |          |
|          |         |          |          |

24. जहाँ अल्पसंख्यक भाषाएँ एक विषय के रूप में पढ़ाई जाती हैं तथापि यह शिक्षण का माध्यम नहीं है:

Where the minority language is taught as a subject though it is not the medium of instruction:

| भाषा<br>Language | विद्यालय<br>Schools | विद्यार्थी<br>Students | अध्यापक<br>Teachers |
|------------------|---------------------|------------------------|---------------------|
|                  |                     |                        |                     |
|                  |                     |                        |                     |
|                  |                     |                        |                     |

### L. त्रिभाषा सूत्र / Three Language Formula

25. “त्रिभाषा सूत्र” के अन्तर्गत पढ़ाई जाने वाली भाषाओं का उल्लेख करें :  
Please mention the languages taught under the “Three Language Formula”:

1. प्रथम भाषा / First Language :
2. द्वितीय भाषा / Second Language :
3. तृतीय भाषा / Third language :

26. कक्षा VIII, कक्षा X तथा कक्षा XII में त्रिभाषा सूत्र के अंतर्गत छात्रों की संख्या  
The number of students covered under the Three Language Formula in Classes VIII, Class X and Class XII.

| भाषा<br>Language | कक्षा 8<br>Class VIII | कक्षा 10<br>Class X | कक्षा 12<br>Class XII |
|------------------|-----------------------|---------------------|-----------------------|
|                  |                       |                     |                       |
|                  |                       |                     |                       |
|                  |                       |                     |                       |

### M. अल्पसंख्यक भाषा के अध्यापक / Minority Language Teachers

27. अल्पसंख्यक भाषाओं को एक विषय और शिक्षण के माध्यम के रूप में पढ़ाने हेतु शिक्षकों के स्वीकृत / भरे हुए पदों, का कृपया उल्लेख करें :

Please mention the sanctioned/filled up posts of teachers to teach minority languages as a medium of instruction and as a subject:

| भाषा<br>Language | माध्यम<br>Medium               |                               | विषय<br>Subject                |                               |
|------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|
|                  | स्वीकृत पद<br>Sanctioned Posts | भरे हुए पद<br>Filled up Posts | स्वीकृत पद<br>Sanctioned Posts | भरे हुए पद<br>Filled up Posts |
|                  |                                |                               |                                |                               |
|                  |                                |                               |                                |                               |
|                  |                                |                               |                                |                               |

28. (a) क्या अल्पसंख्यक भाषाओं को एक विषय अथवा माध्यम के रूप में अध्यापन हेतु शिक्षकों के प्रशिक्षण की कोई व्यवस्था है? यदि हाँ तो निम्नानुसार विवरण दें :  
Are there any arrangements for training of teachers for teaching of minority languages as a medium and as a subject? If yes, please give details as below:

| प्रशिक्षण संस्थान<br>Training Institute | अल्पसंख्यक भाषा<br>Minority Language |                                 |
|---|--------------------------------------|---------------------------------|
|   | पढ़ाई का माध्यम<br>As a medium       | विषय के रूप में<br>As a subject |
|   |                                      |                                 |
|   |                                      |                                 |
|   |                                      |                                 |

- (b) अल्पसंख्यक भाषाओं के शिक्षकों के आदान-प्रदान/शिक्षक प्रशिक्षण संस्थान/केंद्र खोलने हेतु क्या पड़ोसी राज्यों से कोई सहयोग/व्यवस्था है? यदि 'हां' तो कृपया विवरण दें :  
Please give details of collaboration/arrangement, if any, with neighbouring States for exchange of minority language teachers/opening of teachers' training institutes/centers:

#### N. अल्पसंख्यक भाषा की पाठ्य-पुस्तकें / Minority Language Text-Books

29. (a) क्या शैक्षणिक सत्र आरम्भ होने पर अल्पसंख्यक भाषाओं की पुस्तकें तथा अन्य पाठ्य-सामग्री भाषाई अल्पसंख्यक छात्रों को मिल जाती है?  
Are text-books in minority language and other teaching material available to linguistic minority students at the beginning of the Academic Session?
- (b) भाषाई अल्पसंख्यक छात्रों के लिए अल्पसंख्यक भाषाओं की पाठ्य-पुस्तकें तथा अन्य पाठ्य-सामग्री प्राप्त करने हेतु एजेंसियों/अंतर्राज्यीय व्यवस्था, यदि कोई है, तो उसका विवरण दें।  
Please give details of the agencies/inter-state arrangements, if any, for procuring minority language(s) text-books and other teaching materials for linguistic minorities students.
30. क्या अल्पसंख्यक भाषाओं की पाठ्य-पुस्तकें व अन्य पाठ्य सामग्री भाषाई अल्पसंख्यक छात्रों को प्रतियोगी/कम दरों पर उपलब्ध कराई जाती है?  
Are minority language(s) textbooks and other teaching materials available to the linguistic minority students at competitive/subsidized rates?

#### O. भाषाई वरीयता पंजियों का रख-रखाव Maintenance of Language Preference Registers

31. भाषाई अल्पसंख्यक छात्रों की भाषागत वरीयता पंजीकृत करने के लिए क्या 'भाषाई वरीयता पंजियों' का रख-रखाव प्राथमिक/उच्च प्राथमिक (मिडिल)/माध्यमिक/उच्च माध्यमिक विद्यालयों में हो रहा है ? भाषाई वरीयता पंजियों के रख-रखाव संबंधी आकड़े दें।  
Please furnish statistics on maintenance of Language Preference Registers for registering language preference of linguistic minority pupils in the primary/upper primary (middle)/secondary/higher secondary schools? Please furnish statistics on maintenance of Language Preference Registers.

**P. अल्पसंख्यक भाषाओं का संवर्द्धन तथा विकास**  
**Promotion and Development of Minority Languages**

32. (a) क्या राज्य/संघ राज्य क्षेत्र में अल्पसंख्यक भाषा के संवर्द्धन हेतु कोई योजना है? कृपया विवरण दें।  
Are there any Schemes to promote minority languages in the State/UT? Please furnish details.
- (b) कृपया अल्पसंख्यक भाषाओं के संवर्द्धन तथा विकास के लिए राज्य सरकार द्वारा स्थापित अकादमियों का विवरण दें।  
Please give details about the Academies set up by the State Government for promotion and development of minority languages.

| भाषा<br>Language | अकादमी का नाम<br>Name of the Academy | स्थापना की तारीख<br>Date of Establishment | वर्ष 2013-14 के लिए<br>बजट<br>Budget for year<br>2013-14 |
|------------------|--------------------------------------|---|--|
|                  |                                      |   |  |
|                  |                                      |   |  |
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**Q. सुरक्षकों के कार्यान्वयन के लिए तन्त्र**  
**Machinery for Implementation of Safeguards**

33. (a) क्या राज्य/संघ राज्य क्षेत्र स्तर पर भाषाई अल्पसंख्यकों के सुरक्षकों के कार्यान्वयन का अनुवीक्षण एवं समीक्षा के लिए कोई व्यवस्था/समिति गठित है? यदि हाँ, तो समिति की संरचना क्या है? क्या वरीयता के आधार पर भाषाई अल्पसंख्यक वर्ग के किसी क्षेत्रीय सांसद को 'विशेष अतिथि' के रूप में इस समिति में सहयोजित किया गया है? इसकी अंतिम बैठक कब हुई?  
Is there a mechanism/Committee at the State/UT level to monitor and review the implementation of the Safeguards for linguistic minorities? If so, what is the composition of the Committee? Whether any local Member of Parliament, preferably belonging to linguistic minority, has been co-opted as a 'Special Invitee' to the Committee? When did the committee hold its last meeting?



