



सत्यमेव जयते

**REPORT
OF
THE COMMISSIONER
FOR
LINGUISTIC MINORITIES**

47th REPORT

(July 2008 to June 2010)

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अल्पसंख्यक कार्य मंत्रालय
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**Commissioner for Linguistic Minorities
Ministry of Minority Affairs
Government of India**

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दिनांक /Dated: 27.06.2011

To :

The President of India

Through: **Union Minister for Minority Affairs, Government of India**

Your Excellency,

1. I have the honour to present the 47th Report to Your Excellency for the period July 2008 to June 2010, in terms of Article 350-B (2) of the Constitution of India.
2. The Report is mainly based on the information elicited from the State Governments/UT Administrations in respect of implementation of the Constitutional and the nationally agreed Scheme of Safeguards provided to the linguistic minorities in India.
3. The Report records its findings and recommendations for appropriate action by the State Governments and the Union Territory Administrations.
4. The Report may kindly be laid on the table of both the Houses of Parliament as per the Constitutional provisions.

With profound regards.

Yours faithfully,

(NANDLAL JOTWANI)
Commissioner for Linguistic Minorities

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INTRODUCTION

1

1.1 I feel honoured to have been entrusted with the duties and responsibilities of the Commissioner for Linguistic Minorities, in terms of Article 350B of the Constitution of India, with effect from 10th December, 2010. Pursuant to the Constitutional mandate, I have the privilege to present my Report for the period from July 2008 to June 2010 as the said consolidated period was approved by Her Excellency, the President of India.

1.2 India, one of the world's ancient civilizations, represents a wonderful mosaic of multiple castes, religions and languages. The centuries old multilingual, multicultural ethos has held the country together like the thread in the rosary of beads, which represents 'unity in diversity' in the country. Language is a unifying factor which holds together groups of people by providing them an identity.

1.3 The statistics released on languages, based on Census 2001, show that people speaking two major language groups, namely, Indo-Aryan and Dravidian, constitute 76.86% and 20.82% of the population respectively. The Austro-Asiatic, Tibeto-Burmese and Semito-Hamitic language groups constitute 1.11%, 1% and 0.01% of the population respectively. Multiplicity of languages spoken by people in different parts of the country forms an integral part of our rich cultural heritage.

1.4 The twenty two languages enlisted in Schedule VIII of the Constitution of India, are spoken by 96.56% of our total population. The importance of language is reflected in the fact that the number of speakers of some languages in India exceeds the population of some countries in the world. For example, Bengali is spoken by more than 83 million, Telugu by 74 million, Tamil by 60 million and Gujarati by more than 46 million. There are as many as 122 identifiable languages in the country, having 10,000 or more speakers at the all-India level. On the other hand, about 0.17% of our population uses such languages as are spoken by less than 10,000 persons at the all-India level.

1.5 The term 'Linguistic Minority' has not been defined in the Constitution. A group or groups of people whose mother languages are different from the principal language(s) of the State/U.T. broadly constitute the linguistic minority. The Supreme Court in DAV College Vs. State of Punjab (1971) said, "A linguistic minority for the purpose of Article 30(1) is one which must at least have a separate spoken language. It is not necessary that the language should also have distinct script for those who speak it so as to be a linguistic minority."

1.6 There are approximately 20 crore people who speak a language which is other than the principal language of the State/UT. Thus, approximately 19% of our population happen to be the linguistic minorities. The intra-State migration and movement of

population from different parts of the country in search of better economic or educational opportunities also contributes to the emerging linguistic minorities scenario in the country. There is, therefore, an imperative need to effectively implement the safeguards for the linguistic minorities for providing them equal opportunities for harmonious and inclusive development of the country.

1.7 The linguistic heterogeneity and diversity prevailing in the country should be harmonized for forging unity and cooperation amongst groups speaking different languages for furtherance of national integration and inclusive development. Language must be viewed as a 'resource' for growth and development of the country.



Shri Nandlal Jotwani, Commissioner for Linguistic Minorities, Government of India, delivering the Keynote Address in a Seminar on 'Importance of Mother Language as a Medium of Instruction at Primary Stage of Education'.

1.8 In a multilingual society like ours, language is a critical factor in bringing about cohesion in the society, which, in turn, brings about peace and prosperity in the country. While the State Governments/U.T. Administrations do recognize the need for implementation of the safeguards for the linguistic minorities, the over-all efforts in many States/U.Ts. need to be further stepped up and accelerated in the light of the findings and recommendations of this Report.

1.9 The role of the State Governments/U.T. Administrations in effective implementation of the Safeguards for the linguistic minorities cannot be overemphasized. The Reports of the Commissioner for Linguistic Minorities, presented to H.E. President of India and tabled in both the Houses of Parliament, primarily reflect the status of the implementation of the Safeguards for the linguistic minorities in the States/U.T.s.

1.10 The language may be seen as a key symbol of group identity. Just as people value family traditions, festivals and community events, members of the community may see their language as a cultural core value, vital to their community and ethnic identity. If members view their language as a hindrance to economic mobility and integration into mainstream society, they may develop negative attitudes towards their language. Even languages with many thousands of speakers are no longer being acquired by children; at least 50% of the world's around 6,700 languages are losing speakers. We estimate that about 90% of all languages may be replaced by the dominant languages by the end of the 21st century unless urgent action to halt this process is taken by its native speakers and their governments. A positive attitude is critical for the stability of a language.



Shri Nandlal Jotwani, Commissioner for Linguistic Minorities, Government of India, releasing a booklet on the 'Safeguards for the Linguistic Minorities'. Seen on the dais (l to r) Justice N. L. Ganguli, High Court (Allahabad); Dr. Nandlal Jotwani, CLM; Dr. Pradeep Bhargava, Director, G.B. Pant Institute of Social Sciences; Dr. R. Subbkrishna, CIIL (Mysore)

1.11 We, in India, have provided a certain framework of Safeguards to the linguistic minorities to help them preserve and promote their languages, art and culture. For example, 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; no citizen shall be denied admission into any educational institution funded/aided by the State, on grounds of religion, race, caste or language; the minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice; while making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, whether based on language or religion, 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 that clause; 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; 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; it shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother language at the primary stage of education to children belonging to linguistic minorities. Besides, there are additional safeguards, which have been consensually agreed by the Central and the State Governments, for example, endeavour to teach through minority languages at the Secondary stage of education which figure in Schedule VIII of the Constitution: translation and dissemination of important Rules, Orders, Notification, notices, etc., into those minority languages which are spoken by 15% or more of the population of district/tashil/municipality; declaration of a minority language as second official language in districts where persons speaking such languages constitute 60% or more of the area population; advance registration of language preference of linguistic minority students and the inter-school adjustments; provision for text books and teachers in minority languages; implementation of 'Three Language Formula'; non-insistence upon prior knowledge of State's official/principal language at the time of recruitment (the test of proficiency in the State's official/principal language to be held before completion of the period of probation); issue of publicity material in minority languages about the safeguards available for the linguistic minorities; setting up of proper monitoring and implementation machinery, at the State and District levels, for implementation of the Safeguards for the linguistic minorities.

1.12 The Commissioner, with active cooperation of the Ministry of Minority Affairs, has embarked upon a planned programme to sensitize the Nodal Officers of the State Governments and U.T. Administrations and the NGOs, etc., towards effective implementation of the Constitutional and other nationally agreed Safeguards provided to the linguistic minorities of India.

1.13 This Report records its findings and recommendations on the vital aspect of the state of implementation of various safeguards for the linguistic minorities in the States/U.T.s for the period under review. It is hoped that the States/U.T.s would work vigorously in order to ensure effective and efficient implementation of the Safeguards for the linguistic minorities, which, in turn, will contribute significantly to the national integration and inclusive development.

1.14 The Commissioner also thanks his team in preparation and printing of this Report in time.

Northern Zone

Chandigarh

Delhi

Haryana

Himachal Pradesh

Jammu & Kashmir

Punjab

Rajasthan

CHANDIGARH

2

Linguistic Profile

2.1 The population of the U.T. as per the Census 2001, is 9,00,635. The broad linguistic profile of the U.T. as per the said Census, 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 **Official Language of the U.T.:** English.

2.3 The U.T. Administration has informed that Punjabi language speakers constitute 27.89% of the population of Chandigarh. However, no mention has been made about Hindi, which is spoken by 67.53% of the U.T. population.

Status of Implementation of the Safeguards for the linguistic minorities

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

- a. It has been informed that the Administration has taken various decisions to implement the Safeguards for the linguistic minorities and advised the concerned departments to take necessary action for implementation of the same.
- b. It has been informed that arrangements for publication of important government orders, rules, notifications, etc., in minority languages, are not in place.
- c. Revenue records at the village level are kept in local languages in tehsils in Hindi, Punjabi and Urdu. Further, the registration authorities allow the documents in minority languages to be presented for registration with English version.

-
- d. At present, there is no provision for sending replies, in minority languages, to the representations for redress of grievances, which are received in minority languages. However, such representations in Hindi and Punjabi languages are entertained by the U.T. Administration but the reply thereto is sent in the official language i.e. English.
 - e. There are no institutional arrangements for translation into minority languages.
 - f. The recruitment to Group 'A' & 'B' posts is made by U.P.S.C. and to Group 'C' & 'D' at local levels through the Employment Exchange.

2.5 **Recognition of and grants-in-aid to linguistic minority institutions**

The U.T. has informed that no institution has been recognized as the linguistic minority institution during the period under review.

2.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

- a. There are 61 primary schools with 473 students and 65 teachers where Punjabi is the medium of instruction.
- b. There are 106 primary schools with 27,542 students and 541 teachers where Punjabi is taught as a subject.
- c. There are 53 schools at the upper primary level with 577 students and 99 teachers where Punjabi is the medium of instruction.
- d. There are 95 upper primary schools with 30,944 students and 166 teachers where Punjabi is being taught as a subject.
- e. There are 38 schools at the secondary level with 170 students and 122 teachers where Punjabi is the medium of instruction.
- f. There are 80 schools at secondary level with 4,217 students and 166 teachers where Punjabi is being taught as a subject.

- g. There are 6 schools at the Higher Secondary level with 141 students and 10 teachers where Punjabi is the medium of instruction
- h. There are 26 schools at the Higher Secondary level with 1,711 students and 52 teachers where Punjabi is being taught as a subject.

2.7 Three Language Formula

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

First Language	:	Hindi/Punjabi
Second Language	:	Punjabi/Hindi
Third language	:	English

- b. No information has however been furnished on the number of students for various languages in Classes VIII, X and XII.

2.8 Teachers and text books in minority languages

- a. For teaching Punjabi, Hindi and Tamil as a subject 170, 202 and 1 post(s) of teachers have been sanctioned respectively. It is also informed that 155, 184 and 1 post(s) of Punjabi, Hindi and Tamil teachers respectively have been filled up.
- b. It has been informed that Seminars are conducted by the State Institute of Education, to train teachers of the minority languages.
- c. Arrangements are in place for procurement of books prescribed upto Class VIII from the Punjab State Education Board, Mohali.

2.9 Maintenance of 'Language Preference Registers'

It has been informed that during July 2008 - June 2009 'Language

Preference Registers' for registering preference of linguistic minority students were being maintained in 15 primary schools and 11 Upper Primary/Secondary schools. However, no statistics have been furnished for July 2009 - June 2010.

2.10 **Promotion and Development of Minority Languages**

- a. It has been informed that the Chandigarh Sahitya Academy; Sangeet Natak Academy and Lalit Kala Academy have been constituted to promote and develop languages and culture in the U.T.
- b. Keeping in view the size of the U.T., the Administration has requested the Union Government to exempt it from constitution of a separate Minorities Commission for U.T. of Chandigarh

2.11 **Machinery for implementation of Safeguards**

It has been informed that a Committee under the Chairmanship of the Secretary, Social Welfare, has been constituted to monitor and review implementation of the Safeguards for the linguistic minorities.

2.12 **Publicity of Safeguards.**

The U.T. Administration has not furnished information on publicity of Safeguards for the linguistic minorities. It has, however, been stated that the Administration has taken necessary decisions for implementation of the Safeguards.

2.13 **Observations**

- a. There is need to translate and disseminate important government rules, notifications and orders, etc., in the minority languages in the Districts in which the linguistic minorities constitute 15% or more of the district population.

- b. The Competent Authority for recognition of linguistic minority institutions has not been indicated by the U.T. Administration.
- c. The U.T. Administration needs to intimate the number of students covered under the Three Language Formula in Classes VIII, X and XII.
- d. The U.T. Administration needs to furnish information on the use of minority languages in recruitment examinations and domiciliary restrictions for recruitment, if any.
- e. The U.T. Administration needs to evolve necessary mechanism to publicize the Safeguards and facilities available to the linguistic minorities in the Union Territory.
- f. Though Hindi is spoken by 67.53% of the population in the Union Territory (Census 2001), it has not been declared as an additional official language.
- g. The Nodal Officer of the U.T. Administration of Chandigarh needs to ensure that replies are furnished to the Commissioner's Questionnaire in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India in time, as mandated under Article 350B (2) of the Constitution. The deadline for the receipt of reply from the U.T. Administration of Chandigarh was 31 December 2010, which had to be extended to 20 January 2011 and again had to be further extended to 31 January 2011 and 20 March 2011 for want of reply.

2.14 The U.T. Administration of Chandigarh is urged to take note of the points mentioned above and take necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the Union Territory. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner for Linguistic Minorities to carry out his Constitutional duties effectively and efficiently.

DELHI**3****Linguistic Profile**

- 3.1 According to the Census 2001, the population of Delhi is 13,850,507. The broad linguistic profile of the National Capital Territory of Delhi, as per the said Census, is as follows:

Language	Persons	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 **Official Language of the State:** Hindi in Devanagri script is the first official language while Punjabi in Gurmukhi script and Urdu in Urdu script are the second official languages of the N.C.T. of Delhi.

Status of Implementation of the Safeguards for the linguistic minorities

- 3.3 The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as follows:
- a. In response to question on publication of the gist of important rules, regulations, notices, etc. in minority languages, it is informed that this practice has been started in some cases. The Citizen Charter of Government Departments are being translated/published in the second official languages i.e. Urdu and Punjabi. However, in answer to this question for 2009-2010, the Delhi Administration replied in the affirmative in this regard only in respect of Urdu language.
 - b. Orders are stated to have been issued to entertain representations for redress of grievances in minority languages and efforts are stated to be made to reply to such representations in the same

- language. There is a Translation Bureau in the N.C.T. of Delhi for translation into minority languages.
- c. Minority languages are permitted in the recruitment tests in the language specific teaching posts of the primary teachers, TGT, PGT i.e. Punjabi, Sanskrit, Bengali, Tamil, Urdu and also for recruitment to such posts as require educational qualification in minority language as per the recruitment rules.
 - d. There are no domiciliary restrictions for recruitment to the Services of N.C.T. of Delhi.

3.4 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The MCD and the Director of Education, Government of N.C.T. of Delhi are the authorities to recognize and sanction grants-in-aid to linguistic minority institutions at the primary and secondary stages of education respectively.
- b. Recognition has been granted to 68 Urdu and 4 Tamil linguistic minority educational institutions as on 30 June, 2010.

3.5 **Educational facilities at the primary and secondary stages of education for students of minority languages**

- a. At the primary level, under the New Delhi Municipal Corporation, there are 9 schools with 735 students and 32 teachers and 68 schools under Municipal Corporation of Delhi with 20,436 students and 429 teachers, where Urdu is the medium of instruction.
- b. MCD has one Punjabi medium primary school with 115 students and 1 teacher; 1 Bengali medium school with 427 students and 7 teachers and 3 Tamil medium schools with 198 students and 5 teachers.
- c. NDMC, has 4 primary schools with 278 students and 4 teachers, where Urdu is taught as a subject. Under the MCD, there is one primary school each to teach Punjabi and Bengali as a subject to 122 students of each subject and 2 teachers for each subject while Tamil is taught as a subject in 1 primary school with 75 students and 1 teacher.

- d. The NDMC at upper primary level, has Urdu as the medium of instruction in 4 schools with 195 students and 8 teachers and there are 2 Punjabi medium schools with 60 students and 2 teachers. Also, Urdu is being taught as a subject in 4 schools with 278 students and 4 teachers; while Punjabi is taught as subject in 2 schools with 60 students and 2 teachers.
- e. The NDMC has 1 Urdu medium secondary school with 34 students and 3 teacher. There are 4 schools with 278 students and 4 teachers, where Urdu is taught as a subject. There are 2 schools with 60 students and 2 teachers where Punjabi is taught as a subject.