- (b) मुख्य सचिव की अध्यक्षता में भाषाई अल्पसंख्यकों की राष्ट्रीय स्तर पर सहमतिजन्य एवं संवैधानिक सुरक्षाओं के कार्यान्वयन हेतु बैठकों का विवरण दें?  
Please give details of the meetings held under the Chairmanship of Chief Secretary to implement Nationally agreed and Constitutional Safeguards for linguistic minorities?
- (c) यदि राज्य में अल्पसंख्यक आयोग है तो क्या यह आयोग भाषाई अल्पसंख्यकों के मामले भी देखता है? यदि हां, तो कृपया विस्तृत जानकारी दें।  
In case there is a Minorities Commission in the State, does it handle the linguistic minorities' affairs? If yes, please furnish details.
34. (a) क्या भाषाई अल्पसंख्यकों के सुरक्षाओं की योजना का कार्यान्वयन सुनिश्चित करने हेतु जिला स्तर पर समिति गठित है? यदि ऐसा है तो क्या वरीयता के आधार पर भाषाई अल्पसंख्यक वर्ग के, क्षेत्रीय के विधायक को उस जिला स्तरीय समिति में सहयोजित किया गया है?  
Does a Committee exist to ensure implementation of the Safeguards for the linguistic minorities at the District level? If so, has a local MLA, preferably belonging to linguistic minority been co-opted in the District Level Committee?
- (b) जिला स्तर के अधिकारी जिन्हें भाषाई अल्पसंख्यकों के मामले की जिम्मेदारी सौंपी गई है उनके नाम, पदनाम, दूरभाष/मोबाइल/फैक्स संख्या, आदि दें (आवश्यकतानुसार अलग से सीट संलग्न करें)।  
Mention the Name, designation and phone/mobile/fax no. of the officers entrusted with linguistic minorities' affairs at the district level. (Attach a separate sheet, if required.)

**R. सुरक्षाओं के लिये प्रचार**  
**Publicity of the Safeguards**

35. (a) भाषाई अल्पसंख्यकों को प्रदत्त सुरक्षाओं एवं उपलब्ध सुविधाओं के बारे में उन्हें जानकारी देने हेतु क्या व्यवस्था की गई है?  
What is the mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them?
- (b) राज्य में भाषाई अल्पसंख्यकों को उपलब्ध सुरक्षाओं के प्रति जागरूकता के प्रसार हेतु कृत कार्रवाई की कृपया विस्तृत जानकारी दें।  
Please elaborate the action taken to spread awareness about the Safeguards available to the linguistic minorities in the State.

- (c) भाषाई अल्पसंख्यकों के सुरक्षणों से संबंधित विवरणिका अंतिम बार कब प्रकाशित हुई? क्या ये अल्पसंख्यक भाषाओं में छपी थीं? यदि हां, तो कृपया विवरण दें।  
When were the Pamphlets detailing Safeguards for the linguistic minorities last published? Were they published in minority languages? If so, please give details.

36. क्या जिला तथा तहसील कार्यालयों को निदेश दिए गए हैं कि वे भाषाई अल्पसंख्यकों के सुरक्षणों एवं उपलब्ध सुविधाओं के बारे में, प्रदर्शन, बोर्ड तथा बैनर के माध्यम से सूचना दें?  
Whether orders have been issued directing the district and tehsil offices to exhibit the Safeguards and concessions available to linguistic minorities through hoardings, banners, etc.?

**S. भाषाई अल्पसंख्यकों से प्राप्त शिकायतें**  
**Grievances/Complaints received from linguistic minorities**

37. भाषाई अल्पसंख्यकों से समीक्षाधीन अवधि में प्राप्त शिकायतों और राज्य सरकार द्वारा कृत अनुवर्ती कार्रवाई का विवरण दें।  
Detail the complaints received from linguistic minorities during the period under report and the action taken thereon by the State Government.

38. (a) राज्य में कितनी निबंधित भाषाई अल्पसंख्यक एसोसिएशन/समिति कार्यशील है?  
How many registered Linguistic Minorities Associations/Societies are functioning in your State? Please furnish details of such Associations.

- (b) इन एसोसिएशन/समितियों की सूची, उनके दूरभाष, पत्राचार का पता आदि दें।  
Please, furnish a list, along with telephone numbers and postal addresses of such Associations/Societies.

**Note:—**

1. प्रश्नावली वेबसाइट :[www.nclm.nic.in](http://www.nclm.nic.in) पर भी उपलब्ध है। कोई भी प्रश्न अनुत्तरित/खाली न छोड़ें। प्रत्येक प्रश्न के उत्तर सारगर्भित व ब्यौरेवार देने पर उचित ध्यान दें।

**The Questionnaire is also uploaded in the website :[www.nclm.nic.in](http://www.nclm.nic.in). No Question should be left unanswered/ blank. Due care be taken to furnish detailed and comprehensive reply to each Question.**

2. किसी स्पष्टीकरण हेतु कृपया संपर्क करें / **For any clarification, please contact:**

**आयुक्त / Commissioner**

110, प्रथम तल, पर्यावरण भवन,  
110, 1<sup>st</sup> Floor, Paryavaran Bhawan,  
सी०जी०ओ० कॉम्प्लेक्स, लोधी रोड,  
C.G.O. Complex, Lodhi Road,  
नई दिल्ली-110003 New Delhi-110003  
011-24368380 (फोन / फ़ैक्स/Phone/Fax)  
hqofficeclm@gmail.com (ई मेल / E-mail)  
<http://www.nclm.nic.in> (वेबसाइट / Web site)