3.6 Three Language Formula

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

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

- b. The State Government has informed that their Directorate of Education has not provided them the data. However, the data in respect of Schools functioning under NDMC, is as follows :

Language	Class VIII	Class X	Class XII
Urdu	66	21	Nil
Punjabi	20	05	Nil

3.7 Teachers and text books in minority languages

- a. The details of the posts sanctioned for minority language teachers for 2009-10 are as under:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Bengali	7	7	-	-
Punjabi	5	1	-	150
Tamil	9	7	-	-
Urdu	528	485	47	47

- b. It has been stated that training of Urdu teachers is undertaken by

- the Professional Development of Urdu Medium Teachers, Jamia Milia Islamia Institute, New Delhi.
- c. The NCERT, SCERT and Delhi Bureau for Text Books are the Agencies entrusted with the printing and publication of text books in minority languages. It has been stated that these Agencies are able to supply text books and other teaching material to the students and these are not procured from other States.
 - d. The text books are reportedly published at the NCERT rates. The text books are said to be provided free of cost to students from Class I to V.

3.8 Maintenance of 'Language Preference Registers'

It has been stated that the 'Language Preference Registers' for registering preference of the linguistic minority students are maintained in the NDMC and MCD Schools.

3.9 Promotion and development of minority languages

The details of the Academies set up for promotion and development of minority languages are as under:

Language	Name of Academy	When established	Budget for year 2008-09 & 2009-2010
Maithili & Bhojpuri	Maithili & Bhojpuri Academy	March, 2008	Not Mentioned
Punjabi	Punjabi Academy	September, 1981	Not Mentioned
Sindhi	Sindhi Academy	July, 1994	Not Mentioned
Urdu	Urdu Academy	May, 1981	Not Mentioned

3.10 Machinery for implementation of Safeguards

- a. There is the Minorities Commission of the N.C.T. of Delhi.
- b. It has been informed that the Art, Culture & Language Department monitors and reviews implementation of safeguards for the linguistic minorities and the State Nodal Officer of Art, Culture & Language Department deals with the affairs of the linguistic minorities.

3.11 **Publicity of Safeguards**

It has been stated that the Art, Culture & Language Department is dealing with publicity of Safeguards through advertisement, letters, circulars, and distribution of pamphlets, etc.

3.12 **Observations**

- a. The information furnished on the number of students studying language as a subject in Classes VIII, X and XII is incomplete as the Directorate of Education, Delhi has not provided the data, to the Nodal Officer of the Government of N.C.T. of Delhi.
- b. There is a discrepancy in reply furnished by the State Administration regarding publication of rules, regulations etc., in minority languages. While in reply to the questionnaire for the period of 2008-2009 Punjabi and Urdu were mentioned, in reply to the questionnaire for 2009-2010 only Urdu is mentioned as the language for such publications
- c. In reply to Question on sanction of post to teach minority languages as a subject, the column on sanctioned posts for Punjabi language has been left blank, whereas 150 posts are stated to have been filled in.
- d. In reply to Question on training of the minority language teachers, the government mentions the Urdu medium teachers only. The required information with regard to other minority language teachers has not been furnished.
- e. The budgetary allocation for various Academies has been given for the period 2007-08 while the data was required to be furnished for the financial years 2008-2009, 2009-2010.
- f. No information has been furnished about the existence of a Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards and about such Meetings, if any, held during the period under review.
- g. The Nodal Officer, Government of N.C.T. of Delhi needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities

to H.E. President of India in time, as mandated under Article 350B (2) of the Constitution. The deadline for the receipt of replies from the Government of N.C.T. of Delhi was 31 December 2010, which had to be extended to 20 January 2011 and further extended to 31 January 2011 for want of replies to the Commissioner's Questionnaire. The Commissioner for Linguistic Minorities called on the Chief Secretary to Government of N.C.T., Delhi, in his Chamber, on 24 January 2011 and requested him to expedite the Government of N.C.T.'s replies to the Commissioner's Questionnaire for the period July 2009 to June 2010.

- h. The response of the N.C.T. of Delhi for the period July 2009 to June 2010 could be received on 04.03.2011. However, it is a matter of concern that the Nodal Officer, Government of N.C.T. of Delhi did not furnish replies to the Commissioner's Questionnaire, in time, in spite of several request made to him, including the Commissioner's courtesy calls on him, in his office, in December 2010 and January 2011; and instead Additional Director of Education Department, MCD has furnished partial information pertaining to the Education Department of MCD only. Moreover, since most of the questions were left unanswered with the response being "Not Applicable" or "Nil" or "N/A", the Delhi Administration was asked on 18th March, 2011 to furnish information on all the points to the Commissioner's Questionnaire by 31st March, 2011. However, the Nodal Officer, Government of N.C.T. of Delhi has not responded till the date of the presentation of the Commissioner's Report to H.E. President of India.

- 3.13 The Government of N.C.T. of Delhi 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 N.C.T. of Delhi. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies to it are sent by the stipulated date so as to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

HARYANA

4

Linguistic Profile

- 4.1 According to the Census 2001 the population of Haryana is 2,11,44,564. The broad linguistic profile of the State, as per the said Census, 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
Malayalam	13,989	0.07

- 4.2 **Official Language of the State:** Hindi.
- 4.3 The State Government has informed that there is no district, where a minority language is spoken by 60% or more of its population. The details of languages spoken by 15% or more of the local population in certain districts have been furnished as under:

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

Status of Implementation of the safeguards for the linguistic minorities

- 4.4 The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as follows:
- It has been informed that there are no arrangements for publication of important rules, regulations and notices etc., in the minority languages and there is no Translation Bureau in the State for translation into minority languages.
 - Documents of all languages are accepted for registration of Societies/Charitable Trusts under the Societies Registration Act, 1860 but revenue records in tehsils are not kept in local languages.

- c. No orders have been issued for receipt of and reply to representations regarding redress of grievances, in minority languages.
- d. Hindi and English are the languages permitted for answering in tests for recruitment to the State Services.
- e. Knowledge of regional language is not a pre-requisite for recruitment to State Services
- f. It has been informed that domiciliary restrictions exit for recruitment to the State Services.

4.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The Commissioner and Director General, School Education, Haryana is the Authority for recognition of educational institutions. No institution has been recognized as a linguistic minority institution during the period under review. No information has been furnished on the number of applications, if any, pending for recognition as on June 2010.
- b. The Commissioner and Director General, School Education, Haryana is the Authority to sanction grants-in-aid to the primary and Secondary Schools claiming to be the linguistic minority institutions. No information has been furnished in respect of recognition or sanction of grants-in-aid to any linguistic minority institution.

4.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

It has been informed that Urdu and Punjabi are taught in Primary Schools (Class I to V) in Mewat and Sirsa Districts. However, no information has been furnished on facilities available for study of minority languages as a medium of instruction or as a subject at the Upper Primary, Secondary and Higher Secondary stages of education.

4.7 **Three Language Formula**

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

First Language	:	Hindi
Second Language	:	Punjabi
Third language	:	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
Hindi	4,07,129	3,55,609	2,14,012
English	4,07,129	3,55,609	2,27,515
Sanskrit	3,17,342	70,141	28,587
Punjabi	67,265	30,175	9,186
Urdu	2,015	415	74

4.8 Teachers and text books in minority languages

- a. There are 1,002 sanctioned posts of teachers to teach in Punjabi medium out of which 966 posts are filled up. It has also been stated that there are 5,785 sanctioned posts to teach in Sanskrit medium out of which 4,472 posts have been filled up.
- b. The arrangements for training of minority language teachers exist. However, language-wise information has not been furnished by the State Administration.
- c. The Board of School Education, Haryana, is the Agency entrusted with the printing and publication of text-books in minority languages. The Board is said to be able to supply text-books and other teaching material to the students in time.
- d. The Department of School Education supplies text books and other teaching material to the students of the Government Schools.

4.9 Maintenance of 'Language Preference Registers'

The 'Language Preference Registers' for registering the preference of the linguistic minority pupils are not being maintained in the Primary, Upper Primary and Secondary Schools in the State.

4.10 Machinery for implementation of Safeguards

- a. There is no Committee at State level to monitor and review the implementation of safeguards for the linguistic minorities.
- b. No officer has been entrusted with the responsibility to look after linguistic minorities affairs at the district level.

4.11 Publicity of Safeguards

Necessary mechanism for informing the Linguistic Minorities about their safeguards and facilities is not available.

4.12 Observations

- a. Arrangements for translation and publication of important Rules, Regulations, Notices, etc. in minority languages need to be made wherever such languages are spoken by 15% or more of the population of a district/tehsil.
- b. Arrangements need to be made to facilitate receipt of and reply to representations for redress of grievances in minority languages.
- c. Domiciliary restrictions for recruitment to the State Services need to be reviewed to enable equal opportunities for the linguistic minorities in employment in the State.
- d. The State Government to initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions, where necessary.
- e. The State Government needs to furnish information on the educational facilities made available for study of the minority languages, as a medium of instruction or as a subject to the linguistic minorities students at the Upper Primary, Secondary and Higher Secondary stages of education.
- f. Information on posts of minority languages teachers and the training facilities for teachers other than Punjabi and Sanskrit teachers, needs to be furnished.
- g. The 'Language Preference Registers' are required to be maintained in schools to register preference of language by the minority language students.

- h. A State Level Committee to monitor and review the implementation of safeguards for the linguistic minorities is required to be constituted so that the linguistic minority issues are effectively addressed and resolved.
- i. The State Government needs to formulate a mechanism to publicize the safeguards and facilities available to the linguistic minorities in the State.
- j. The Nodal Officer, Government of Haryana needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from Government of Haryana was 31 December 2010, which had to be extended to 20 January 2011 for want of response from the Government of Haryana.
- k. The State Government's replies to the Questionnaire were eventually received on 31 January 2011. However, since most of the questions were left unanswered with the responses like "No" and "Nil" the Government of Haryana was asked on 28 February, 2011 to furnish information on all the points in the Commissioner's Questionnaire by 5 March, 2011. But a response is still awaited from the State Government.

4.13 The State Government 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 State. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

HIMACHAL PRADESH

5

Linguistic Profile

- 5.1 According to the Census 2001, the population of Himachal Pradesh is 60,77,900. The broad linguistic profile of Himachal Pradesh, as per the said Census, 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 **Official Language of the State:** Hindi. Further, it has been stated "English, in addition to the official language of the State for the transaction of business in the legislature of the State".
- 5.3 According to the State Government, there are no districts where speakers of minority languages constitute 60% or more of its district population. Similarly, there are no areas (districts/tehsils/ municipalities) where the speakers of minority languages constitute 15% or more of the said local area population in the State.

Status of Implementation of the Safeguards for the linguistic minorities

- 5.4 The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as follows:
- It has been informed that all important rules, regulations, notices, etc. are published in Hindi and English and not in minority languages. There is no Translation Bureau in the State for translation into minority languages.
 - No orders have been issued to entertain or reply to representations for redress of grievances in minority languages. These are generally replied to in Hindi or English.

- c. The use of the minority languages are not permitted in answering the recruitment test to the State Services. Only Hindi and English are allowed.
- d. The knowledge of regional language is a pre-requisite for recruitment to State Services. The Candidates are expected to possess knowledge of Hindi and English vide the state Administration's answer to the Question No.7 of the Commissioner's Questionnaire.
- e. The State Administration has replied in the affirmative to the question on whether domiciliary restrictions are imposed at the time of recruitment to State Services and added "only for non-gazetted posts", while in answer to the same question No.8 of Commissioner's Questionnaire at another place it is stated: "yes, a candidate must have bonafide of H.P. State".

5.5 **Recognition of and grants-in-aid to linguistic minority institutions**

It has been informed that Department of Education is the Authority to recognize the linguistic minority institutions. No such recognition has been granted or grants-in-aid sanctioned by the State during the period under review.

5.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

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- a. The State Government has not furnished any information on the educational facilities available to linguistic minorities students at the primary stage of education, for study of mother tongue/ minority language as a subject or as a medium of instruction.
- b. At the upper primary stage Punjabi or Urdu are being taught as a subject as detailed below:

Language	Schools	Students	Teachers
Punjabi	48	3,576	38
Urdu	17	547	17

- c. The State Government has informed that at the secondary stage (class-X) Punjabi, Urdu and Tamil are being taught as a subject to

1,598, 347 and 19 students respectively. While at the higher secondary stage (Class XII), Urdu is being taught as a subject to 14 students.

5.7 Three Language Formula

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

First Language	:	Hindi
Second Language	:	English
Third language	:	Sanskrit/Urdu/Punjabi/Tamil/ Telugu

- b. The details of students covered under Three Language Formula in Classes VIII, X and XII have been furnished as under:

Language	Class VIII	Class X	Class XII
Hindi	1,15,951	13,2496	5,869
English	1,15,951	1,35,518	1,10,885
Sanskrit	1,15,951	1,29,747	12,386
Punjabi	-	1,598	-
Urdu	-	347	14
Tamil	-	19	-

5.8 Teachers and text books in minority languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Bhoti	45	45	45	45
Punjabi	100	38	100	38
Urdu	10	40	10	40

- b. It has been informed that Urdu teachers are trained at Urdu Training and Research Centre, Solan. There is no collaboration with neighboring States for training of teachers in minority languages.
- c. The Himachal Pradesh Board of School Education is the Agency for preparation and publication of text-books in minority languages. It

has been informed that the Agency is able to supply the text books to the linguistic minority students in time.

- d. It has been informed that there is no arrangement to procure text books from other States.

5.9 **Maintenance of 'Language Preference Registers'**

The 'Language Preference Registers' for registering preference of linguistic minority pupils are not being maintained in the Schools of the State.

5.10 **Promotion and development of minority languages**

There are no Academies for promotion of minority languages in the State. However, Urdu Teaching & Research Centre has been established by the CIIL, Ministry of Human Resource Development Government of India, at Solan (H.P.).

5.11 **Machinery for implementation of safeguards**

It has been informed that Department of Social Justice and Empowerment, Government of Himachal Pradesh has been allocated the responsibility to monitor and review matters concerning the linguistic minorities.

5.12 **Publicity of Safeguards**

No information has been furnished on the mechanism for publicity of Safeguards for Linguistic Minorities.

5.13 **Observations**

- a. The State Government needs to ensure translation and publication of gist of important Rules, Regulations, Notices, etc. in the minority languages for the benefit of linguistic minorities.
- 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 initiate steps to implement the Constitutional Safeguards on recognition of linguistic minority institutions and sanction of grants-in-aid to these institutions.

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- d. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment and domiciliary restrictions for recruitment to State Services should be removed to ensure equal opportunities for the linguistic minorities in matters of employment in the State.
 - e. The State Government has to furnish detailed information on educational facilities available to the linguistic minority students at the primary and secondary stages of education.
 - f. The State Government is required to fill in the sanctioned posts of Punjabi and Urdu teachers and arrange for teachers' training facilities for other minority languages.
 - g. "Language Preference Registers" to register preference of linguistic minority students are required to be maintained in the primary and secondary schools.
 - h. The details on the machinery to monitor the implementation of the safeguards for linguistic minorities are required to be furnished.
 - i. Information on publicity of safeguards and concessions available to linguistic minorities needs to be furnished.
 - j. The Nodal Officer, Government of Himachal Pradesh needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from Government of Himachal Pradesh was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 for want of response from the Government of Himachal Pradesh.
- 5.14 The Government of Himachal Pradesh 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 State. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

JAMMU AND KASHMIR

6

Linguistic Profile

6.1 According to the Census 2001, the population of Jammu & Kashmir is 1,01,43,700. The broad linguistic profile of Jammu & Kashmir, as per the said Census, is as follows.

Language	Persons	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

Status of Implementation of the safeguards for the linguistic minorities

6.2 The State Government did not furnish the required information for the period under review i.e. July 2008-June 2009 and July 2009- June 2010. The Questionnaire for 2008-2009 was sent to the State Government on 03.09.2009 and 25.09.2009 and reminders were issued on 10.11.2009, 26.11.2009 and 07.01.2010. Similarly, Questionnaire for the period 2009-2010 was sent to the State Government on 24.11.2010 and 03.12.2010 and reminders were issued on 01.01.2011, 20.01.2011 and 08.03.2011. But still there was no response from the State Government.