3. सहायक आयुक्त,  
Assistant Commissioner  
(उत्तरी एवं मध्य अंचल)  
(Northern & Central Zone)  
40, अमरनाथ झा मार्ग, इलाहाबाद-211002 (उ०प्र०)  
40, Amar Nath Jha Marg, Allahabad - 211002 (U.P.)  
0532-2468565 (फोन/Phone)  
0532-2468544 (फ़ैक्स/Fax)
4. सहायक आयुक्त,  
Assistant Commissioner  
(पूर्वी अंचल)  
(Eastern Zone)  
67, बेन्टिंक स्ट्रीट, बेस्ट विंग,  
67, Bentinck Street, West Wing,  
चौथा तल, कोलकाता-700069, (पश्चिम बंगाल)  
4th Floor, Kolkata - 700 069. (West Bengal)  
033-22373572 (फोन / फ़ैक्स/Phone/Fax)
5. सहायक आयुक्त,  
Assistant Commissioner  
(पश्चिमी अंचल)  
(Western Zone)  
बिल्डिंग नं० 23 (1) किला, बेलगाम-510016  
Building No. 23(1), Fort, Belgaum -510016  
(कर्नाटक)  
(Karnataka)  
0831-2422764 (फोन / फ़ैक्स/Phone/Fax)
6. सहायक आयुक्त,  
Assistant Commissioner  
(दक्षिणी अंचल)  
(Southern Zone)  
राजाजी भवन, द्वितीय तल, ई-विंग,  
बेसेन्ट नगर, चेन्नै-600090  
(तमिलनाडु)  
Rajaji Bhawan, "E" Wing, 2nd Floor,  
Besant Nagar, Chennai-600090,  
(Tamil Nadu)  
044-24919348 (फोन / फ़ैक्स/Phone/Fax)

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**RESOLUTION ADOPTED AT PROVINCIAL EDUCATION MINISTERS' CONFERENCE (AUGUST 1949, APPROVED BY GOVT.OF INDIA)**

“The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or 10 such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organized and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will; however be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different language”.

## GOVERNMENT OF INDIA, MEMORANDUM OF 1956

The safeguards proposed for the linguistic minorities vide Part IV of the States Reorganization Commission's Report have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow:

### 1. **Primary Education**

Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill providing for the addition of a new Article namely, 350A to the Constitution regarding facilities for instruction in the mother-tongue at the Primary stage of education. The directions which may be issued by the President under Article 350A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the Resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

### 2. **Secondary Education**

The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the Secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as Secondary education is concerned, it will have to be treated differently from education at the Primary stage, and has, therefore, not recommended Constitutional recognition of the right to have instruction in the mother-tongue at the Secondary school stage.

3. The Resolution adopted by the Provincial Education Ministers' Conference in August, 1949 contemplated the following arrangements in regard to Secondary education:-

- (a) If the number of pupils whose mother-tongue is a language other than the Regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organized or established by private agencies will be recognized for the purpose of grants-in-aid from Government according to prescribed rules.
- (b) The Government will also provide similar facilities in all Government and district board schools where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.
- (c) The Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The Regional language will be a compulsory subject throughout the Secondary stage.

4. The Central Advisory Board of Education, after taking into consideration the Report of

the Secondary Commission and the Resolution on the subject passed by the All India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the Secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the Secondary school stage. The Government of India, as recommended by the Commission, proposed to lay down a clear policy in regard to the use and place of the mother-tongue at the Secondary stage of education in consultation with the State Government and to take effective steps to implement it.

#### **5. Affiliation of Schools and Colleges using Minority Languages**

Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganized States to appropriate Universities or Boards of Education. It is, of course, desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements, and having regard to the number of institutions of this kind, it may sometimes be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded, in fact, as a necessary corollary to the provisions contained in Article 30 of the Constitution which gives to the minorities the right to establish and administer educational institutions of their choice.

6. It is, therefore, proposed to advise the State Government that, in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grants-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the frame work of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the State in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

#### **7. Issue of Directions by the President Under Article 347 Regarding the Recognition of Minority Languages as Official Languages**

Attention is invited to Article 347 of the Constitution, which prescribes that 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 desires the use of any language spoken by them to be recognized by that State, direct that such languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed. Language shall also be officially recognized in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments a clear code to govern the use of different languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed.

8. The Commission has proposed that a State should be recognized as unilingual, only where one language group constitutes above 70% or more of its entire population and that

where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognized as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level, that is to say, if 70 per cent or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district.

9. The Government of India are in agreement with these proposals and propose to advise the State Governments to adopt them.

10. The arrangements to be made for the purpose of recognizing two or more Official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in district or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent of the population of that area, it may be an advantage to get important government notices and rules published in the language of the minority, in addition to any other language or languages in which such documents may otherwise be published in the usual course.

12. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

**13. Recognition of Minority Languages as the Media for Examinations Conducted for Recruitment to State Services**

Attention is invited to the Commission's recommendations that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State services (not including subordinate services), English or Hindi or the language of minority constituting about 15 to 20 per cent or more of the population of State, a test of proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India proposed to advise State Governments that these suggestions should, as far as possible, be adopted. It is also proposed to recommend to the State Government that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognized as an Official language in the district should also be recognized as a medium for the purpose of competitive examination in the districts. The last mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

**14. Review of Residence Rules and Requirements**

The Commission has emphasized that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalize the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have

reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or cadre of the State services.

15. Certain exceptions may have to be made to the General rule of non-discrimination in the Telengana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16. The Government of India proposed to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State services in the light of the position stated in paragraph 14.

**17. Restriction of Private Rights in Respect of Contracts etc.**

The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

**18. Recruitment of at Least Fifty Per Cent of the New Entrants to All-India Services From Outside a State**

The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

**19. Recruitment of One-Third of the Number of Judges From Outside a State**

The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

**20. Constitution of Public Service Commissions for Two or More States**

The proposals that the Chairman and Members of the Public Service Commissions in the States should be appointed by the President, has not been welcomed by the State Governments and it is not, therefore, being pursued. There is a provision in the Constitution already for the constitution of Public Service Commissions for two or more States vide Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

**21. Agency for Enforcing Safeguards**

The States Reorganization Commission has recommended that the services of the States' Governors should be utilized for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors,



and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in the Parliament on the States Reorganization Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the Centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganization Commission in the following passage of its report:-

“We wish to emphasize that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person’s life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fair play on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State.”

## **MINISTERIAL COMMITTEE OF THE SOUTHERN ZONAL COUNCIL, 1959, ON SAFEGUARDS FOR LINGUISTIC MINORITIES**

The Ministerial Committee of the Southern Zonal Council to consider safeguards for Linguistic Minorities met at Ootacamund on Saturday, the 16th and Sunday the 17th May. The following persons attended:-

- (1) Sri C. Subramaniam, Minister for Finance, Government of Madras (Convenor);
- (2) Sri E.M.S. Nambudripad, Chief Minister of Kerala;
- (3) Sri S.B.P. Pattabhirama Rao, Minister for Education, Andhra Pradesh;
- (4) Sri K. Brahma Nanda Reddy, Minister for Finance, Andhra Pradesh; and
- (5) Sri Anna Rao Ganamukhi, Minister for Education, Mysore.

Sri R. A. Gopalaswami, I.C.S. Second Member, Board of Revenue, Madras, Sri K. V. Ramanathan, I.A.S. Deputy Secretary to the Government of Madras, Health, Education & Local Administration Department and Sri N. Jayaraman, Deputy Secretary to the Government of Madras, Public (Partition) Department, Sri V. Ramachandran, I.A.S. Deputy Secretary to the Government of Kerala, Education Department, and Sri Siddava Purnaik, Under Secretary to the Government of Mysore, Education Department and the Private Secretary to the Education Minister from Mysore State also attended.