6.3 **Observation**

The Nodal Officer appointed by the Government of Jammu & Kashmir vide their Order No. 475 GA DO/2009 dated 30th March 2009, needs to ensure that necessary replies are furnished to the Commissioner's Questionnaire to enable him to perform his Constitutional duty of ensuring effective implementation of various Safeguards provided to the linguistic minorities in India, as mandated under Article 350B (2) of the Constitution.

6.4 **Suggestions**

- a. The State Government may review the status of the minority languages and formulate appropriate policy on languages spoken in the State of Jammu & Kashmir.
- b. Effective action should be taken to prepare the textbooks for instruction through the mother language at the primary stage of education.
- c. The number of teachers who have been trained to teach through the minority languages should be intimated.
- d. Effective action needs to be taken to protect and promote the minority languages in the State.

PUNJAB

7

Linguistic Profile

7.1 According to the Census 2001, the population of Punjab is 2,43,58,999. The broad linguistic profile of Punjab, as per the said Census, is as follows:

Language	Speakers	Percentage
Punjabi	2,23,34,369	91.68
Hindi	18,51,128	7.60
Urdu	27,660	0.11
Bengali	20,655	0.08

7.2 **Official Language of the State:** Punjabi.

7.3 In response to question on language profile of the State only Punjabi, Hindi and English have been reported as the languages spoken in the State. However, no data has been provided.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. The State Government has not furnished any information regarding publication of gist of important rules, regulations, notices, etc. in minority languages. Similarly, no information has been provided on Orders for entertaining and replying to representations for redress of grievances in minority languages.
- b. That State Government has not furnished any information on the establishment of the Translation Bureau in the State for translation into minority languages.
- c. The question on permission for use of minority languages in recruitment test has been answered with "Yes" in 2009-2010 and

with "Nil" in the Questionnaire for 2008-2009. Similarly, the question on knowledge of regional language being a pre-requisite for recruitment to State Services has been answered with "Yes" in 2009-2010 and with "Nil" in the Questionnaire for 2008-2009.

7.5 Recognition of and grants-in-aid to linguistic minority institutions

No information has been furnished regarding recognition of Linguistic Minority institutions and sanction of grants-in-aid to these institutions.

7.6 Educational facilities at the primary and secondary stages of education for students of minority languages

No information has been furnished on educational facilities for linguistic minorities students at the primary and secondary stages of education.

7.7 Three Language Formula

The languages taught under Three Language Formula are as under:

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

7.8 Maintenance of 'Language Preference Registers'

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

7.9 Teachers and text books in minority languages

- a. No information has been furnished regarding minority language teachers for teaching minority language(s) as a subject and as a medium of instruction. Similarly, no information has been provided on arrangements for training of teachers for teaching minority languages as a medium or as a subject.
- b. The Language Department, Patiala, Punjab School Education Board, Chandigarh and Punjab State Text book Board, Chandigarh

are the Agencies for preparation and publication of text books and other teaching material in minority languages. The Agency is said to be able to supply the text books and other teaching material to the students in time. However, it has not been informed, whether there is any inter-state arrangement for procuring minority language(s) text books and other teaching material.

- c. Text books are said to be available to students in minority languages at competitive/subsidized rates.

7.10 **Machinery for implementation of Safeguards**

No information relating to machinery instituted for implementation of safeguards for linguistic minorities at the State and District levels has been furnished.

7.11 **Publicity of Safeguards**

No information has been furnished on the publicity of Safeguards for the linguistic minorities.

7.12 **Observations**

- a. The State Government should take effective steps to set up Translation Bureau at the State Headquarters for translation of important government rules, regulations and notices, etc., to facilitate publication of these in minority languages.
- b. The information furnished by the State Government for 2008-2009 about the use of minority languages in recruitment tests and about the prior knowledge of regional language being a pre-requisite for recruitment to State Services needs to be clarified, as it is at variance with the information furnished by the State Government for 2009-2010.
- c. The State Government needs to furnish information on the educational facilities made available for study of the minority languages, as a medium of instruction or as a subject to the linguistic minorities students at the Upper Primary, Secondary and Higher Secondary stages of education.
- d. The State Government should make arrangements for minority language teachers and provide for their training for teaching minority languages as a medium and as a subject.

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- e. The State Government should immediately issue suitable directions for maintenance of 'Language Preference Registers' in schools to enable registration of linguistic preference of minority language students in the primary and secondary schools.
 - f. The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
 - g. The State Government must set-up a proper machinery to monitor and coordinate the implementation of scheme of safeguards for linguistic minorities in the State.
 - h. The Nodal Officer, Government of Punjab, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from the Government of Punjab was 31 December 2010 which had to be extended to 20 January 2011.
 - i. The State Government's replies to the Questionnaire were eventually received on 31 January 2011. However, since most of the questions were left unanswered with the responses like "No" and "Nil" the Government of Punjab was asked on 19 February, 2011 to furnish information on all the points in the Commissioner's Questionnaire by 25 February, 2011. But a response is still awaited from the State Government.

7.13 The Government of Punjab 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 Punjab. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies to it are sent by the stipulated date so as to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

RAJASTHAN

8

Linguistic Profile

- 8.1 According to the Census 2001, the population of Rajasthan is 5,65,07,188. The broad linguistic profile of the State, as per the said Census, 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 **Official Language of the State:** Hindi.
- 8.3 It has been stated by to the State Government that no district has 60% or more of its population which speaks a minority language. It has also been reported that there were no Districts/Tehsils/Municipalities wherein the speakers of minority languages constitute 15% or more of the local population.

Status of Implementation of the Safeguards for the linguistic minorities

- 8.4 The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as follows:
- It has been informed that important rules, regulations and notices, etc. are not being published in minority languages.
 - No orders have been issued to receive and reply representations for redress of grievances in minority languages.
 - Translation arrangements are not there in the state for translation into minority languages.
 - There are no domiciliary restrictions for recruitment to the State Services.

8.5 **Recognition of and grants-in-aid to linguistic minority institutions**

The Director, Department of Minority Affairs, Government of Rajasthan is the Authority designated to recognize Linguistic Minority Institutions and to sanction grants-in-aid to these institutions. However, no linguistic minority institution has been recognized or sanctioned grants-in-aid in the State.

8.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

The information furnished by the State Government for 2009-10 is as below:

- a. At the primary stage, there are 32 schools with 3,771 students and 70 teachers with Urdu as the medium of instruction and 3 schools with 53 students and 10 teachers, with Sindhi as the medium of instruction.
- b. Urdu is being taught as a subject in 3,060 primary schools with 2,06,692 students and 1,879 teachers; while Sindhi is being taught in 11 schools with 1,192 students and 21 teachers.
- c. At the upper primary stage, Urdu is the medium of instruction in 8 schools with 992 students and 30 teachers; while Sindhi is medium of instruction in 7 schools with 149 students and 34 teachers.
- d. At the upper primary stage, Urdu is being taught as a subject in 686 schools to 48,600 students with 412 teachers. Sindhi is being taught as a subject in 15 schools to 391 students with 22 teachers. Punjabi is taught as a subject in 851 schools with 26,031 students and 851 teachers.
- e. At the secondary stage, Punjabi is being taught as a subject in 67 schools with 14,918 students and 77 teachers; while Urdu is taught as a subject in 363 schools with 20,099 students and 517 teachers. Gujarati is being taught as a subject in 9 schools with 504 students and 10 teachers while, in 25 schools Sindhi is taught as a subject, with 586 students and 45 teachers.
- f. At the Higher Secondary stage, Punjabi is being taught as a subject in 67 schools with 14,918 students and 77 teachers; while Urdu is

taught as a subject in 363 schools with 20,099 students and 517 teachers. Gujarati is being taught as a subject in 9 schools with 504 students and 10 teachers while, in 25 schools Sindhi is taught as a subject, with 586 students and 45 teachers.

- g. It has been reported by the State Government that Punjabi is being taught as a subject by teachers who are conversant with Punjabi language.

8.7 Three Language Formula

The languages taught under Three Language Formula are as under:

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

The State Government has furnished the details of Students covered under the Three Language Formula in Classes VIII, X and XII as under:

Language	Class VIII	Class X	Class XII
Punjabi	30,363	6,119	830
Urdu	22,252	5,953	1,574
Gujarati	Nil	151	103
Sindhi	201	148	73
Sanskrit	6,30,862	-	-

8.8 Teachers and text books in minority languages

- a. No information has been furnished on the posts of teachers created/earmarked for minority language teachers.
- b. Information furnished on the arrangements for training of minority language teachers is not clear to enable any inference.
- c. It has been informed that SIERT, Udaipur, R.S.T.B., Jaipur, Board of Secondary Education, Ajmer and Rajasthan Madarsa Board, Jaipur are the Agencies entrusted with the printing and publication of text-books in minority languages. These Agencies are said to be able to supply text books and other teaching material to the students and these are not procured from other States.
- d. The R.S.T.B., Jaipur, is said to provide text books to the students of minority languages free of cost.

8.9 Maintenance of 'Language Preference Registers'

It has been stated that 'Language Preference Registers' for registering linguistic preference of linguistic minority students are being maintained in Schools providing Elementary Education. However, no statistics has been furnished in this regard.

8.10 Promotion and development of minority languages

The details of the Academies set-up for the promotion and development of minority languages are as follows:

Language	Name of Academy	When established	Budget for 2008-09
Urdu	Rajasthan Urdu Academy	1979	Rs. 2.00 Lac
Sindhi	Rajasthan Sindhi Academy	1979	Rs. 3.95 Lac

8.11 Machinery for implementation of safeguards

- a. There is no Machinery or Committee constituted to monitor and review the implementation of safeguards for the linguistic minorities in the State.
- b. The District Education Officers for Primary and Secondary Schools have been entrusted to look after linguistic minority affairs at the district level.

8.12 Publicity of Safeguards

There is no mechanism for informing the linguistic minorities about the Safeguards available to them. No Pamphlets etc. detailing the Safeguards for the linguistic minorities have been published. However, there is a compilation of standing orders for the officers giving details of the orders concerning the linguistic minorities.

8.13 Observations

- a. The State Government should notify the areas where the linguistic minorities constitute 15% or more of the local population.
- b. The information on the posts of teachers created/sanctioned and training facilities for minority languages is required to be furnished with clarity.
- c. The gist of important rules, regulations, notices etc. needs to be

- published in the minority languages and adequate facilities for translation into minority languages should be established.
- d. Arrangements be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
 - e. The statistics furnished on educational facilities for teaching minority languages as a subject at the primary and secondary stages of education, are the same for 2008-09 and 2009-10. This needs to be clarified. Similarly, the information furnished on the language Academies for development of minority languages is the same for both the years. This needs to be clarified.
 - f. There is an urgent need to publicize the safeguards available to linguistic minorities and to spread awareness about the rights/ concessions available to linguistic minorities as per the scheme of safeguards.
 - g. A State Level Committee to monitor and review the implementation of safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, such mechanism at the District Level needs to be further strengthened, as appropriate.
 - h. The Nodal Officer, Government of Rajasthan needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from Government of Rajasthan was 31 December 2010, which had to be postponed to 20 January 2011 and had to be extended again to 31 January 2011 and further to extended to 20 March 2011 for want of reply.

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8.14 The Government of Rajasthan 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 state. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

Central Zone

Bihar

Chhatisgarh

Jharkhand

Madhya Pradesh

Uttarakhand

Uttar Pradesh

BIHAR**9****Linguistic Profile**

9.1 According to Census 2001, the total population of Bihar is 8,29,98,509. The broad linguistic profile of the State, as per the said census, is as follows:

Language	Persons	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

Status of Implementation of the safeguards for the linguistic minorities

9.2 The State Government did not furnish the required information for the period. The Commissioner's Questionnaire for the period July 2008-June 2009 was sent to the State Government on 03.09.2009 followed by reminders on 10.11.2009, 26.11.2009 and 07.01.2010. Similarly, the Commissioner's Questionnaire for the period July 2009-June 2010 was sent to the State Government on 03.12.2010. In spite of the Commissioner's reminders dated 01.01.2011, 20.01.2011 and 08.03.2011, including the D.O. letter addressed to the Chief Secretary to the Government of Bihar, no reply has been received, as yet.

9.3 Observations

a. The performance of the State Government in implementation of

the Safeguards for the linguistic minorities could not be conclusively ascertained in the absence of replies from the Government of Bihar.

- b. The State Government needs to furnish their comprehensive and expeditious replies to the Questionnaire on the status of implementation of the Safeguards for the linguistic minorities so as to enable the Commissioner to submit his report to H.E. President of India, in time, as mandated under the Article 350B (2) of the Constitution.
- c. The areas/districts where Urdu, Maithili and Bengali are spoken by more than 60% and 15% of the district/tehsil population needs to be identified.
- d. The schools needs to be advised to maintain the 'Language Preference Registers' (to be opened three months in advance of the academic session) where the intending minority language students can indicate their linguistic preference which will further help the educational authorities to plan arrangements for teachers, text books, etc.
- e. The budget allocation for the language Academies should be adequate for development of these languages.
- f. The State Level Committee under the chairmanship of the Chief Secretary should be set up to ensure the implementation of the safeguards for the linguistic minorities. 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.
- g. Appropriate arrangements should be made to publicize the Safeguards for the linguistic minorities.

9.4 The State Government is urged to ensure effective implementation of the Constitutional as well as the nationally agreed Safeguards for the linguistic minorities in India.

CHHATISGARH

10

Linguistic Profile

10.1 According to the Census 2001, the population of Chhatisgarh is 2,08,33,803. The broad linguistic profile of Chhatisgarh, as per the said Census, is as follows:

Language	Persons	Percentage
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
Telugu	1,48,131	0.71
Marathi	1,40,623	0.67
Sindhi	89,325	0.43
Urdu	88,008	0.42
Punjabi	67,293	0.32

10.2 **Official Language of the State:** Hindi.

10.3 The State Government has not furnished any information on the districts where linguistic minorities constitute 60% or more and on the districts/ tehsils/municipalities where they constitute 15% or more of the population.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. It has been informed that the important government rules, regulations and notices, etc., are not being published in minority languages in those areas where speakers of minority languages constitute 15% or more of the local population.

- b. It has been reported that orders for receipt and reply to representations for redress of grievances in minority languages have not been issued. There is no Translation Bureau in the state for translation into minority languages.
- c. Minority Languages are not allowed for writing tests for recruitment to State Services. The knowledge of regional language is a prerequisite for recruitment to State Services and domiciliary restrictions are there for recruitment to State Services.

10.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The District Education Officer and the Wakf Board are the Authorities to recognize linguistic minority institutions and 81 linguistic minority institutions have been recognized. However, languages-wise break-up of linguistic minorities institutions recognized as on 30 June 2009 has not been furnished. As on June 30, 2009 no application was pending for recognition.
- b. It has been reported that the State Government/Central Government are the Authorities to sanction grants to primary and secondary schools. At the primary level 61 schools (58 Urdu, 2 Telugu & 1 Oriya); at the upper primary level 1 school (Urdu) and at the secondary level 20 schools (19 Urdu & 1 Telugu) were sanctioned grants-in-aid during 2008-09.

10.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

- a. There are 93 primary schools with 5,861 students and 235 teachers where Urdu is the medium of instruction.
- b. There are 3 primary schools with 13 teachers for 416 students where Telugu is the medium of instruction.
- c. There is 1 Oriya medium primary school where 110 students are taught by 4 teachers.
- d. Urdu is being taught by 323 teachers as a subject in 253 primary schools with 13,628 students.
- e. At the upper primary stage, Urdu is the medium of instruction in 8 schools with 245 students and 19 teachers while in 1 Telugu

- medium upper primary school there are 66 students and 4 teachers.
- f. In 130 upper primary schools, Urdu is being taught as a subject by 179 teachers to 5,805 students.
 - g. At the secondary stage of education, Urdu is a medium of instruction in 5 schools with 135 students and 05 teachers.
 - h. Urdu is being taught as a subject in 112 secondary schools, by 155 teachers to 5,140 students.

10.7 Three Language Formula

The languages taught under Three Language Formula are as under:

First Language	:	Special Hindi/Special English
Second Language	:	General English/General Hindi
Third language	:	Oriya/Sanskrit/Urdu/Telugu

10.8 Maintenance of 'Language Preference Registers'

It has been stated that 'Language Preference Registers' are being maintained in Urdu language schools where Urdu is being taught. Language Preference Registers are reportedly being maintained in 84 primary schools and 32 upper primary schools.

10.9 Teachers and text books in minority languages

- a. It is reported that teachers for teaching minority languages as a subject and as a medium of instruction have been earmarked/ created. There are 322 teachers, against the 440 sanctioned posts who are teaching Urdu as the medium of instruction, while there are 322 teachers against the 440 sanctioned posts who are teaching Urdu as a subject.
- b. Training is given to Urdu minority language teachers at Chhattisgarh Urdu Academy and Chhattisgarh Madarasa Board.
- c. The Chhattisgarh Madarsa Board and Pathya Pustak Nigam (Textbook Corporation) are the Agencies entrusted with the printing and publication of text-books in minority languages. These agencies are said to be able to supply text-books and other teaching material to the students in time and these are not being procured from other states.

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- d. It has been informed that the District Education Officer is entrusted with the responsibility to monitor availability of the text books to the students in time at comparable rates.

10.10 Machinery for implementation of safeguards

- a. There is a State Minorities Commission and it has been entrusted to look into the matters concerning linguistic minorities.
- b. No officer has been designated to look after linguistic minorities affairs at the district level.

10.11 Publicity of Safeguards

There is no mechanism for informing the Linguistic Minorities about the concessions and facilities available to them.

10.12 Observations

- a. The State Government needs to ensure translation and dissemination of important Government Rules, Regulations, Notices, etc., in the minority languages for the benefit of the linguistic minorities.
- b. Necessary arrangements should be made to receive and reply to representations for redress of grievances in minority languages.
- c. The State Government should review its policy about the prior knowledge of the State's Regional/Official language at the time of recruitment and the domiciliary restrictions for recruitment to State Services to ensure equal opportunities for the linguistic minorities in the State.
- d. The training facilities are being provided only for the Urdu language teachers. However, training facilities for teachers of other minority languages are to be arranged by the State Government.
- e. The 'Language Preference Registers' need to be maintained in schools to record the linguistic preference of minority language student and to facilitate Inter-school adjustments at the Primary and Secondary stages of education so as to facilitate instruction in

- the mother tongue/ minority language in schools. This is an important safeguard which needs to be implemented.
- f. There is need to publicize the safeguards available to the linguistic minorities and to spread awareness about the rights and safeguards available to the linguistic minorities in India.
 - g. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the Safeguards for the linguistic minorities.
 - h. The State Government's response to the Commissioner's Questionnaire for the period July 2008 to June 2009 is partial and information was expected to be furnished on all the questions, in detail.
 - i. The Nodal Officer, Government of Chhatisgarh, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from Government of Chhatisgarh was 31 December 2010, which had to be extended to 20th January 2011 and had to be further extended to 31st January 2011 and then again to 20 March, 2011 for want of response. The State Government still did not furnish information for the period July 2009-June 2010.

10.13 The Government of Chhatisgarh 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 state. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

JHARKHAND

11

Linguistic Profile

11.1 According to the Census 2001, the population of Jharkhand is 2,69,45,829. The broad linguistic profile of Jharkhand, as per the said Census, is as follows:

Language	Persons	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

Status of Implementation of the safeguards for the linguistic minorities

11.2 The State Government has not furnished replies to the Commissioner's Questionnaires for the period under review in spite of reminder dated 01.01.2011 and 20.01.2011 followed by the Commissioner's D.O. letter dated 08.03.2011 addressed to the Chief Secretary to the Government of Jharkhand.

11.3 Observations

The state of the implementation of the Safeguards for the linguistic

minorities in Jharkhand could not be ascertained in the absence of replies from the Government of Jharkhand. The State Government needs to furnish their replies to the Questionnaire on the status of implementation of the Safeguards for the linguistic minorities so as to enable the Commissioner to submit his Report to H.E. President of India in time, as mandated under the Article 350B (2) of the Constitution.

11.4 **Suggestions**

- a. An effective mechanism should be set up for translation and dissemination of the Government Orders, Rules, Notifications etc., in minority languages.
- b. Adequate arrangements for minority language teachers may be made for teaching of minority languages, as appropriate.
- c. Adequate arrangements for printing of text-books and teaching material in minority languages should be made.
- d. The State Level Committee under the chairmanship of, preferably, the Chief Secretary should be set up to ensure the implementation of the Safeguards for the linguistic minorities. 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.

11.5 The State Government is urged to ensure implementation of the Constitutional as well as the nationally agreed Safeguards for the linguistic minorities in India.

MADHYA PRADESH

12

Linguistic profile

12.1 According to the Census 2001, the population of Madhya Pradesh is 6,03,48,023. The broad linguistic profile of Madhya Pradesh, as per the said Census, is as follows:

Language	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	1.96

2.2. **Official Language of the State:** Hindi.

12.3 The State Government has informed that there is no minority language which is spoken by 60% or more of the population of a district. It has also been informed that the Urdu speakers constitute 20% of the population of Huzur tehsil of Bhopal district; Kurvayee tehsil of Vidisha district and Burhanpur tehsil of Burhanpur district.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. It has been informed that important rules, orders, notifications, etc. are not published in minority languages and there is no Translation Bureau in the State.
- b. It has been informed that representations for redress of grievances are accepted in minority languages but these are not replied in the same language.

- c. Candidates are permitted to answer question papers in minority languages and knowledge of regional language is not a pre-requisite for recruitment to the State Services.
- d. There are no domiciliary restrictions for recruitment to the State Services.

12.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. It has been informed that there is no separate authority for recognition of linguistic minority institutions. The State Government has not furnished any statistics with regard to linguistic minority educational institutions recognized during July 2008 to June 2010. However, it has been stated that till 30th June 2005, 1 Marathi, 5 Gujarati, 5 Sindhi and 1 Urdu linguistic minority institutions were granted recognition by the State's Minorities Commission.
- b. It has been informed that new primary and secondary linguistic minority schools are not being sanctioned grants-in-aid. Statistics with regard to sanction of grants-in-aid to linguistic minorities educational institutions has not been furnished.

12.6 **Educational facilities at the primary and secondary stages of education for linguistic minority students**

- a. The statistics on minority languages being taught to as a subject to the linguistic minorities students at the primary and upper primary stages, during the period under review have not been furnished. The details furnished with regard to minority languages being taught as a medium of instruction in primary schools during the period under review, are as under:

Language	Schools	Students	Teachers
Urdu	309	79,658	1,368
Marathi	245	23,065	705
Sindhi	3	385	17

- b. The details furnished with regard to minority languages being taught as a medium of instruction in upper primary schools during July 2008 to June 2009 are as under:

Language	Schools	Students	Teachers
Urdu	152	21,985	841
Marathi	104	12,570	414
Sindhi	2	246	9

- c. At the secondary stage of education, Urdu was the medium of instruction in 18 schools with 1,969 students and 69 teachers during July 2009-June 2010.
- d. The details of minority languages being taught as a subject in the secondary schools during July 2009-June 2010 are as under:

Language	Schools	Students	Teachers
Urdu	92	8,798	149
Marathi	37	6,142	42
Sindhi	9	142	15

12.7 Three Language Formula

The languages taught under the Three Language Formula are:

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

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12.8 Maintenance of 'Language Preference Registers'

'Language Preference Registers' for recording preference of the linguistic minority students are not being maintained in the primary and secondary schools of the State.

12.9 Teachers and text books in minority languages

- a. Teachers for only Urdu language have been earmarked and there are 1,927 teachers for teaching Urdu as a subject and 1,660 such

- teachers are positioned. There is no change in the number of such teachers over the two-year period.
- b. The training to the Urdu teachers is provided by DIETs.
 - c. It has been informed that the SCERT, Secondary Education Board and Madhya Pradesh Text books Corporation are Agencies for preparing text-books/study material for minority language students.
 - d. Text books are said to be provided to minority language students before commencement of the academic session. In the Government schools, minority language text books are provided free of cost.

12.10 Machinery for implementation of Safeguards

There is no State Level Committee to monitor implementation of the Scheme of Safeguards for the linguistic minorities. The District Education Officer and Urdu Officer-in-charge are designated to look after linguistic minority affairs at the district level.

12.11 Publicity of Safeguards

It has been informed that there is no mechanism for publicity of the Safeguards and concessions available to the linguistic minorities in the State.

12.12 Observations

- a. The State Government needs to ensure translation and publication of important Rules, Regulations, Orders, Notices, etc., in the minority languages for the benefit of the linguistic minorities.
- b. The State Government needs to clarify about sanctioning of grants-in-aid to the linguistic minorities institutions in the State.
- c. The State Government needs to furnish details on educational facilities available to the students of minority languages at the primary and upper primary stages of education during the period under review.
- d. While the State Government has created posts of teachers for Urdu language, the posts for teachers in other minority languages

- should also be considered to facilitate teaching in other minority languages, as appropriate.
- e. The 'Language Preference Registers' need to be maintained in the Schools to record the linguistic preference of the minority language students to facilitate inter-school adjustments for providing instruction in the mother tongue/minority language in Schools, as appropriate.
 - f. There is a need to publicize the safeguards available to the linguistic minorities and to spread awareness about the rights and Safeguards available to the linguistic minorities in India.
 - g. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
 - h. The Nodal Officer, Government of Madhya Pradesh, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from the Government of Madhya Pradesh was 31 December 2010, which had to be postponed to 20 January 2011 and had to be further extended to 31 January 2011 for want of reply.

12.13 The Government of Madhya Pradesh 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 State. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

UTTARAKHAND

13

Linguistic Profile

13.1 According to the Census 2001, the population of Uttarakhand is 84,89,349. The broad linguistic profile of the Uttarakhand, as per the said Census, is as follows:

Language	Persons	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

13.2 **Official Language of the State:** Hindi

Status of Implementation of the safeguards for the linguistic minorities

13.3 The State Government has replied to the Commissioner's Questionnaire for the period July 2008-June 2009. However, since most of the questions have been answered as 'No' or 'Nil' or are without any elaboration, these do not provide any credible information on the status of implementation of Safeguards for the linguistic minorities in the State.

13.4 Further, the Commissioner's Questionnaire for the period July 2009-June 2010 was sent to the State Government on 03.12.2010. In spite of the reminders dated 01.01.2011 and 20.01.2011 followed by the Commissioner's D.O. letter dated 08.03.2011 addressed to the Chief Secretary, Government of Uttarakhand, no reply has been received, as yet.

13.5 Observations

The exact state of the implementation of the Safeguards for the linguistic minorities in Uttarakhand could not be ascertained in the absence of

replies from the Government of Uttarakhand. The State Government needs to furnish their replies to the Questionnaire on the status of implementation of the Safeguards for the linguistic minorities so as to enable the Commissioner to submit his report to H.E. President of India, in time, as mandated under Article 350B (2) of the Constitution.

- 13.6 The State Government should issue suitable directions for maintenance of 'Language Preference Registers' in schools to enable registration of linguistic preference of minority language students.
- 13.7 An effective mechanism should be set up for translation and publication of gist of important rules, regulations, notices, etc., in minority languages where their speakers constitute 15% or more of the local population.
- 13.8 The State Government should publicize the Safeguards available to the linguistic minorities so as to ensure that the speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- 13.9 The State Government should designate an authority to consider grant of recognition and sanction of grants-in-aid to the linguistic minority institutions, as appropriate.
- 13.10 Effective arrangements for availability of text books and teaching material for the linguistic minority students should be made.
- 13.11 The State Level Committee under the chairmanship of the Chief Secretary should be set up to ensure the implementation of the safeguards for the linguistic minorities. Similarly, the District Level Committee under the chairmanship of the District Collector may be instituted and also coopt the local MP, MLAs to ensure effective implementation of the Safeguards for the linguistic minorities.
- 13.12 The State Government is urged to ensure implementation of the Constitutional as well as the nationally agreed Safeguards for the linguistic minorities in India.

UTTAR PRADESH

14

Linguistic Profile

14.1 According to the Census 2001, the population of Uttar Pradesh is 16,61,97,921. The broad linguistic profile of Uttar Pradesh, as per the said Census, is as follows:

Language	Persons	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 **Official Language of the State:** Hindi. Urdu is the second official language for certain purposes.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. It has been informed that important rules, regulations and notices, etc., are published in Urdu only, in addition to Hindi.
- b. It has been stated that orders have been issued for receipt of and reply to representations for redress of grievances in Hindi and Urdu. However, no information has been furnished on representations received in other minority languages.

- c. Hindi, Urdu and English are the languages said to be allowed for writing tests for recruitment to the State Services.
- d. The State Government has not furnished any information on whether the prior knowledge of the State's Official language is a pre-requisite for recruitment or about any domiciliary restrictions for recruitment to the State Services.

14.4 **Recognition of and grants-in-aid to linguistic minority institutions**

No information has been furnished on recognition of the linguistic minorities institutions or on the sanction of grants-in-aid to these linguistic minorities institutions.

14.5 **Educational facilities at the primary and secondary stages of education for students of minority languages**

No information has been furnished with regard to educational facilities available to the linguistic minority students at the primary, upper primary, secondary and higher secondary stages of education.

14.6 **Three Language Formula**

The languages taught under Three Language Formula are as under:

First Language	:	Hindi
Second Language	:	English
Third language	:	Urdu/Sanskrit

14.7 **Maintenance of 'Language Preference Registers'**

The question on maintenance of 'Language Preference Registers' for registering preference of linguistic minority students in Schools has been answered as 'Not Applicable'!

14.8 **Teachers and text books in minority languages**

- a. The State Government has not furnished any information on the availability of minority language teachers and on arrangements made for training of teachers in minority languages.
- b. It has been stated that the U.P. Board is the Agency entrusted with the printing and publication of text books in minority languages. The Agency is said to supply text books and other teaching material to the students, in time and these are not procured from other States. The text books are available to the linguistic minority students at competitive/subsidized rates.

14.9 **Machinery for implementation of Safeguards**

There is a Minorities Commission in the State. Information on machinery for monitoring implementation of the Safeguards for the linguistic minorities in the State has not been furnished.

14.10 **Publicity of Safeguards**

No information has been furnished about the mechanism for informing

the Linguistic Minorities about the Safeguards and facilities available to them.

14.11 Observations

- a. The arrangements for translation and publication of important Government Rules, Regulations, Notices, etc., in minority languages other than Urdu, need to be made wherever such languages are spoken by 15% or more of the population of a district/tehsil/municipality, etc.
- b. The State Government needs to make arrangements to facilitate receipt of and reply to representations for redress of grievances in minority languages in addition to Urdu, in the district with more than 15% of its population speaking minority languages.
- c. The State Government should furnish information on whether prior knowledge of the regional/official language is a pre-requisite for recruitment and whether there are domiciliary restrictions in matters of recruitment to State Services.
- d. The State Government needs to furnish information on the implementation of the Constitutional Safeguards on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions.
- e. The State Government needs to furnish information on the educational facilities available for study of the minority languages, as a medium of instruction and as a subject to the linguistic minorities students at the Primary, Upper Primary, Secondary and Higher Secondary stages of education.

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- f. The information on the posts sanctioned/earmarked for minority language teachers and the training facilities for them needs to be furnished.
 - g. The information on the maintenance of 'Language Preference Registers' to register preference of linguistic minority students for study of mother tongue/minority language in schools needs to be furnished.
 - h. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minorities issues are properly addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
 - i. There is a need to publicize the safeguards available to the linguistic minorities and to spread awareness about the rights/concessions available to the linguistic minorities as per the Scheme of the Safeguards.
 - j. The State Government did not furnish any reply to the Commissioner's Questionnaire for the period July 2008 to June 2009. Further, the reply received to the Commissioner's Questionnaire for July 2009 to June 2010 does not provide sufficient information on the status of implementation of the Safeguards for the linguistic minorities.
 - k. The Nodal Officer, Government of Uttar Pradesh, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic

Minorities to H.E. President of India in time, as mandated under Article 350B (2) of the Constitution. The deadline for the receipt of replies from Government of Uttar Pradesh was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011. Since the replies received from the State Government did throw much light on the implementation of Safeguards, the Office of the Commissioner for linguistic minorities wrote to the Special Secretary, Department of Minorities Welfare and Waqf, Government of Uttar Pradesh on 15.02.2011, requesting for complete and detailed information on the implementation of the Safeguards for the linguistic minorities. Further, letters from the Commissioner Linguistic Minorities were sent on 10.03.2011 to the Secretary, Department of Basic Education and the Secretary, Department of Secondary Education, asking for information on educational facilities available to the linguistic minorities in the State. The State Government's response is still awaited.