### **2. Item 1 of the Agenda: Provision of facilities for instruction of linguistic minorities in the medium of the mother-tongue in the Primary stage of education**

The Committee discussed the question of provision of facilities in primary and elementary schools in all States for the instruction of pupils belonging to the linguistic minorities in their own mother-tongue in the light of the Resolution adopted on this subject at the Provincial Education Ministers' Conference held in August, 1949. The question of the study of the Regional language at the Primary and post-Primary stage by pupils belonging to the linguistic minorities was also discussed. The following decisions were finally taken:-

- a. The position in respect of pupils' strength and school facilities including teachers as on 1 November, 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution in every one of the four States. Provided that in respect of Telugu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be 1 October, 1953 and not 1 November, 1956.

If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority. There is no objection to any State making provision for teachers on a more liberal scale and in special cases where demand for such provision on a more

liberal scale is made; the State Government concerned should take the special features of each such case into account in passing orders.

b. In order to implement the above safeguard, it will be provided that all Primary schools shall entertain applications from parents belonging to the linguistic minority groups for the admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. Departmental arrangements should be made to see that no such applicant is refused admission for reasons that the number is insufficient in the particular school where the application is made, and that, wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils.

c. Facilities will be provided in every one of the four States for the study, by pupils belonging to the linguistic minority groups, of the Regional language as an additional optional language from the IV standard onwards so that pupils belonging to these groups may not be at a disadvantage, if at the Secondary stage they elect to study the Regional language. These facilities will be financed by Government, that is to say, the facility will be provided freely in all schools under public management i.e., Government or local body and the provision of such facilities in aided schools will be eligible for the usual grant from Government.

### **3. Item 2: Study of Languages in the Secondary Stage of Education**

The question of making provision for the study of the mother-tongue by the linguistic minorities at the Secondary stage of education without deviation from the Three-language Formula in the terms already accepted by all the States of the Southern Zone was discussed. It was noted that in every one of the four States provision was being made or would be made under the reorganized syllabus of Secondary education for the study of linguistic minorities of the mother-tongue in the Secondary stage.

In Madras, a pupil belonging to the linguistic minority can offer the mother-tongue as an alternative either to the Regional language (part I of the language course) or to Hindi or other Indian language not included in Part I (Part II of the language course). In Kerala, a pupil belonging to linguistic minority can, in practice, offer the mother-tongue as an alternative only to the Regional language. In Andhra Pradesh and Mysore he can take it as the first language, either as complete alternative to the Regional language or as a part of composite course consisting of more than one language. To the extent that the mother-tongue could be offered as an alternative to the Regional language, in all the States there was no compulsion to study the Regional language. It was decided that this position was satisfactory and should continue. The recommendation of the Government of India that compulsory provision should be made for the study of linguistic minorities at the Secondary stage of education of the Regional language in addition to the mother-tongue was considered and it was decided in view of the number of languages involved that no such compulsion was necessary, desirable or even possible.

4. The question whether such qualification as may be generally prescribed in respect of proficiency in the Regional languages for purposes of public employment need be relaxed in favour of linguistic minority pupils who elect to study their mother-tongue in lieu of the Regional language was considered as part of the question of safeguards to be provided for the linguistic minorities in the matter of recruitment to the Public Services (Item 9 below).

5. **Item 3: Provision of facilities for linguistic minorities for instruction with the mother-tongue as the medium of Secondary stage of education**

The Committee discussed the question of provision of facilities for instruction of linguistic minorities in their mother-tongue at the Secondary stage of education. The Committee took note of the Resolution adopted on this subject by the Provincial Education Ministers' Conference in August 1949 which contemplated (i) the opening or recognition by Government of separate schools for linguistic minorities with instruction in their mother-tongue in areas where the number of such minority pupils justified the opening of separate schools (ii) provision by Government of facilities for instruction in minority language media in all Government and Local Body schools where 1/3rd of the total number of pupils desire to be instructed in their mother-tongue and (iii) action by Government to see that aided schools also arranged for such instruction in similar circumstances. The difficulties in providing for instruction in minority language media in the different groups of optional subjects in the academic and diversified courses in the Higher Secondary stage of education were also noted by the Committee. The point of view put forward by Madras was that the reference in the Resolution of Provincial Education Ministers' Conference to 1/3rd was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large schools separate sections may become necessary and possible even if the ratio was less than 1/3rd while in small schools separate sections may be uneconomical and, therefore, impracticable even if the ratio exceeded one third. This view found general acceptance. There was considerable discussion as to the minimum strength in each class and in the school as a whole which should be insisted upon for provision of facilities for instruction in minority languages. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1st November, 1956 in respect of separate Secondary schools for linguistic minorities as well as separate sections for linguistic minorities in other Secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority language should be ascertained and continued without change.
- b. If the number of pupils decreases to such an extent as to justify reduction in any particular local area, such reduction may be effected; but no reduction should be made in any individual cases except under the specific orders of Government applicable to that particular case.
- c. If the number of pupils increases, additional teachers should be provided in such relation to the increased pupil strength as may be justified by the rules generally applicable to all schools.
- d. For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary Course and 15 pupils in each such standard will be necessary. Provided that, for the first four years after the commencement of provision of the facilities, a strength of 15 in each standard in which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic courses, and, where different groups of optional subjects are provided in the academic courses, separately for each such group of optional subjects.

6. **Item 4: Provision of facilities for instruction of linguistic minority pupils with English as the medium in the Secondary stage of education**

Is it necessary that provision for instruction in the English medium should be made at all in Secondary schools which are maintained or aided by the State? If such provision is necessary, should it be limited to any category of pupils or should it be available to all pupils without any restriction? These questions were discussed at length by the Committee. It was noted that it was the accepted policy of all the four States that the Regional language should be the medium of instruction at the Secondary stage of education and that the only exception to this general rule was that pupils belonging to the linguistic minorities should be given instruction in the medium of their respective mother-tongue. In the guise of providing instruction in the English medium as a concession to linguistic minorities, this general policy should not be modified or deviated from. The Convenor was of the view that the children of migratory parents (whether belonging to the linguistic majority or the minorities) could be allowed to be educated in the English medium; since, at present, that was the only language in which instruction was available in all parts of India. There was no case, however, for provision of similar facilities for children of non-migratory parents. If children of non-migratory parents of the linguistic minority groups could not for any reason be given facilities for instruction in their own mother-tongue, they should be educated in the Regional language rather than in English. There was general agreement that provision should be made for imparting instruction in the English medium to children of migratory parents and that children of non-migratory parents of the linguistic majority groups in each State should be educated only in the Regional language. There was considerable discussion as to whether provision for instruction in the English medium should not be made for at least certain categories of children of non-migratory parents of the linguistic minority groups, the Andhra Education Minister expressing the view that where it was not possible to provide for instruction of linguistic minority pupils in their own mother-tongue, they should be allowed to opt for instruction in the English medium if facilities for such instruction were available. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1 July, 1958 in respect of facilities for instruction in the English medium in separate sections of recognized Secondary schools should be ascertained and continued without change.
- b. Children of linguistic minority groups should be assured of the availability of places in such sections, in numbers not falling short of the position as on 1 July, 1958. Whether or not a similar assurance should be provided in respect of children of linguistic majority groups is a matter for each State to decide for itself.
- c. Consistently with the foregoing, the State Government should be free to implement their policy in respect of the medium of instruction in Secondary schools effectively. They should be under no obligation to increase the facilities for instruction in the English medium Secondary schools in excess of the position existing on 1st July 1958, except in so far as the need therefor may arise as a result of future increase in the numbers of children of migratory parents (whether these belong to the linguistic majority group or linguistic minority groups).

7. **Item 5: Affiliations of schools and colleges using minority languages to bodies outside the State**

The Government of India's proposal to advise State Governments that affiliations of schools and colleges and other educational institutions to bodies outside the State in which they are functioning should be permitted without difficulty and that institutions thus affiliated should not suffer from disabilities in regard to grants-in-aid and other facilities was considered by the Committee. It was unanimously decided that there was no need to provide for affiliation of

schools in any State to bodies outside the State. As for colleges, it was a matter for the Inter-University Board to consider.

#### **8. Item 6: Use of Minority Languages for Official Purposes**

The State Reorganization Commission has recommended that where there is a substantial minority constituting 30 per cent or more of the population of a State, the State should be recognized as bilingual for administrative purposes and that, if 70 percent or more of the total population of a district is constituted by a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 per cent of the population, Government notices, Electoral Rolls etc., should be printed in both the languages and documents in minority languages should be permitted to be filed in courts. These recommendations were considered by the Committee which noted that there was no single minority group in any of the four States constituting more than 30 per cent of the total population of the State or 70 per cent or more of the population of a district. It observed that neither the two safeguards contemplated by the States Reorganization Commission (viz., declaring the State to be bilingual or declaring a language other than that of the majority as the Official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specified purposes in district or a smaller area, it was decided that every municipal town, and the non-municipal area of every taluka should be treated as a separate local area for this purpose and that a list of such local areas where 20 per cent of the people of a taluka or a municipality spoke a language different from that of the majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared:-

- a. All important Government Notices and Rules, Electoral Rolls etc., should be published in the minority language or languages.
- b. Forms etc., to be used by the public should be printed both in the Regional language and in the minority languages.
- c. Facilities for registration of documents in the minority languages should be provided.
- d. Correspondence with the Government offices in the minority languages should be permitted.
- e. Permission should be given to file documents in the minority languages in the Courts in the areas.
- f. An endeavour should be made to secure, in so far as this may be found practicable with due regard to administrative conveniences, that the officers posted to work in such local areas are persons who possess adequate knowledge of the minority language.

The Andhra Pradesh Government which had originally proposed to take up the question of acceptance of the suggestions of the Commission in this matter along with the main question of prescribing the Official Language of the State agreed to fall in line with the other States in this matter.

9. **Item 9: Safeguards for Linguistic Minorities in the matter of recruitment to the Public Services of the State**

Item 9 being a general question of which items 7 and 8 were parts, it was taken up before consideration of the latter items.

10. The Committee noted that, in the matter of recruitment to the Public Services of the State, linguistic minority groups would not be put to any special difficulty where the Official language of a State continued to be English and no conditions were imposed that a knowledge of the majority language of the State was necessary for recruitment to the services or that competitive examinations for recruitment to the services should be written only in the majority language of the State. But Madras had declared Tamil to be the Official language of the State and had provided that, to be eligible for appointment to any service by the direct recruitment, a person should have an adequate knowledge of the Official language of the State, namely, Tamil, a person with an adequate knowledge of Tamil being defined as one:-

- a. Who has acquired knowledge in Tamil in the High School course;  
or
- b. Who, whether his mother-tongue is Tamil or not, is able to speak,  
read and write Tamil;  
or
- c. Who has passed a second class language test in Tamil.

Madras had also withdrawn the option given till 1958 to candidates taking the group IV examinations conducted by the Madras Public Service Commission for recruitment of persons to the Madras Ministerial Services, Madras Judicial Ministerial Services, etc., to answer in Telugu, Kannada, Malayalam or Urdu, the papers which should be answered in the Regional language, thus making it necessary for a candidate taking this examination to answer these papers only in Tamil. This had created problems for the linguistic minorities who had suddenly been called upon to possess an adequate knowledge of Tamil as a condition precedent to State employment and to compete with Tamil speaking applicants in examinations in which Tamil was the medium. The same problems would be faced by linguistic minorities in the other States, when in due course they switched over from English to the respective State majority language as the Official language. All the States, therefore, recognized the need for defining in precise terms the people who would be affected by policy decisions such as those taken by the Madras Government in this matter and to provide special safeguards for them in the matter of possession of adequate knowledge of the Regional language and of the medium of competitive examinations for recruitment to the Public Services of the State. The Committee discussed specifically the following questions:-

- a. how the persons to whom special safeguards should be given in the matter should be defined;
- b. what special safeguards should be given to them; and
- c. for what duration these safeguards should continue to be given.

11. **Definition of persons eligible for safeguards**

The Government of Madras had originally proposed that safeguards in the matter of recruitment should be given to a particular class of people to be described as Linguistic Minorities for this purpose and that such Linguistic Minorities should be defined as consisting of every person whose mother-tongue is Telugu, Malayalam, Kannada or Urdu, provided that either parent of such a person was born within the present territorial limits of Madras State or has been permanent resident within such limits. While the Government of Mysore wanted that continuous residence of either parent for five years or more or specific evidence of a desire to

settle permanently should be the qualification for definition of linguistic minorities, the Commissioner for Linguistic Minorities was of the view that the residential qualification prescribed in the Madras definition would contravene the provisions of the Constitution. The Government of Madras, thereupon, obtained the opinion of their Advocate General regarding the constitutional validity of the definition proposed by them. His opinion which had been received by the time the Committee met was considered by the Committee. He was of the view that while there was no objection to limiting the class of beneficiaries eligible for relaxation of recruitment rules to a limited group among linguistic minorities, it was wrong to define the expression Linguistic Minorities itself so as to include only this limited group. The place of birth of the citizen or his parent could not be made the criteria for any general definition of linguistic minorities. He, therefore, suggested that, the present objective being a strictly limited one, it was not necessary to define the term Linguistic Minorities but the persons to whom the benefit of relaxation of the recruitment rules would be given could be termed non-Tamilian candidates or candidates having a mother-tongue other than Tamil and defined as consisting of every person whose mother-tongue is other than Tamil and who has passed the examination qualifying for the post in question through a college, school or other institutions within Madras State. The Committee decided to accept this suggestion of the Advocate-General of Madras and agreed that relaxation of the rules relating to adequate knowledge of the Regional language and medium of competitive examination in the matter of recruitment to services should be given to non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who would be defined as all persons whose mother-tongue is a language other than Tamil (or Telugu or Kannada or Malayalam, as the case may be) and who have passed the examination qualifying for the post for which recruitment is to be made from an Educational Institution within Madras (or Andhra Pradesh or Mysore or Kerala) State. Persons belonging to the linguistic minorities who have not passed the qualifying examination from an institution within the State would not be ineligible for recruitment to the services but they would not be entitled to the benefit of the relaxation of the rules referred to above.