14.12 The Government of Uttar Pradesh is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of the Safeguards for the linguistic minorities is implemented effectively in the State. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

Eastern Zone

Arunachal Pradesh

Assam

Manipur

Meghalaya

Mizoram

Nagaland

Orissa

Sikkim

Tripura

West Bengal

ARUNACHAL PRADESH

15

Linguistic profile

15.1 According to the Census 2001, the population of Arunachal Pradesh is 10,97,968. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	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

No information has been furnished on districts where linguistic minorities constitute 60% or more of its district population nor has the State Government reported on the (areas/tehsils/talukas), etc. where linguistic minorities constitute 15% or more of the said area population.

15.2 **Official Language of the State:** English. However, the notification has not been issued in this regard.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. Important rules, regulations, notices, etc., are not being published in minority language in those districts which are inhabited by 15% or more of the linguistic minority.

- b. The State Government has not furnished any information on receipt of, and reply to the representations for redress of grievances in minority languages.
- c. No information has been furnished about translation arrangements at the State or District Headquarters for translation into minority languages.
- d. Minority languages are not permitted for answering Question Papers for recruitment tests to State Services.
- e. Knowledge of official language is not a pre-requisite for recruitment to the State Services.
- f. No information has been furnished on domiciliary restrictions for recruitment to State Services.

15.4 Recognition of and grants-in-aid to linguistic minority institutions

- a. It has been informed that the Authority for grant of recognition to institutions claiming to be linguistic minority institutions has not been identified/notified by the State Government.
- b. No information has been furnished on number of institutions recognized as linguistic minority institutions. Similarly, no information on pending applications for grant of recognition has been furnished.
- c. No information has been furnished on Authority for sanction of grants-in-aid to the linguistic minority institutions.

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15.5 Educational facilities at the primary and secondary stages of education for students of minority languages

No information has been furnished with regard to educational facilities at various stages of education, available to the students of linguistic minorities.

15.6 **Three Language Formula**

The languages taught under the Three Language Formula are:

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

15.7 **Maintenance of 'Language Preference Registers'**

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

15.8 **Teachers and text books in minority languages**

- a. No information has been furnished on teachers and text books for the students of the linguistic minorities.
- b. No information has been furnished regarding collaboration/arrangement with the neighbouring States for exchange of minority language teachers/or teachers' training institutions; arrangements or for procuring minority language(s) textbooks and other teaching materials for students of the linguistic minorities.

15.9 **Machinery for implementation of Safeguards**

- a. There is no Minorities Commission in the State.
- b. No Committee has been set up at the State level to monitor and

review the implementation of the safeguards for the linguistic minorities. Similarly, no information has been furnished on the mechanism at the district level for implementing the Scheme of the Safeguards available to the linguistic minorities.

15.10 **Publicity of Safeguards**

- a. No information has been submitted on the mechanism for informing the linguistic minorities about the Safeguards available to them, or on publication of pamphlets, etc. about the Safeguards for the linguistic minorities.
- b. The State of Arunachal Pradesh is domiciled by the tribal people, who speak different dialects.

15.11 **Observations**

- a. Most of the questions have been replied as either 'N.A.' or 'does not arise' or 'nil'. Some of the questions have been replied in the negative or 'has not identified/notified so far'.
- 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 main official language of the State constitute linguistic minorities in the state irrespective of the fact whether these languages may have a script or not. The State Government should take note of this in view for the majority of tribal population of the State speaking different minority/tribal languages, therefore, efforts should be made to promote and preserve the language in terms of providing facilities for education in their mother-tongue.
- d. The State Government should establish translation facilities to

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- facilitate publication of important rules, regulations and notices, etc. in minority languages in those areas where their speakers constitute 15% or more of the local population.
- e. Suitable orders should be issued for receipt of, and reply to the representations for redress of grievances in minority languages.
 - f. The State Government should designate the Authority for grant of recognition and sanction of grants-in-aid to institutions claiming linguistic minority status.
 - g. 'Language Preference Registers' for registering language preference of linguistic minority students at the primary and secondary stages of education are not being maintained in the State. The State Government, therefore, needs to take immediate action in the matter and ensure maintenance of the 'Language Preference Registers' in the Schools.
 - h. The Nodal Officer, Government of Arunachal Pradesh, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires, in time, to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India' in time. The deadline for the receipt of replies from the Government of Arunachal Pradesh was 31 December 2010, which was extended to 20 January 2011 and had to be extended again to 31 January 2011 for want of reply.
- 15.12 The Government of Arunachal Pradesh 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 Arunachal Pradesh. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

ASSAM

16

Linguistic Profile

16.1 According to the 2001 Census, the population of Assam is 2,66,55,528. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	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:** Assamese, Bengali and Bodo are the additional official languages.

16.3 As per the State Government, the minority languages are spoken by 60% or more of the district population as under:

District	Language	Percentage
Karimganj	Bengali	84.8
Hailakandi	Bengali	82.3
Cachar	Bengali	75.6
Kokrajhar	Bodo	Above 60%
Chiranag	Bodo	Above 60%
Baska	Bodo	Above 60%
Udalguri	Bodo	Above 60%

16.4 As per the State Government, the minority languages are spoken by 15% or more of the population of the area (district/tehsil/taluk/Municipality) as under:

District	Language	Percentage
Karimganj	Bengali	84.8
Hailakandi	-do-	82.3
Cachar	-do-	75.6
Barpeta	-do-	28.5
Bongaigaon	-do-	27.7
Nawgaon	-do-	24.7
Goalpara	-do-	22.4
Kokrajhar	-do-	19.74
N.C. Hills	-do-	15.7
Kokrajhar	Bodo	39.5
Bongaigaon	-do-	16.5
Dhemaji	Mising	26.0
Karbi Anglong	Karbi	44.0
N.C. Hills	Dimassa	32.0

Status of Implementation of the safeguards for the linguistic minorities

16.5 The status of implementation of the Safeguards for the Linguistic Minorities, for the period under review, is as follows.

- a. It has been informed that revenue records at the village level are kept in tehsils in local languages in Cachar, Karimganj and Hailakandi districts and registration authorities allow documents in minority languages to be presented for registration.
- b. In response to question on receipt of, and reply to representations for redress of grievances in minority languages in the Questionnaire for the period July 2008 to June 2009, it has been stated that replies are generally given in English or other official languages viz. Assamese, Bengali and Bodo, whereas for the period July 2009 to June 2010, it has been informed that representations for redress of grievances are received in all recognized languages and replied to in the same language as far as practicable. No statistics has been furnished in this regard. There is no Translation Bureau in the State for translation into minority languages.

- c. Bengali is said to be permitted for answering questions in recruitment examinations in the districts of Cachar, Karimganj and Hailakandi while Bodo is permitted in Kokrajhar, Chirang, Baska and Udalgiri districts where their speakers are predominantly located.
- d. The knowledge of official languages is a pre-requisite for recruitment to State Services. However, there are no domiciliary restrictions for recruitment to State Services.

16.6 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. It has been informed that the Secondary Education Board of Assam and Assam Higher Secondary Educational Council are the authorities to recognize linguistic minority educational institutions in respect of High School and Higher Secondary Schools. There are no separate Act/Rules for recognizing linguistic minority institutions. 329 Bengali, 42 Bodo, 7 Manipuri, 8 Hindi and 1 mixed medium linguistic minorities' institutions have been recognized. There were 7 Bengali and 3 Bodo medium institutions pending for recognition as on June 30, 2010. The statistics reported is the same as on June 30, 2009.
- b. It has been reported that grants are sanctioned to all institutions by the Director, Elementary Education and the Director, Secondary Education primary and secondary schools respectively. However, there is no separate provision to sanction grants to linguistic minority institutions.

16.7 **Educational facilities at the primary and secondary stages of education for students of minority languages**

- a. There are 3,813 provincialised and 309 government aided primary schools with 6,06,796 and 13,950 students and 7,626 and 618 teachers respectively where Bengali is the medium of instruction.
- b. There are 185 provincialised and 4 government aided primary schools with 370 and 8 teachers for 24,242 and 299 students respectively where Manipuri is the medium of instruction.

- c. There are 38 provincialised and 6 government aided primary schools with 76 and 12 teachers for 6,290 and 456 students respectively where Garo is the medium of instruction.
- d. There are 1,713 provincialised and 87 government aided primary schools with 3,426 and 174 teachers for 2,35,445 and 4,885 students respectively where Bodo is the medium of instruction.
- e. There are 5 provincialised primary schools with 10 teachers for 1,140 students where Hmar is the medium of instruction.
- f. Education is imparted in 5 provincialised primary schools through Nepali medium to 1,020 students with 10 teachers.
- g. There are 78 provincialised and 12 government aided Hindi medium primary schools with 156 and 24 teachers imparting education to 5,695 and 690-students respectively.
- h. There are 39 government aided Mixed (Assamese+Bodo) medium primary schools with 78 teachers imparting education to 2,353 students.
- i. 'Tai' is being taught as a subject in 200 primary schools. 'Mishing' has 10,260 students and 230 teachers in 230 primary schools; 'Rabha' is taught by 70 teachers as a subject in 70 schools with 26,175 students. Karbi has 1219 students and 25 teachers in 25 primary schools.
- j. Nepali is being taught by 100 teachers to 4,120 students in 100 primary schools while Bishnupriya is studied as a subject by 2,195 students in 52 primary schools.
- k. In the upper primary stage, Bengali is the medium of instruction in 994 provincialised schools with 85,660 students and 5,982 teachers besides 70 government aided schools with 6,135 students and 350 teachers.
- l. Manipuri is the medium of instruction in 68 provincialised and 1 government-aided upper primary schools with 75,385 and 1,450 students and 408 and 5 teachers respectively.
- m. Nepali is the medium of instruction in 3 provincialised schools with 5,436 students and 18 teachers while Hmar in 2-provincialised schools with 859 students and 10 teachers in upper primary schools.
- n. Hindi is the medium of instruction in 14 provincialised schools with 9,078 students and 84 teachers while education is imparted through mixed medium in 37 government aided schools with 2,997 students and 185 teachers in upper primary schools.

- o. There are 6 provincialised and 5 government aided Garo medium upper primary schools with 30 and 25 teachers imparting education to 2,156 and 419 students respectively, while Bodo is the medium of instruction in 33 government aided schools and 215 other schools.
- p. Hindi is being taught as a subject in 6,730 upper primary schools to 12,75,464 students with 7,330 teachers.
- q. At the secondary stage of education, Bengali is being taught as a medium of instruction in 547 schools with 1,19,380 students and 4,191 teachers while Bodo is the medium in 215 schools with 32,336 students and 1,189 teachers.
- r. Hindi is the medium of instruction in 118 Secondary schools with 63,412 students and 1,337 teachers. In 36 Secondary schools education is imparted through Manipuri to 17,454 students with 671 teachers.

16.8 Three Language Formula

The languages taught under Three Language Formula are as under:

First Language	:	Assamese
Second Language	:	English
Third language	:	Hindi

16.9 Maintenance of 'Language Preference Registers'

- a. 'Language Preference Registers' for registering preference of linguistic minority pupils are said to be maintained in Primary and Upper Primary schools in areas where linguistic minority students are in significant numbers.
- b. 'Language Preference Registers' are being maintained in 6,255 Primary Schools and 1,411 Upper Primary/Secondary Schools.

A S S A M 16.10 Teachers and text books in minority languages

- a. It has been reported that teachers for teaching minority languages as a subject and as a medium of instruction have

been earmarked/created in response to our Questionnaires for the period July 2008 to June 2009. However, statistics is said to be not available.

- b. Training is said to be given to minority language teachers every year through BTC and DIET. Annual intake for training of teachers in minority languages is reported as follows:

Name of the Institution	Annual Intake	Language
Kokrajhar BTC	100	Bodo
DIET Cacher	100	Bengali
DIET, Karimganj	50	Bengali
BTC, Udalguri	120	Bengali
BTC, Kaliganj	80	Bengali
BTC, Hailakandi	80	Bengali

- c. The SCERT, Assam prepares the manuscript while Assam State Text Book Production & Publication Corporation is the Agency entrusted with the printing and publication of text-books in minority languages. The agency is able to supply text-books and other teaching materials to students in time and these are not procured from other states.

16.11 Promotion and development of Minority Language

- a. Neither there is any scheme for promotion of minority languages nor has any separate Academy been set up for promotion of minority languages in the State.
- b. State Commission for Minorities is setup in Assam and it is reported to look after the grievances of both religious and linguistic minorities.

16.12 Machinery for implementation of safeguards

- a. A State Level Assam Linguistic Minorities Development Board, presently with 21-members has been constituted vide Govt. Notification No. WMD.20/99/Pt/62 Dated 14.10.2009 to monitor and review the implementation of safeguards for linguistic minorities. It has been reported that no meeting has been held so far.

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- b. The Deputy Commissioners have been entrusted to look after linguistic minorities affairs at the district level.

16.13 **Publicity of Safeguards**

- a. In response to the mechanism for informing the linguistic minorities about the Safeguards available to them it has been reported that it is being done in consultation with the Assam Linguistic Minorities Development Board. However, the pamphlets, etc. detailing the safeguards for the linguistic minorities have not yet been published.
- b. In response to whether orders have been issued directing the tehsil offices to exhibit the concessions available to linguistic minorities and whether is there any compilation of standing orders for the officers, giving details of the orders concerning linguistic minorities, it has been reported that it is being done.

16.14 **Observations**

- a. Important government rules, regulations and notices etc. are said to be published in Bengali, only. These need to be published in other minority languages too.
- b. Conflicting information has been furnished in reply to Question relating to receipt of, and reply to representations for redress of grievances in minority languages, while as per reply for July 2008 to June 2009, replies to the representations were generally given in English or other official languages viz. Assamese, Bengali and Bodo, as per the reply for the period July 2009 to June 2010, the representations are said to be received in all recognized languages and replied to in the same language as far as practicable. This needs to be clarified.
- c. Though, Bengali and Bodo are the additional official languages in certain districts but their purpose is reported to be limited to medium of instruction. This need to be extended for all practical purposes.

- d. The reply to Question on minority language teachers either for teaching as a medium or as a subject was in affirmative in response to our Questionnaires for the period, July 2008 to June 2009 but as per the reply for July 2009 to June 2010, the data is said to be not available in respect of sanctioned post of minority language teachers. This needs to be clarified.
- e. Most of the statistics furnished is merely a repetition of the previous year data, as if the situation remained static, in respect of the number of Schools, Students and teachers during the two year period under reference. This needs to be examined and clarified.
- f. The reply regarding the composition of Committee to monitor and review the implementation of the safeguards for the linguistic minorities, mentions only the number of members but actual composition has not been provided. Moreover, the Committee has been set up in 2009 but no meeting has been held so far. This needs to be clarified.
- g. The Nodal Officer, Government of Assam need to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires, in time, to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from the Government of Assam was 31 December 2010, which had to be postponed to 20 January 2011 and had to be extended again to 31 January 2011 for want of reply.

16.15 The Government of Assam 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 Assam. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

MANIPUR

17

Linguistic Profile

17.1 According to the Census 2001, the population of Manipur is 21,66,788, which excludes the figures of Paomata, Mao-Maram and Purul subdivisions of Senapati district of Manipur. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	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 **Official Language of the State:** Manipuri. English (Additional).

Status of Implementation of the safeguards for the linguistic minorities

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

- a. There is no Translation Bureau in the State. However, it has been reported that the Language Cell of the Directorate of Education, Government of Manipur has been assigned with the work relating

to implementation of the Safeguards provided to minority languages, e.g., translation and publication of government rules, regulations and notices, etc. in minority languages and preparation of text books in minority languages. However, the important government orders, rules, regulations, notices, etc., are not being published and disseminated in minority languages.

- b. No orders exist for receipt of representations for redress of grievances in minority languages.
- c. Minority Language(s) are not being permitted in answering Question Papers in recruitment tests to the State Services.
- d. The knowledge of regional/official language is a pre-requisite for recruitment to the State Services. The domiciliary conditions also apply.

17.4 Recognition of and grants-in-aid to linguistic minority institutions

- a. The Director of Education, Government of Manipur is the Authority for the recognition of institutions as the linguistic minority institutions. However, there are no specific guidelines for recognition to the linguistic minority educational institutions.
- b. It has been reported that Manipur does not have any school meant for linguistic minorities nor does it establish an institute or school on the basis of minority languages. It has been informed that there are 33 scheduled tribes in Manipur. Majority of them live in 5 Hill-Districts of the State and their children go to the schools established for them as shown below:

Name 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
Temenglong	3	-	9	1	30	-	46	27
C.C. pur	-	-	27	3	45	24	50	40
Chandel	-	-	7	-	15	5	29	40

- c. It has been stated that there is no specific school grant instituted by the State Government on the basis of minority languages.

17.5 Educational facilities at the Primary and Secondary stages of education for students of minority languages

- a. It has been reported that as far as media of education are concerned, English or Manipuri are employed from Class I to X; and English is the only one retained beyond Class X.
- b. The following recognized Tribal Languages are taught as subjects:

Languages	From Class	Upto Class
Mao	I	V
Rongmei	I	V
Kom	I	X
Vaiphei	I	X
Mizo	I	X
Zou	I	X
Tangkhul	I	XII
Hmar	I	XII
Thadou-Kudi	I	XII
Paite	I	XII

17.6 Three Language Formula

The Languages taught under the Three Language Formula (From Class III-X) is 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 first language.

17.7 Maintenance of 'Language Preference Registers'

It has been informed that orders have already been issued for opening of registers in all primary schools for advance registration of linguistic preference of pupils desirous of having instruction through their mother tongue but 'Language Preference Registers' are yet to be opened in schools in Manipur. The Department is said to be taking steps to ensure opening of such Registers in all schools during 2011-12.

17.8 Teachers and text books in minority languages

- a. It has been reported that there are no sanctioned posts of teachers for teaching tribal languages. However, any teacher of the school, whose mother tongue is a tribal language is assigned the job of teaching the language.
- b. It has been stated that there are no arrangements for training of teachers for teaching minority language(s) as a medium and as a subject.
- c. The Literary Associations of the respective minority languages, in consultation with the Board of Secondary Education, Manipur are the Agencies for preparation and publication of text books and other teaching materials in minority languages. These Agencies are said to be able to supply the books and other teaching materials to students in time. It has been stated that text books in minority languages are not being procured from other States.
- d. There is a scheme for purchasing books written in Tribal languages by the Departments of Education, Government of Manipur.

17.9 Machinery for Implementation of Safeguards

- a. There is a State Commission for Minorities in Manipur.
- b. There is no Committee set up at the State level to monitor and review the implementation of the Safeguards provided for the linguistic minorities.

- c. There is no authority or Committee designated for implementing the Scheme of Safeguards for the linguistic minorities at the district level.

17.10 **Publicity of Safeguards**

It has been stated that publicity of the Safeguards for the linguistic minorities is done through media in the State Official Language.

17.11 **Observations**

- a. The State has furnished data from the Census 1981, relating to the speakers of Tangkhul in Ukhrul; Kabui speakers in Tamenglong and Thadou Kuki speakers in Churachandpur, which constitute 60% or more of the population of these districts respectively and in the areas (district/tehsil/taluka/ municipality) where the minority languages are spoken by 15% or more of the population whereas the Census 2001 data was required to be furnished.
- b. The State Government should consider permitting minority languages in answering the Question Papers for recruitment tests to the State Services.
- c. The State Government should ensure operationalisation of the Language Cell established under the Directorate of Education.
- d. The State Government should publish important government rules, regulations and notices, etc., in minority languages in those districts wherein their speakers constitute 15% or more of the local population.
- e. The State Government should remove the domiciliary restrictions for recruitment to State Services.
- f. The State Government should make arrangements for training of teachers for teaching minority languages as a medium and as well as a subject.

- g. The State Government should immediately issue suitable directions for maintenance of 'Language Preference Registers' in schools to enable registration of linguistic preference of minority language students in areas where linguistic minority students are in significant number and facilitate inter-school adjustments of linguistic minorities students.
- h. A firm machinery to oversee the implementation of the Safeguards provided to the linguistic minorities is required to be established at the State and the district level.
- i. The State Government should evolve a proper mechanism to publicize the Safeguards available to the linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- j. The Nodal Officer, Government of Manipur, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from the Government of Manipur was 31 December 2010, which had to be postponed to 20 January 2011 for want of reply.

17.12 The Government of Manipur 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 Manipur. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

MEGHALAYA

18

Linguistic Profile

18.1 According to the Census 2001, the population of Meghalaya is 23,18,822. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	Speakers	Percentage
Khasi	10,91,087	47.05
Garos	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 **Official Language of the State:** English.

The State Government has reported that 60% or more of the district population, in the following district, speak the minority languages:

District	Language	Percentage
South Garo Hills	Garos	95%
East Garo Hills	Garos	93%
West Garo Hills	Garos	64%
Jaintia Hills	Khasi	90%
East Khasi Hills	Khasi	73%
West Khasi Hills	Khasi	68%
Ribhoi District	Khasi	52%

- 18.3 The State Government has reported that in the following districts the minority languages are spoken by 15% or more of the district population:

District	Language
West Garo Hills	Bengali
East Garo Hills	Garo
South Garo Hills	Garo
West Khasi Hills	Khasi
East Khasi Hills	Khasi
Jaintia Hills	Khasi
Ri Bhoi District	Khasi

Status of Implementation of the safeguards for the linguistic minorities

- 18.4 The status of implementation of the Safeguards for the linguistic minorities, for the period under review, is as follows:
- a. The State Government has not furnished any information on any additional official language in their reply to the Commissioner's Questionnaire for July 2009 to June 2010. However, in response to the Commissioner's Questionnaire for the period July 2008 to June 2009, it was mentioned that Khasi language had been declared as Associate Official Language in East Khasi Hills, West Khasi Hills, Jaintia Hills and Ri-Bhoi Districts. Similarly, Garo was mentioned as Additional Official Language in the East, West and South Garo Hills Districts.
 - b. No information has been provided on publication of the gist of important rules, regulations and notices, etc., in minority languages in the area where their speakers constitute 15% or more of the district population. There are no arrangements for translation into the minority languages spoken by 15% or more of the taluka/tehsil/ population.
 - c. The State Government has not furnished any information on receipt of, and reply to, representations for redress of grievances in minority languages.

- d. It has been stated that as the Official Language is English, Question papers for recruitment tests for the State Services are answered in English.
- e. No information has been furnished on whether knowledge of the official language is a pre-requisite and whether any domiciliary restrictions are imposed at the time of recruitment to the State Services.

18.5 Recognition of and grants-in-aid to the linguistic minority institutions

- a. The Education Department, Govt. of Meghalaya, is the Authority for recognition of linguistic minority educational institutions. The recognition is said to be granted to the linguistic minority educational institutions under the National Commission for Minorities Act, 2005. One Sikh educational institution is reported to have been granted recognition as on June 30, 2010. However, it has not been specified whether the recognition is on the grounds of the religious minority or linguistic minority.
- b. One Primary School (Sikh) and four Higher Secondary Schools (Khasi) have been sanctioned grants-in-aid during the July 2009-June 2010.

18.6 Educational facilities at the primary and secondary stages of education for a students of minority languages

No information has been furnished in respect of educational facilities available to the linguistic minority students at the Primary/Upper Primary/Secondary/Higher Secondary stages of education.

18.7 Three Language Formula

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In their reply to the Commissioner's Questionnaire for the period July 2009 to June 2010, the State Government has stated that the following languages are taught under the Three Language Formula:

First Language	:	English
Second Language	:	Major Indian Language (MIL)
Third Language	:	Third Language has not been specified by the State Govt.

However, in their reply to the Commissioner's Questionnaire for the period July 2008 to June 2009 it has been stated, as follows:

First Language	:	English
Second Language	:	Khasi/Garo
Third Language	:	Hindi

18.8 **Maintenance of 'Language Preference Registers'**

The 'Language Preference Registers' for registering the language preference of the linguistic minority pupils are not being maintained in the Schools.

18.9 **Teachers and text books in minority languages**

- a. The State Government has not furnished any information about the minority language teachers or arrangement for training of teachers for teaching the minority languages as a medium of instruction or as a subject.
- b. The Meghalaya Board of School Education is the Agency entrusted with the preparation and publication of text books in minority languages. The Agency is said to be able to supply text books and other teaching materials to students in time and these are not procured from other States. The text books are said to be available to the minority language students at competitive/subsidized rates.

18.10 **Machinery for implementation of Safeguards**

- a. There is no State Minorities Commission in Meghalaya.
- b. There is no Committee set up at the State level to monitor and review the implementation of the safeguards provided for the linguistic minorities.
- c. No information has been furnished by the State Government about the officers entrusted with the task of implementation of the

Safeguards for the linguistic minorities' at the district level. However, in their reply to similar question for the period July 2008 to June 2009, it was mentioned that the Deputy Commissioners were entrusted with the Linguistic Minority affairs at the district level.

18.11 **Publicity of Safeguards**

The State Government has not furnished any information on the mechanism for publicizing the Safeguards for the linguistic minorities. However, in their reply for the period July 2008 to June 2009, it was stated that the linguistic minorities were made aware of their rights and duties through the PR Department.

18.12 **Observations**

- a. The State Government should make appropriate arrangements for dissemination of the important government rules, regulations and notices, etc., in the minority languages in those districts where the speakers constitute 15% or more of the district population.
- b. There is the need to publicize the Safeguards available to the linguistic minorities and to spread awareness about the same.
- c. A State Level Committee to monitor and review the implementation of the Safeguards for the linguistic minorities, is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the Safeguards for the linguistic minorities.
- d. The State Government should issue suitable directions for maintenance of 'Language Preference Registers' in Schools to enable registration of the language preference of the minority language students. The 'Language Preference Registers' will also facilitate inter-school adjustments for providing educational facilities to the linguistic minority students at the primary and secondary stages of education.

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- e. The position on domiciliary restrictions for recruitment to the State Services needs to be elucidated.
 - f. Information about the availability of educational facilities at various levels, for the linguistic minorities, needs to be furnished so as to ascertain the status of implementation of Safeguards, for the linguistic minorities.
 - g. The Competent Authority to sanction grants-in-aid to the linguistic minority educational institutions does not appear to have been designated.
 - h. One Sikh educational institution is stated to have been granted recognition. However, it needs to be clarified whether the recognition has been granted on the basis of religious minority or the linguistic minority.
 - i. The Nodal Officer, Government of Meghalaya, needs to ensure that comprehensive and expeditious replies are furnished to the Commissioner's Questionnaire to enable submission of Report on the status of implementation of the Safeguards for the linguistic minorities to H.E. President of India, in time, as mandated under Article 350 B(2) of the Constitution. The deadline for receipt of replies from the Government of Meghalaya was 31 December 2010, which had to be extended to 20 January 2011. The same had to be further extended to 31 January 2011 for want of reply.

18.13 The Government of Meghalaya 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 Meghalaya. It is further advised to attach due importance and urgency to the Commissioner's Questionnaire ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

MIZORAM

19

Linguistic Profile

19.1 According to the Census 2001, the population of Mizoram is 8,88,573. The broad Linguistic profile of the State, as per the said Census, 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 of the State:** English and Mizo.

19.3 The State Government has informed that in the following districts minority languages are spoken by 60% or more of the district population:

District	Language	Percentage
Serchhip	Mizo	98.00
Aizawl	Mizo	88.70
Champhai	Mizo	84.45
Kolasib	Mizo	81.59
Lunglei	Mizo	73.50
Mamit	Mizo	70.46

19.4 As per the State Government in the following districts the minority languages are spoken by 15% or more of the district population:

District	Language	Percentage
Saiha	Lakher (Mara)	56.00
Lawngtlai	Chakma	45.66
Lawngtlai	Pawi (Laicharel)	20.00
Lunglei	Chakma	17.00

Status of Implementation of the Safeguards for the linguistic minorities

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

- a. Information about publication of the gist of important rules, regulations and notices, etc. in minority languages and setting up of a Translation Bureau for translation into minority languages, has not been furnished.
- b. Information regarding arrangements for receipt of, and reply to representation for redress of grievances in minority languages has not been furnished.
- c. The minority languages are not permitted for answering Question Papers for recruitment to the State Services.
- d. Working knowledge of Mizo (regional language) of Middle School level has been prescribed as an essential educational qualification for recruitment to the State Services.
- e. There are no domiciliary restrictions for recruitment to the State Services.

19.6 Recognition of and grants-in-aid to linguistic minority institutions

Information about recognition of and grants-in-aid to the linguistic minority institutions, has not been furnished.

19.7 Educational facilities at the primary and secondary stages of education for students of minority languages

- a. In 871 primary Schools, the medium of instruction is the minority languages, wherein the strength of students and teachers is 56,780 and 4,380 respectively.
- b. The following minority languages are taught as a subject at the primary level:

Language	Schools	Students	Teachers
Mizo	1,405	11,897	6,897
Pawi (Laicharel)	145	10,006	650
Mara (Lakher)	131	14,428	813
Chakma	102	8,548	356

- c. In 627 Middle Schools, the medium of instruction is the minority languages wherein the strength of students and teachers is 30,874 and 3,917 respectively.
- d. At the Upper Primary stage of education the following minority languages are taught as a subject:

Language	Schools	Students	Teachers
Mizo	1,034	57,856	6,429
Laicharel	95	3,358	588
Mara	87	3,992	538
Chakma	37	2,704	199

- e. In 502 High Schools, the following minority languages are taught as a subject, wherein the strength of students and teachers is 44,576 and 3,886 respectively.

19.8 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, studying various languages under the Three Language Formula:

Language	Class X	Class XII
Mizo	12,314	7,120
English	13,050	7,902
Hindi	167	62

19.9 Teachers and text books in minority languages

No information has been furnished relating to the teachers and textbooks in the minority languages.

19.10 Maintenance of 'Language Preference Registers'

'Language Preference Registers' for registering language preference of the linguistic Minority pupils are not being maintained in the Schools.

19.11 Machinery for implementation of safeguards

- a. There is no Committee set up at the State level to monitor and review the implementation of the safeguards for the linguistic minorities.
- b. At the district level, the Deputy Commissioners are said to be looking after the linguistic minority affairs.

19.12 Publicity of Safeguards

There is no mechanism for informing the linguistic minorities about the facilities available to them.

19.13 Observations

- a. The State Government needs to make arrangements for publication of important government rules and notifications, etc., in minority languages in those districts/tehsils, where the speakers constitute 15% or more of the district/tehsil population.
- b. The State Government should revisit its policy about allowing only the regional/official language in recruitment tests to the State Services.
- c. The State Government's replies to most of the Commissioner's questions about educational facilities for the linguistic minorities have been 'Nil'/'No' or simply left blank.
- d. No specific information has been furnished on minority languages being taught at the Primary and Secondary stages of education. Hence these do not enable any assessment on implementation of the safeguards for the linguistic minorities in the State.
- e. Information on Three Language Formula needs to be clarified wherein it has been stated that Mizo, English and Hindi are being taught under the Three Language Formula but the statistics on languages being taught are not consistent.
- f. The State Government should issue suitable directions for maintenance of 'Language Preference Registers' in schools to

- enable registration of language preference of the minority language students and also facilitate inter school adjustments for the benefit of the linguistic minority students.
- g. The State Government should evolve a proper mechanism to publicize the Safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
 - h. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
 - i. The Nodal Officer, Government of Mizoram, need to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India in time as mandated under Article 350 B(2) of the Constitution. The deadline for the receipt of replies from the Government of Mizoram was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 and 20 March 2011 for want of reply. However, the Nodal Officer, Government of Mizoram has not responded till the date of presentation of the Commissioner's Report.

19.14 The Government of Mizoram 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 Mizoram. It is also advised to attach due importance and urgency to the Commissioner's Questionnaire, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

NAGALAND

20

Linguistic Profile

20.1 According to the 2001 Census, the population of Nagaland is 19,90,036. The broad Linguistic profile of the State, as per the said the Census, is as follows:

Language	Number of Speakers	Percentage
Ao	2,57,500	12.94
Konyak	2,48,002	12.46
Lotha	1,68,356	8.46
Angami	1,31,737	6.62
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
Kuzha (Kheza)	40,362	2.02
Khiemnungan	37,752	1.90
Nepali	34,222	1.72
Kuki	16,846	0.85
Assamese	16,813	0.84
Pochury	16,681	0.84
Zemi	10,462	0.53
Garo	1,838	0.09
Liangmai	1,295	0.07

20.2 **Official Language of the State :** English.