## **12. Nature of the Safeguards**

As regards the nature of the relaxation to be given, Madras had made the following proposals:

### **a. Adequate knowledge of Tamil as condition of eligibility for recruitment**

It should be open to any candidate belonging to the linguistic minorities of the State to apply for any post notwithstanding that at the time of such application he does not possess adequate knowledge of Tamil within the meaning of the general rules. He should be eligible for selection subject to the conditions specified in (iii) below:

### **b. Medium of examination**

Where Tamil is required to be offered as the medium of examination for any public examination held by the Madras Public Service Commission, any candidate who is a member of linguistic minority in Madras State may, if he so desires, offer his mother-tongue in lieu of Tamil subject to the conditions specified in (iii) below:

### **c. Conditions attached to the relaxation of the rules**

The relaxation of the general rules in terms in terms of (i) or (ii) above will be subject to the conditions that the selected candidate should pass the second class language test in Tamil within the time prescribed therefore as a condition precedent to completion of probation and confirmation of appointment to the permanent Public Services of the State.



The Committee approved of the above safeguards subject to the following modifications;

- i. They shall be applicable to all non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who are eligible for relaxation of rules with reference to the criterion specified in the previous paragraph.
- ii. The option in respect of the medium of examination should be to offer any one of the six languages namely, Tamil, Telugu, Kannada, Malayalam, Urdu and English. It should be open to each of the State to provide for option to answer the examination in other Indian languages also.
- iii. The selected candidate should pass a test in the Regional language whose standard should be a matter of common agreement between all the four States..

**13. Duration of Continuance of Safeguards**

As regards the duration of these safeguards, the unanimous view was that the safeguards should be instituted now without a terminal date and a review of the question undertaken as soon after 1st July, 1964 as possible when information regarding the number of the persons availing themselves of the concessions would have become available

**14. Item No. 7: Recognition of minority languages as media in examinations conducted for recruitment to State Services**

The Committee considered the suggestion of the States Reorganisation Commission that for recruitment to services known as State Services, that is to say, superior or gazetted services by competitive examination, a candidate should have the option to elect as medium of the examination the Union Language-English or Hindi or the language of a minority constituting 15 to 20 per cent or more of the population of the State as an alternative to the main language of the State, a test of proficiency in the State language being held after selection and before the end of the period of probation. It was noted that this was only a part of the bigger problem dealt with under item 9 and that at present no linguistic minority was put to any difficulty in any of the four States in the matter of recruitment to the State Services as the medium of such competitive examinations as were held was English. It was agreed that safeguards for linguistic minorities in this matter should be provided by all the States in the following terms:

- a. Such safeguards would be applicable only to linguistic minorities whose mother-tongue is Tamil, Telugu, Kannada, Malayalam or Urdu and in Andhra and Mysore States only to Marathi.
- b. In the event of the medium of the competitive examinations for recruitment to any State service being changed from English to the Regional language of the State, the option to answer the examination in English or Hindi should be given to these minorities.
- c. There is no objection to any State extending this concession to linguistic minorities who speak languages other than those mentioned in item (i) above.

**15. Item No. 8: Recruitment to Cadres of Subordinate Services treated as Cadres for the Districts**

The Government of India propose to recommend that, where any cadre included in the subordinate services of a State is treated as a cadre for a district, any language which has been recognized as an Official language in the district should also be recognized as medium for the purposes of the competitive examinations in the districts. The Committee noted that there was no district in any of the States in the Southern Region where 70 per cent of the people spoke a

language other than the language of the State, which according to the States Reorganization Commission was the condition necessary for declaration of a minority language as the Official language of a district. This recommendation of the Government of India had, therefore, no application to any of the States of the Southern Region.

**16. Item No. 10: Review of Residence Rules and Requirements**

The Committee noted that all restrictions by way of domicile qualifications for entry into the services of a State having been abolished with the enactment by the Government of India of "the Public Employment (Requirements as to Residence) Act, 1957" no action was necessary in this matter.

**17. Item No. 11: Restriction of private rights in respect of contracts etc.**

The Committee noted that there was no discriminatory treatment of minorities in the field of Commerce, trade and industry in any of the four States.

**18. Item No. 12: Recruitment of a minimum percentage of the new entrants to All- India Services from outside the State**

**Item No. 13: Recruitment of a fixed number of the judges of the High Courts of a State from outside the State**

**Item No. 14: Constitution of Public Service Commission for two or more States**

No State Government had any comments to offer on any of the questions.

**19. Item No. 15: Agency for enforcing Safeguards**

The Committee noted that a Commissioner for Linguistic Minorities had been appointed at the Centre by the Government of India to submit a report to the President on the working of the safeguards for minority language groups at such intervals as the President may direct. The Committee took the view that it was also necessary to appoint a Standing Committee of the Southern Zonal Council to be the Agency for review and coordination of the implementation of the safeguards for linguistic minorities as accepted by all the States of the South Zone. Each one of the States of the Council would be represented on this Standing Committee by one of its Ministerial representatives on the Southern Zonal Council. This Committee would discuss all problems that arose with regard to the working of the safeguards for linguistic minorities. It was unanimously agreed that such a Committee should be constituted.

20. The Commissioner for Linguistic Minorities had sent a note to the Committee in which he had referred, among other things, to the practice prevailing in certain States of insisting upon adequate knowledge of the Regional language as a condition precedent for admission to the Science courses in Arts and Science Colleges and to all courses in Professional Colleges and Polytechnics in the State and the complaints he had heard to the effect that the qualification is insisted on only in order to deny admission to linguistic minority candidates. The Committee noted that no such fanaticism existed in any of the four States of the Southern Region.

1. Modifications made to the report above at a meeting of the Southern Zonal Council held at New Delhi on 16th April, 1960 were as follows:-

a. The question whether schools in the State in the Southern Zone should be allowed to be affiliated to the institutions outside the State was discussed. Shri C. Subramaniam, Education Minister, Madras clarified that as far as colleges were

concerned it was a matter for the inter-University Board to decide and not for the Governments. It was further clarified in the discussions that the examinations were held in schools in the States in the various minority languages, and not only in the Regional language of the State. Should any problem arise, it would be considered by the Standing Committee, the establishment of which the Ministerial Committee has recommended.

b. During the discussion, Shri Subramaniam stated that while any citizen of India with the requisite necessary qualifications was eligible to compete on equal terms for entry into the State Services, the Ministerial Committee had recommended the grant of certain concessions to linguistic minorities within each State. For this purpose, a candidate would be considered to be a member of linguistic minority of a State if he had passed the requisite qualifying examination from that State and his mother-tongue was other than the Regional language of the State. Recruitment to the Public Service was not, however, limited by domiciliary restrictions which would offend against the Public Employment (Requirements as to Residence) Act, 1957. No such restriction existed in any of the four States of the Southern Zone.

It was agreed that Hindi should be added to the list of languages in which members of the linguistic minorities might answer the examination for recruitment to the Public Services.

c. After some discussion, the Council approved of the Report and it was agreed that if any difficulty arose in giving effect to the decision of the Committee, the matter should be referred to the Standing Committee. As regards the composition of the proposed Standing Committee, it was decided that each State should be represented by a Minister, and the Vice Chairman of the Zonal Council for the year should be the Convenor of the Committee. The Secretary of the Zonal Council for the year would be the Secretary of the Committee. It was also agreed that the Commissioner for Linguistic Minorities should be associated with the Committee.

## **MEETING OF THE CHIEF MINISTERS OF STATES AND CENTRAL MINISTERS (AUGUST 1961)**

The meeting of Chief Ministers of the States convened to consider the question of national integration began on August 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 10 August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad. The Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10 while coming in car from Jaipur to Delhi to attend the meeting.

### **August 10**

1. In his opening address, the Prime Minister referred to the various aspects of national integration: cultural, educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all-India approach to these questions.
2. The Union Home Minister referred to the discussions held at the last Conference of Chief Ministers held on 31st May and 1st June 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two bills to amend Section 153A of the Indian Penal Code, which had been already introduced in the Parliament and the proposal to amend the Representation of the Peoples Act.
3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from the Indian Union. This matter would be considered further later.
4. The Prime Minister referred to the recommendation of the States Reorganization Commission that more all-India Services be constituted. The Principle of having all-India Services in the Engineering, Medical and Forest departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.
5. The meeting was of the opinion that the rule of rotation of officers in existing all- India Services between the Centre and the State should be more rigorously followed.
6. The meeting also accepted the desirability of having in every High Court some judges drawn from outside the State.

### **August 11 and 12**

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11 and 12, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11 and in the morning of August, 12.
2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the

Government of India's Memorandum of 4 September, 1956 which had been prepared after considering the recommendations of the States Reorganization Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This Memorandum was in the nature of an all-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this Memorandum were re-affirmed, certain variations were agreed to, as stated below:-

- a. **Primary Education:** The right of linguistic minorities to have instruction in their mother-tongue at the Primary stage of education was reaffirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganization Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptation can be made. The main objective is that no facilities previously available should be reduced and, wherever possible further facilities should be given.

- b. **Secondary Education:** Here also the general provisions of the 1956 Memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by the State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother-tongue formula could not be fully applied for use as the medium of instruction in the Secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for a higher education in Universities.

The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable text books in schools, both at the Primary and the Secondary stages was emphasized. Normally, these text books should be produced by the State Governments and not be left to private enterprise. The text books should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such text books should be entrusted to persons of high quality. The Central Government should prepare model text books both for the Primary and Secondary stages.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all-India language for inter-State communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfill that purpose as early as possible. Otherwise, there is a danger of no adequate connecting links, in so far as language is concerned between the different States.

6. It is important both from the point of view of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore, is important.

7. It must be remembered that languages, if they are to be known at all well must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all-India languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

9. A Three-language Formula had been evolved by the Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother-tongue when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universities or Boards outside the State.

11. While a State may have one or more languages for its official purposes, it must be recognized that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages for education etc. An Official language is meant largely for official purposes. For communication with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from Official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the Official language of the State, this language of the minority group should be recognized as an Official language. Recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the VIII Schedule of the Constitution. Exceptions may be in regard to the hill districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the VIII Schedule may be used.

13. Whenever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the Administration, that is noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the Official language of the State or the Union Official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc., in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State Headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the District Authorities may be authorised to get it translated in the local language of the district or municipal area, as the case may be.

15. Correspondence between the State Headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the Official language of the State for correspondence between the State and District Headquarters and vice-versa. The use of the Union Official language should also be permitted for this purpose in place of the Official language of the State. This Union Official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the Official language of the State, option should be given of using Hindi or English as the medium of examination. A test of proficiency in the State Official language should be held after selection and before the end of probation.

17. For purposes of recruitment to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognized by the Central University Grants Commission should be recognized.

18. The question of the medium for University education was discussed at length. The tendency of Regional languages to become the media for University Education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasized. Such a common link can only be English or Hindi. Ultimately, it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a Regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a Regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught as long as necessary in English while other subjects may be taught with Hindi or the Regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

19. As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

20. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India Official language. This has been further confirmed in the Presidential order issued in regard to the Union Official language.

21. It was agreed that the implementation of the policy herein laid down for safeguarding of

the interests of linguistic minorities and the promotion of are described in Article 350B of the Constitution. Though he cannot obviously be entrusted with executive function for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

22. The Zonal Council should pay particular attention to the implementation of this policy in their zonal areas. A Committee consisting of the Vice-Chairmen of the Zonal Councils should be set up under the Chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This Committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realizing this objective depended on continued vigilance and the co-operation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration it was agreed that this should be dealt with on a national plan. For this purpose, a larger Conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.



## FIRST MEETING OF THE COMMITTEE OF VICE-CHAIRMEN OF ZONAL COUNCILS (NOVEMBER 1961)

### Present

- |    |   |                 |
|----|---|-----------------|
| 1. | Shri Lal Bahadur Shastri,<br>Home Minister  | <b>Chairman</b> |
| 2. | Shri Pratap Singh Kairon,<br>Chief Minister, Punjab,<br>(Vice-Chairman, Northern Zonal Council)                 |                 |
| 3. | Shri Y.B. Chavan,<br>Chief Minister, Maharashtra,<br>(Vice-Chairman, Western Zonal Council)                     |                 |
| 4. | Shri B.P. Chaliha,<br>Chief Minister, Assam,<br>(Vice-Chairman, Eastern Zonal Council)                          |                 |
| 5. | Shri C.B. Gupta,<br>Chief Minister, Uttar Pradesh,<br>(Vice- Chairman, Central Zonal Council)                   |                 |
| 6. | Shri C. Subramaniam,<br>Finance Minister, Madras,<br>(Representing the Vice-Chairman of Southern Zonal Council) |                 |

### OFFICERS OF THE GOVERNMENT OF INDIA

1. Shri B.N. Jha, Secretary, Home Ministry.
2. Shri V. Vishwanathan, Special Secretary, Home Ministry.
3. Shri P.N. Kripal, Secretary, Education Ministry.
4. Shri Hari Sharma, Additional Secretary, Home Ministry.
5. Shri L.P. Singh, Additional Secretary, Home Ministry.
6. Shri R. Prasad, Joint Secretary, Home Ministry.
7. Shri R.P. Naik, Joint Secretary, Education Ministry.
8. Shri P.N. Kaul, Deputy Secretary, Home Ministry.