- 20.3 The State Government has reported that the minority language(s) are spoken by 60% or more of the population of the district as below:

District	Language	Percentage
Mon	Konyak	97.60
Longleng	Phom	90.00
Zunheboto	Sumi	89.77
Mokokchung	Ao	86.98
Wokha	Lotha	85.20
Peren	Zeme	80.00
Kiphire	Sangtam	70.00
Teunsang	Chang	60.00
Kohima	Tenyidie	50.00
Phek	Chokri	50.00
Dimapur	Sumi	40.00

- 20.4 The State Government has reported that the minority languages are spoken by 15% or more of the population of the district as below:

District	Language	Percentage
Peren	Liangmai	15.00
Teunsang	Sangtam	15.00
Dimapur	Tenyidie	15.00
Teunsang	Yimchungru	16.00
Dimapur	Ao	18.00
Phek	Khezha	20.00
Kohima	Rengma	25.00
Kiphire	Sumi	29.00
Phek	Pochury	30.00
Kiphire	Yimchungru	30.00
Dimapur	Sumi	40.00
Kohima	Tenyidie	50.00
Phek	Chokri	50.00

Status of Implementation of the Safeguards for the linguistic minorities

- 20.5 The status of implementation of the Safeguards for the linguistic minorities is as follows:

- a. Important government rules, regulations, notices, etc., is not being published in minority languages in areas wherein their speakers constitute 15% or more of the local population. There are no translation arrangements in the State for translation into minority languages.

- b. No Order exist regarding receipt of, and reply to representations for redress of grievances in minority language.
- c. The knowledge of regional/official language is not a pre-requisite for recruitment and there are no domiciliary restrictions imposed at the time of recruitment to State Services. However, it has been stated that the minority languages are permitted in answering the question papers for recruitment examinations in very rare cases.

20.6 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The Government of Nagaland is the Authority for recognition of linguistic minority institutions. The following 17 institutions are said to be recognized as linguistic minority institutions as on June 30, 2010.
 1. Ura Academy for Tenyidie
 2. Sumi Literature Committee
 3. Konyak Literature Committee
 4. Ao Literature Committee
 5. Lotha Literature Committee
 6. Phom Literature Committee
 7. Chokri Literature Committee
 8. Sangtam Literature Committee
 9. Yimchungru Literature Committee
 10. Zemi Literature Committee
 11. Chang Literature Committee
 12. Rengma Literature Committee
 13. Kuzha Literature Committee
 14. Khiamniungan Literature Committee
 15. Kuki Literature Committee
 16. Pochury Literature Board
 17. Liangmei Literature Committee
- b. No application is reported pending for recognition as linguistic minority institution.
- c. The Director of School Education, Government of Nagaland is the Authority for sanctioning of grants-in-aid to primary and secondary schools claiming to be linguistic minority institutions.

- d. The grants-in-aid, for the period July 2008 to June 2009, have been sanctioned to 30 Primary, 70 Upper Primary, and 170 Secondary Schools as English medium institutions. For the period July 2009 to June 2010; 38 Primary; 74 Upper Primary/Middle; 116 Secondary and 50 Higher Secondary Schools are reported to have been sanctioned grants-in-aid.

20.7 Educational facilities at the primary and secondary stages of education for students of minority languages

- a. The following minority languages are medium of instruction in primary schools:

Language	Schools	Students	Teachers
Sumi	286	57,497	286
Konyak	152	20,970	152
Ao	156	17,691	156
Tenyidie	123	15,039	123
Phom	42	13,891	43
Lotha	111	10,482	111
Sangtam	104	8,320	104
Chokri	41	7,769	41
Zeme	60	7,248	60
Khiamniungan	34	5,982	34
Chang	50	5,974	50
Yimchungre	32	4,693	32
Kuzha	20	3,884	20
Pochury	30	3,834	30
Rengma	31	3,840	31
Kuki	23	3,010	23
Liangmai	7	712	7

- b. The following minority languages are taught as a subject at the Upper Primary stage of education:

Language	Schools	Students
Konyak	25	12,934
Ao	18	2,865
Tenyidie	20	2,147
Sumi	31	1,985
Sangtam	36	2,582
Phom	16	1,787
Lotha	17	1,739
Zeme	18	1,250

Chang	13	1,184
Chokri	15	1,182
Pochury	12	108
Kheza	7	906
Rengma	8	867
Khiamniungam	6	504
Kuki	3	210
Liangmei	2	95
Yimchungre	6	439

- c. At the secondary stage of education, the following minority languages are taught as a subject.

Language	Schools	Students	Teachers
Sema	19	285	19
Ao	16	240	16
Tenyidie	18	270	18
Lotha	8	120	8

- d. At Higher Secondary stage of education, the following minority languages are taught as a subject. However, the number of student and teachers has not been furnished.

Language	Schools
Tenyidie	2
Sumi	3
Ao	3
Lotha	1

20.8 Three Language Formula

Languages taught under the Three Language Formula are as under:

- First Language : Mother Tongue
 Second Language : English
 Third Language : Hindi

According to the State Government the number of students, studying various languages under the Three Language Formula is as follows:

Language	Class X	Class XII
Tenyidie	4505	1464
Sumi	-	-
Lotha	-	-
Ao	-	-

20.9 **Maintenance of 'Language Preference Registers'**

'Language Preference Registers' for registering language preference of the linguistic minority pupils are not being maintained in the schools.

20.10 **Teachers and text books in minority languages**

- a. No information has been furnished regarding sanction of posts for minority language teachers for teaching minority language(s) as a subject and as a medium of instruction.
- b. The State Government has informed that there was no arrangement for training of minority language teachers vide their reply for the period July 2009 to June 2010. However, it had intimated earlier that the teachers were trained for teaching the minority languages as a medium in the language teachers training conducted by the CIIL, Mysore from time to time vide their reply for the period July 2008 to June 2009.
- c. It has been stated that Sincere Press, Novelty Press and N.V. Press are the Agencies for publication of text books and other teaching materials in minority languages vide their replies for the period July 2009 to June 2010. These agencies are said to be able to supply text books and other teaching materials to the students in time at competitive/subsidized rates. There is no inter-state arrangement for procuring textbooks and other teaching materials for the minority language students.

20.11 **Machinery for Implementation of Safeguards**

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- a. There is no State Minorities Commission in the State.
- b. No information has been given whether the machinery for implementation of the Safeguards for the linguistic minorities at the State and district levels.

20.12 **Publicity of Safeguards**

There is no mechanism for informing the linguistic minorities about the Safeguards available to them. No information has been furnished about publication of pamphlets, etc. detailing Safeguards for the linguistic minorities.

20.13 **Observations**

- a. The information furnished on recognition of linguistic minority institutions is on language/literature committees and does not answer the question on recognition of linguistic minority educational institutions.
- b. Most of the questions have been answered in "No", "Does not arise" or "Nil", so that these do not provide any credible information on the implementation of the Safeguards for the linguistic minorities.
- c. Necessary arrangements should be made to ensure receipt of, and reply to representation, for redress of grievances in minority languages.
- d. The information furnished on sanction of grants-in-aid to the educational institutions does not specify whether the grants-in-aid is being provided to the linguistic minority educational institutions. This needs to be clarified.
- e. Statistics on educational facilities for the linguistic minority students at the higher secondary stage of education need to be furnished.
- f. The State Government needs to take steps to establish Translation Bureau. Arrangements for translation and publication of the gist of important rules, regulations and notices, etc. in minority languages needs to be made in those districts/tehsils where their speakers constitute 15% or more of the district/tehsil population.

- g. The State Government should issue directions for maintenance of 'Language Preference Registers' in schools to enable registration of language preference of minority language students and facilitate inter-school adjustments.
- h. The State Government should publicize the Safeguards available to the linguistic minorities so as to ensure effective implementation of the Safeguards for the linguistic minorities.
- i. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the district level to ensure implementation of the Safeguards for the linguistic minorities.
- j. The Nodal Officer, Government of Nagaland, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India in time as mandated under Article 350 B (2) of the Constitution. The deadline for the receipt of replies from the Government of Nagaland was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 and 20 March, 2011 for want of response.

20.14 The Government of Nagaland 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 Nagaland. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

ORISSA

21

Linguistic Profile

21.1 According to the Census 2001, the population of Orissa is 3,68,04,660. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	Speakers	Percentage
Oriya	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	699270	1.90

21.2 **Official Language of the State:** Oriya.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. No information has been furnished on publication of important government rules, regulations and notices, etc. in minority languages, nor any information is provided about the translation arrangements into minority languages.
- b. Information on receipt of, and reply to representations in minority languages for redress of grievances has not been provided.
- c. Knowledge of regional language is a pre-requisite for recruitment to the State Services.
- d. The domiciliary restrictions are imposed at the time of recruitment to the State Services.

21.4 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The Director, Elementary Education for elementary schools and the Director, Secondary Education for secondary schools are the Authorities for grant of recognition to the institutions claiming to be the linguistic minority educational institutions under the Orissa Education Act, 1969.
- b. As on 30 June 2009, at the elementary level there are 78 aided Madarsas, 88 un-aided Madarsas and 4 Hindi medium Schools; at the Secondary level, 4 aided Madarsas, 1 Government Madarsa and 3 Urdu medium High Schools have been recognized as the linguistic minority institutions.
- c. There were 30 Madarsa applications pending for recognition as linguistic minority institutions as on June 30, 2009.
- d. The School & Mass Education Department, Government of Orissa, is the Authority for sanction of grants to primary and secondary schools claiming to be the linguistic minority institutions.
- e. The following table shows the number of institutions sanctioned grants-in-aid for the year 2008-09:

Level	No. of Schools	Minority language
Primary	78	Urdu
	4	Hindi
Upper Primary	4	Urdu
	4	Hindi
Secondary	4	Urdu

21.5 **Educational facilities at the primary and secondary stages of education for students of minority languages**

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- a. The State Government has reported that as Santhali language has been included in the 8th Schedule of the Constitution, their School & Mass Education Department, has introduced teaching of Santhali language in Olchiki Script in 100 Primary Schools in

Classes I and II, where the Santhali students are studying and have engaged 100 Community Mobilizers for teaching Santhali.

The following table gives details of schools where minority languages are the medium of instruction.

Language	Schools	Students	Teachers
Urdu (Madrasa)	149	17,340	1,108
Hindi	4	162	20
Santhali	100	-	100

- b. The details of the Primary/Upper Primary Schools where the minority languages are taught as a subject is as follows:

Language	Schools Primary/ Upper Primary	Students Primary/ Upper Primary	Teachers Primary/ Upper Primary	Total Schools
Telugu	135+30 (Bilingual)	15,525+3,451	405+60	341
Bengali	24	960	48	
Hindi	60+4	15,630+162	120+08	
Urdu	64	4,416	128	
Assamese	3	300	6	
Kannad	5	201	10	
Sindhi	1	23	2	
Sanskrit	3	100	6	
Punjabi	2+1	80+53	4+2	
Gujarati	6	300	12	
Nepali	3	70	6	
Santali	100		100	
Total	406+35=441	37601+3666= 41267	847+70=917	

- c. At the Upper Primary level of education, the details of schools/ students/teachers where the minority languages is the medium of instruction are as follows:

Language	Schools	Students	Teachers
Hindi	4	162	08
Urdu (Madrasa)	13	1,802	119

- d. At the Secondary stage of education, the following table gives details of schools/students/teachers where the minority language is a medium of instruction.

Language	Schools	Students	Teachers
Urdu Madrasa	5	830	30
Urdu High Schools	3	985	30

- e. The following table gives details of school/students/teachers where the minority languages are taught as a subject though it is not the medium of instruction:

Language	Schools	Students	Teachers
Telugu	09	653	12
Urdu	105	12,727	117
Bengali	01	07	01

21.6 Three Language Formula

- a. The languages taught under Three Language Formula are:
 First Language : Oriya/ Bengali/ Telugu /Urdu
 Second Language : English
 Third Language : Hindi/Sanskrit/Persian
- b. The number of students studying various languages in classes VIII, X and XII under the Three Language Formula has not been furnished.

21.7 Maintenance of 'Language Preference Registers'

'Language Preference Registers' for registering linguistic preference of linguistic minority pupils are not being maintained in the schools.

21.8 Teachers and text Books in minority languages

- a. It has been reported that the posts of teachers for teaching minority languages both as a subject and as a medium of instruction have been created/earmarked. The following table

shows details of the number of posts sanctioned/earmarked at High School level:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	30	30	117	106
Telugu	33	30	-	-
Bengali	5	5	-	-
Urdu Madarsa	30	25	-	-

- b. It has been stated that teachers can be trained for teaching the minority language(s) as a medium at Secondary Training School at Cuttack with 50 seats for Urdu language and at Govt. ST School at Parlakhemundi for Telugu Language with 30 seats.
- c. It has been reported that M/s Qadri Kutab Khana, Rourkela, is the Agency for preparation and publication of text books and other teaching materials in Urdu. For Telugu and Bengali students, the books are supplied from Andhra Pradesh and West Bengal respectively on reciprocal basis. For Santhali, the required number of text-books for Class-I and II have been developed and printed at Laxmi Press, Cuttack.
- d. The Director, T.B.P.M., in respect of Telugu and Bengali books, is the Agency for procurement of books and other teaching material from other States. It has been stated that the State Government is taking necessary steps to ensure the timely supply of the textbooks to students.

21.9 Promotion and development of minority languages

The State Government has furnished the following information about establishment of academies for promotion and development of minority languages:

Language	Name of Academy	Date set up	Budget for 2008-09
Urdu	Orissa Urdu Academy	1987	Rs.18,00,000/- (Under Culture Department)
	Orissa State Board of Madarsa Education	31.08.1971	Rs.8,000/- (Under S & ME Department)

21.10 Machinery for Implementation of Safeguards

No information has been furnished on the State Minorities Commission and the machinery for implementation of the Safeguards available to the linguistic minorities at the State and the district levels.

21.11 Publicity of Safeguards

The State Government has not provided any information on the publicity of the Safeguards available to the linguistic minorities in the State.

21.12 Observations

- a. The State Government needs to ensure translation and publication of important government rules, regulations and notices, etc. in the minority languages for the benefit of the linguistic minorities.
- b. Necessary arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- c. The State Government should review its policy about the prior knowledge of the State's Regional/Official language at the time of recruitment and the domiciliary restrictions for recruitment to State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State.
- d. The training facilities are being provided only for the Urdu language teachers. However, training facilities for teachers of other minority languages are to be arranged by the State Government.
- e. The 'Language Preference Registers' needs to be maintained in schools to record the linguistic preference of minority language students to facilitate Inter-school adjustments at the Primary and Secondary stages of education so as to facilitate instruction in the

mother tongue/ minority language in schools. This is an important safeguard which needs to be implemented.

- f. There is a need to publicize the safeguards available to the linguistic minorities and to spread awareness about the rights/concessions available to the linguistic minorities as per the Scheme of Safeguards.
- g. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
- h. The Nodal Officer, Government of Orissa, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated under Article 350 B (2) of the Constitution. The deadline for the receipt of replies from Government of Orissa was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 and 20 March, 2011 for want of response. The State Government still did not furnish information for the period July 2009-June 2010.

21.13 The Government of Orissa 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 state. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

SIKKIM

22

Linguistic Profile

22.1 According to the Census 2001, the population of Sikkim is 5,40,851. The broad linguistic profile of the State, as per the said Census, is as follows:

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

22.2 **Official Language of the State:** English. Besides Bhotia, Gurung, Lepcha, Limboo, Manger, Mukhia, Newari, Rai, Sherpa and Tamang have been identified as additional languages for preservation of culture and tradition in the State. Nepali is stated to be the *lingua franca* of the State.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. The gist of important rules, regulations, notices, etc. is not being published in minority languages in those areas where their speakers constitute 15% or more of the district/tehsil population. There is no Translation Bureau at the State Headquarters for translation into minority languages.
- b. There are no arrangements for receipt of, and reply to the representations for redress of grievances in minority languages.

- c. It has been stated that the minority languages are permitted in answering Question Papers for recruitment tests to the State Services. However, the knowledge of regional/official language is a pre-requisite for recruitment to the State Services.
- d. The domiciliary restrictions are imposed at the time of recruitment to the State Services.

22.4 **Recognition of and grants-in-aid to linguistic minority institutions**

No information has been furnished on recognition of the linguistic minority educational institutions or sanction of grants-in-aid to such institutions.