### 2. **Item No.1 of the Agenda. The name by which the Committee may be described:**

It was agreed that the Committee should be called "The Committee of Zonal Council for National Integration".

### 3. **Item No.2 of the Agenda. The pattern of the Agency for the Implementation of safeguards for Linguistic Minorities at (a) Zonal level, and (b) State level:**

(a) **Zonal level:** It was agreed that each Zonal Council should appoint a Standing Committee consisting of the Chief Ministers of the Zone to review from time to time the progress of implementation of the various policy decisions taken by the Chief Ministers'

Conference relating to safeguards for linguistic minorities and national integration.

(b) (i) **State level:** The Committee considered that the responsibility for the co-ordination of work relating to national integration (including safeguards for linguistic minorities) should be assumed by the Chief Minister who may be assisted in this task by the Chief Secretary. It was also agreed that there should be a special officer in each state who will work under the direction of the Chief Secretary.

It was also agreed that this officer should prepare a note periodically reviewing (i) the progress of implementation of the safeguards for linguistic minorities; (ii) pending correspondence, if any, on linguistic minorities with the Government of India, the Commissioner for Linguistic Minorities and other State Governments; (iii) visits, if any, of the Linguistic Minorities Commissioner; and (iv) other matters relating to National Integration.

(c)(i) **District level:** The Committee agreed that, at the district level, responsibility for co-ordination of work relating to safeguards for linguistic minorities and national integration should vest in the district officer. It was also agreed that the State Governments might see whether any amendments are necessary to the laws governing local bodies to ensure that policy decisions relating to national integration are implemented by these bodies.

4. **Item No. 3 of the Agenda. Review of action taken by the State Governments on the decisions taken by the Chief Ministers' Conference held on August 10 to 12, 1961:**

It was noted that reports had been received so far only from 7 State Governments and 4 Union Territories and the information furnished was incomplete in some cases. The Committee reviewed the position as regards implementation of the various policy decisions embodied in the Statement issued by the Chief Ministers' Conference held on August 10 to 12, 1961 on the basis of information that was readily available, and took the following decisions:

a. **Right of linguistic minorities to have instruction in their mother-tongue at the primary and secondary stages of education (Para 3 of the Statement)**

It was agreed that the attention of all State Governments (excepting those in the Southern Zone) should be invited to the need for early implementation of the decisions taken by the States in the Southern Zone which had been accepted in Principle by the Chief Ministers' Conference.

The Committee desired further that information should be collected regarding the number of schools for minority language groups, number of pupils belonging to each such group and the number of teachers available for each group at the primary and secondary stages during the last 4-5 years in each State, so as to enable the Committee to make an objective assessment of the situation.

b. **Provision of suitable text books (Para 4 of the Statement)**

It was noted that the Union Ministry of Education had drawn up a programme for preparation of model text-books after examination of the existing text-books in use in primary and secondary stages in different States and that they also proposed to constitute a high powered Advisory Board as recommended by the National Integration Conference. It was agreed that the question of preparation of text-books should be left to be dealt with by the Ministry of Education in consultation with the State Governments, but detailed reports should be obtained of the action taken by the various State Governments for a general review by the Committee at a subsequent meeting.

**c. Teaching of English and Hindi at an early stage (Para 7 of the Statement)**

It was agreed that the State Governments should be requested to give consideration to the decision taken by the Chief Ministers' Conference in this regard.

**d. Three-language Formula (Para 9 of the Statement)**

The Committee desired that information should be collected from all States as regards the action taken or proposed to be taken by the State Governments so that the matter could be considered more fully at a subsequent meeting.

**e. Affiliation of schools and colleges to outside bodies (Para 10 of the Statement)**

It was agreed that the position regarding affiliation of schools and colleges using minority languages to Boards or Universities in different States should be examined by the State authorities with a view to ensure that such institutions were not put to any difficulties in the matter of affiliation.

**f. Use of minority languages for communication with the public and for purposes of publicity (Paras 11 and 13 of the Statement)**

It was agreed that the State Governments which had not so far prepared lists of districts or smaller areas like municipalities or tehsils where a linguistic minority constituted 15 per cent or more of the population, should be requested to do so.

**g. Recognition of a minority language as an official language at the district level (Para 12 of the Statement)**

It was noted that in accordance with the decision taken by the Chief Ministers' Conference official recognition had been given to the Bengali language in the district of Cachar (Assam) and to the Nepali language in the district of Darjeeling (West Bengal).

**h. Use of minority languages for dealings of the Administration with the public (Para 14 of the Statement)**

It was noted that in some States translation bureau already existed at State headquarters, although there might be need for strengthening them. It was considered that the attention of all the State Governments should be invited to the decision taken by the Chief Ministers' Conference in this regard and a detailed report of the action taken by the various State Governments placed before the Committee at its next meeting.

**i. Correspondence between the State headquarters and the district (Para 15 of the Statement)**

It was noted that, at present, the Union official language (Hindi or English) was used for correspondence with district headquarters in all States either solely or in addition to the Official language of the State.

**j. Recruitment to State Services (Para 16 of the Statement)**

It was noted that Commissioner for Linguistic Minorities had already taken up the matter with the few States where compulsory tests were held in the regional language for purposes of recruitment. The Committee decided to review the position at a

subsequent meeting after a final reply had been received from the States concerned by the Commissioner and the Union Home Ministry.

**k. Recognition of degrees or diplomas granted by all recognized Universities (Para 17 of the Statement)**

The Committee considered that the State Governments concerned should be requested to take early action for amending the existing rules in accordance with the decision taken by the Chief Ministers' Conference. It was agreed that the position might be reviewed by the Committee at its next meeting in the light of further information received from the State Governments.

**l. Medium of University education (Para 18 of the Statement)**

This item would be considered at a subsequent meeting of the Committee.

**m. Appointment of one-third number of Judges from other States**

The Chairman informed the Committee that he had written to all the Chief Ministers on the subject on 23<sup>rd</sup> September, 1961 but a final reply had been received only from Orissa. After some discussion, it was agreed that the Chief Ministers might discuss the matter with their Chief Justices with a view to expedite the matter.

**n. Constitution of new All-India Services**

The Chairman informed the Committee that schemes for the establishment of All-India Services in Engineering, Forestry and Health had been prepared and these would be forwarded to the State Governments shortly for their comments. He expressed the hope that the State Governments would give early consideration to these schemes so that necessary action could be taken to introduce a Bill in Parliament without undue delay.

**5. Item No. 4 of the Agenda. The scope of Committee's work:**

It was agreed that the Committee should deal with all matters pertaining to national integration including safeguards for linguistic minorities.