22.5 **Educational facilities at the Primary and Secondary stages of education for students of minority languages**

- a. It has been observed that the language teachers teach languages upto Class VIII. However, no statistics has been furnished on the mother language(s) as a medium of instruction at the primary stage of education.
- b. No data has been provided on the minority languages taught as a subject at the primary stage of education during the period July 2009 to June 2010. However, in response to Commissioner's Questionnaire for July 2008 to June 2009, it was stated that the following minority languages were taught as a subject at the primary and upper primary stages of education:

Language	Schools	Students	Teachers
Bhotia	184	Number not furnished	328
Lepcha	184	-do-	262
Limboo	175	-do-	220
Gurung	10	-do-	10
Newari	08	-do-	08
Sherpa	10	-do-	10
Tamang	08	-do-	08
Manger	06	-do-	06
Mukhia	04	-do-	04
Rai	14	-do-	14

- c. While no information has been furnished in respect of the Upper Primary classes, wherein the minority languages were taught as a subject during the period July 2009 to June 2010, whereas the following minority languages are stated to have been taught as a subject during the period July 2008 to June 2009, though the data about the teachers and the taught have not been provided:

Language	Schools
Bhotia	116
Lepcha	106
Limboo	98
Gurung	10
Manger	06
Mukhia	04
Newari	08
Rai	14
Sherpa	10
Tamang	08

- d. It has been informed that at the Secondary stage of education the following minority languages are taught as a subject, though the data about school, students and teachers is incomplete. It has been stated that G.Ts. teach class XI and XII, wherever there is lack of PGTs. No data about the teaching of the minority languages has been furnished by the State Government.

Language	Schools	Teachers
Bhotia	76	GT69+PGT24=93
Lepcha	62	GT53+PGT13=66
Limboo	53	GT48+PGT10=58
Manger	Newly Recognized	Not Furnished
Mukhia	-Do-	
Newari	-Do-	
Rai	-Do-	
Sherpa	-Do-	
Tamang	-Do-	

The same statistics were furnished for the period July 2008 to June 2009.

22.6 Three Language Formula

The languages taught under the Three Language Formula:

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

The number of students covered under the Three Language Formula in class VIII, X and XII:

Language	Class VIII	Class X	Class XII
Bhotia	263	250	173
Lepcha	453	319	216
Limboo	278	235	129

22.7 Maintenance of 'Language Preference Registers'

The 'Language Preference Registers' for registering language preference of the linguistic minority pupils are not being maintained in the schools.

22.8 Teachers and text books in minority languages

- a. It has been informed that 153 posts were sanctioned during 2008-09 for minority language teachers for teaching minority language as a subject:

Language	Posts Sanctioned
Bhotia	11
Lepcha	25
Limboo	12
Gurung	17
Manger	09
Mukhia	04
Newari	05
Rai	41
Sherpa	10
Tamang	19

- b. There are no arrangements for training of teachers for teaching minority language(s) as a medium or as a subject.

- c. The Text Book Unit of the HRDD, Government of Sikkim, is the Agency for preparation and publication of text-books and other teaching material in the minority languages. It has been stated that the text books are distributed throughout the State under the supervision of the text book Unit of the HRDD. The text books are said to be available to students of the minority languages at competitive/subsidized rates.
- d. It has been stated that there is no inter-state arrangement for procuring the minority language(s) textbooks and other teaching material.

22.9 Machinery for implementation of Safeguards

- a. It has been informed that a Committee has been set up at the State Level to monitor and review the implementation of safeguards provided for linguistic minorities, with the Chief Secretary/Home Secretary as Chairman; Secretary, Information and Public Relations; Principal Secretary, Social Justice and Empowerment and Welfare Department; Secretary, Human Resource Development Department (HRDD) as Members and Joint Secretary (Home) as the Member Secretary of the Committee. However, the details of the Meetings held so far have not been furnished.
- b. Information about the monitoring at the district level for implementing the scheme of the Safeguards for the linguistic minorities has not been furnished.

22.10 Publicity of Safeguards

Information about publicizing the Safeguards for the linguistic minorities has not been provided.

22.11 Observations

- a. The State Government should make arrangements for translation into the minority languages in order to facilitate publication of the

- gist of important rules, regulations and notices, etc. in minority languages in those district/tehsils where such speakers constitute 15% or more of the district/tehsil population.
- b. The domiciliary restrictions or prior knowledge of the regional/official language need to be done away with for recruitment to the State Services.
 - c. The State Government should make arrangements for training of teachers for teaching the minority languages as a medium and as a subject.
 - d. The State Government should immediately issue suitable directions for maintenance of 'Language Preference Registers' in Schools to enable registration of language preference of the minority language students in the areas where linguistic minority students are in significant numbers.
 - e. The State Government should publicize the Safeguards available to the linguistic minorities.
 - f. The Nodal Officer, Government of Sikkim need to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable the submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India in time, as mandated under Article 350B (2) of the Constitution. The deadline for the receipt of replies from the Government of Sikkim was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended again to 31 January 2011 and 20 March 2011 for want of reply.

22.12 The Government of Sikkim 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 Sikkim. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

TRIPURA

23

Linguistic Profile

23.1 According to the 2001 Census, the population of Tripura is 31,99,203. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	Number of speakers	Percentage
Bengali	21,47,994	67.14
Tripuri/Kok Barak	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:** Bengali, Kok Borok and English.

23.3 It has been reported that there is no district where minority languages are spoken by 60% or more of the population. However, the State Government has reported that minority language Tripuri/ Kok Borok is spoken by 15% or more of the (district/ tehsil/ taluk/ municipality) the following area's population:

District	Language	Percentage
West Tripura	Kok Borok	25.00
South Tripura	Kok Borok	37.72
North Tripura	Kok Borok	25.46
Dhalai	Kok Borok	54.00

Status of Implementation of the Safeguards for the linguistic minorities

23.4 The status of implementation of the Safeguards for the linguistic minorities is as follows:

- a. It has been informed that important government rules, regulations, notices, etc., are published in Kok Borok only. There is a Translation Bureau at the State Headquarters for translation into minority languages.
- b. Orders are reported to have been issued for entertaining representations for redress of grievances in minority languages and such representations are said to be replied in the same language.
- c. Minority languages are not permitted in answering the Question Papers for recruitment tests to State Services.
- d. Knowledge of regional language is a pre-requisite for recruitment to State Services.
- e. Domiciliary restrictions are said to be partly imposed at the time of recruitment to the State Services.

23.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The Department of School Education, Government of Tripura, is the Authority for recognition of the linguistic minority institutions.
- b. As on 30 June 2010 the Schools were recognised linguistic minority educational institutions:

Language	Class	No. of schools
Kok Borok	I to V	783
	VI to XII	40
Bishnupriya Manipuri	I to V	36
Chakma	I to V	58
Halam Kuki	I to V	17
Manipuri	I to V	21

- c. There is no application pending for recognition as a linguistic minority institution.
- d. The Department of School Education is the Authority for sanction of grants to primary and secondary schools claiming to be the linguistic minority institutions and all the Government Schools are said to be sanctioned grants-in-aid.

23.6 Educational facilities at the primary and secondary stages of education for students of minority languages

- a. Kok Borok is the medium of instruction in 783 primary schools with 98,482 students and 2,520 teachers.
- b. At the primary stage of education, Bishnupriya Manipuri is taught as a subject in 36 schools with 4,265 students and 72 teachers. Chakma is taught in 58 schools as a subject to 11,680 students by 33 teachers. Halam Kuki is taught as a subject in 17 schools with 3,065 students and 33 teachers while Manipuri is being taught as a subject in 21 schools with 1,421 students and 40 teachers.
- c. At the upper primary/secondary stages of education, Kok Borok is taught as a subject in 40 schools with 6,345 students by 56 teachers from classes VI to XII.

23.7 Three Language Formula

The languages taught under Three Language Formula are as under:

First Language	:	Bengali/Kok Borok/Bishnupriya Manipuri/Chakma/Halam Kuki/Manipuri
Second Language	:	English
Third Language	:	Hindi/Sanskrit

The number of students covered under the Three Language Formula in class VIII, X and XII are as follows:

Language	Class VIII	Class X	Class XII
Kok Borok	2,045	900	300

23.8 Maintenance of 'Language Preference Registers'

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'Language Preference Registers' for registering linguistic preference of linguistic minority pupils are not being maintained in the schools in areas where the linguistic minority students are in significant numbers.

23.9 Teachers and text books in minority languages

- a. It has been reported that 2,517 posts of teachers have been sanctioned and filled up for teaching only Kok Borok as a medium of instruction and as a subject. The teachers are said to be trained for using Kok Borok as medium at DIET, Agartala, Kakaraban, Kamalpur and Kailashahar.
- b. The SCERT and Tripura Board of Secondary Education are the Agencies for preparation and publication of textbooks and other teaching materials in minority languages. It has been stated that these Agencies are said to be able to supply the books and other teaching materials to the students in time. It has been reported that the text-books are being provided to the students free of cost from classes I to VIII.
- c. There are no inter-state arrangements for procuring minority language(s) text-books and other teaching materials.

23.10 Machinery for implementation of safeguards

- a. There is no Minorities Commission in the State.
- b. There is no Committee under the Chairmanship of the Chief Secretary of the State to monitor and review implementation of the constitutional and consensual safeguards for the linguistic minorities.
- c. At the district level, the District Education Officers have been entrusted with the task of the linguistic minorities.

23.11 Promotion and development of minority languages

It has been stated that the Advisory Committees for development of Kok Borok, Mogh, Bishnupriya Manipuri, Chakma, Halam Kuki and Manipurilanguages have been constituted. Meetings are usually conducted under the Chairmanships of the respective Advisory

Committees. The development work for minor languages is being done as per the decision of the respective Advisory Committees.

23.12 **Publicity of Safeguards**

Newspapers and electronic media, etc. are said to be used for informing the linguistic minorities about the Safeguards available to them. The orders are reported to have been issued directing the district and tehsil offices to exhibit the concessions available to linguistic minorities through hoardings, banners, etc. pamphlets detailing Safeguards for linguistic minorities are said to be published, as and when necessary.

23.13 **Observations**

- a. The minority languages have not been permitted in answering the Question Papers for recruitment tests, which need to be reconsidered. There are domiciliary restrictions for recruitment to the State Services, which need to be reviewed appropriately.
- b. Information about languages other than Kok Borok has not been furnished in respect of the students of Classes VIII, X and XII.
- c. The State Government should make arrangements through DIETs or any other institution to train teachers for teaching the minority languages, including Kok Borok as a medium and as a subject.
- d. The State Government should immediately issue directions for maintenance of 'Language Preference Registers' in Schools to enable registration of linguistic preference of minority language students as without the maintenance of 'Language Preference Registers', it is not possible to provide educational facilities to

linguistic minority students at the primary and secondary stages of education.

- e. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
- f. The Nodal Officer, Government of Tripura, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from the Government of Tripura was 31 December 2010, which had to be extended to 20 January 2011 and again extended to 31 January 2011 for want of replies to the Commissioner's Questionnaire.

23.14 The Government of Tripura 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 Tripura. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

WEST BENGAL

24

Linguistic Profile

24.1 According to the Census 2001, the population of West Bengal is 8,01,76,197. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	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

24.2 **Official Language of the State:** Bengali and English. Nepali is the official language in three Hill Sub-divisions of the Darjeeling District.

24.3 The State Government has reported that percentage of Nepali speaking population in the Hill Sub-division of Darjeeling District is more than 60% of the district's population while in Kurseong and Kalimpong sub-divisions of Darjeeling District, it is more than 15%. In Islampur Sub-division of Uttar Dinajpur district, the Urdu speakers constitute more than 15% of the population of the said Sub-division.

Status of Implementation of Safeguards for the linguistic minorities

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

- a. The details of some important government orders, notifications, rules, etc., which are translated into minority languages, need to be furnished.
- b. The minority languages are permitted in answering the Question Papers for recruitment of the Primary School Teachers.
- c. The knowledge of Nepali is a pre-requisite for recruitment in the Hill Sub-divisions of Darjeeling District.
- d. While representations for redress of grievances are entertained in

the official languages, there is no bar on such representations being written in minority languages. Such representations are replied to only in Bengali or English.

- e. There are no domiciliary restrictions at the time of recruitment to the State Services.

24.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The West Bengal Board of Secondary Education is the Authority to recognize linguistic minority educational institutions on recommendation of the School Education Department.
- b. Information about the grants-in aid to the linguistic minority schools has not been furnished.

24.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

- a. There are 1,182 primary schools with 2,04,391 students and 3,272 teachers where Hindi is the medium of instruction.
- b. There are 802 primary schools with 56,390 students and 2,451 teachers where Nepali is the medium of instruction.
- c. There are 28 primary schools with 2,222 students and 93 teachers where Oriya is the medium of instruction.
- d. There are 354 primary schools with 65,925 students and 1,324 teachers where Urdu is the medium of instruction.
- e. At the upper primary stage, Hindi is the medium of instruction in 265 schools with 1,73,291 students and 2,374 teachers.
- f. Nepali is the medium of instruction in 74 upper primary schools with 20,802 students and 569 teachers.
- g. Oriya is the medium of instruction in 7 upper primary schools with 1,381 students and 48 teachers while Urdu is the medium of instruction in 82 upper primary schools with 42,484 students and 575 teachers.
- h. At the secondary stage of education, Hindi is the medium of instruction in 280 secondary schools with 79,601 students and 2,396 teachers. Nepali is the medium of instruction in 38 secondary schools with 7,853 students 253 teachers. Oriya is the

medium of instruction in 4 secondary schools with 518 students and 31 teachers. Urdu is the medium of instruction in 94 secondary schools with 23,711 students and 738 teachers.

- i. There are 196 secondary schools with 40,294 students and 1,738 teachers where Hindi is taught as a subject. There are 2 schools with 238 students and 8 teachers where Nepali is taught as a subject. There are 5 schools with 722 students and 24 teachers where Urdu is taught as a subject though it is not the medium.

24.7 Three Language Formula

- a. The languages taught under Three Language Formula:

First Language	:	Mother Language
Second Language	:	English
Third language	:	Regional Language
- b. The number of students in classes VIII, X and XII for various languages under the Three Language Formula:

Language	Class VIII	Class X	Class XII
English	8,526	7,024	8,099
Hindi	38,395	34,872	18,486
Nepali	4,902	3,161	1,953
Oriya	374	244	536
Urdu	9,390	9,834	5,402
Others	802	490	301
Total	62,389	55,625	34,777

24.8 Maintenance of 'Language Preference Registers'

The 'Language Preference Registers' for registering language preference of linguistic minority pupils are not being maintained in the Schools.

24.9 Teachers and text books in minority languages

- a. The posts of teachers for teaching the minority languages as a subject and as a medium of instruction have been earmarked and created.
- b. 560 and 196 posts of teachers have been sanctioned and filled up for teaching Hindi as a medium of instruction and as a subject, respectively. 76 and 2 posts of teachers have been sanctioned and filled up for teaching Nepali as a medium of instruction and as

a subject. 8 posts of teachers have been sanctioned and filled up for teaching Oriya as a medium of instruction. 188 and 5 posts of teachers have been sanctioned and filled up. For teaching Urdu as a medium of instruction as well as a subject.

- c. There is no arrangement for training of the teachers for teaching minority languages as a medium of instruction.
- d. The West Bengal Board of Primary Education, West Bengal Board of Secondary Education, the Director of School Education and Director of Madarsa Education, West Bengal are the Agencies for preparation and publication of text-books and other teaching materials in the minority languages. These Agencies are said to be able to supply the text books and other teaching materials to the students in time.
- e. Some text books and teaching material are procured from Orissa and Andhra Pradesh.
- f. The text books and teaching material are made available to the students of the minority languages free of cost at the primary level.

24.10 Machinery for implementation of Safeguards

It has been stated that the State Level Committee for Minority Affairs and District Level Committees for Minority Affairs headed by the Chief Secretary and the District Magistrates respectively are looking after the minority affairs. However, a separate Committee for implementation of the Safeguards for the linguistic minorities needs to be formed at the State and the District Levels.

24.11 Publicity of Safeguards

The mechanism for publicizing the Safeguards for the linguistic minorities is yet to be evolved, which needs to be expedited.

24.12 Observations

- a. The State machinery needs to distinguish between the institutions run by religious minority and those run by the linguistic minorities.
- b. The State Government need to issue suitable directions for maintenance of the 'Language Preference Registers' in Schools to

- enable registration of the language preference by the minority language students.
- c. There is need to publicize the Safeguards available to the linguistic minorities and to spread awareness about them.
 - d. A State Level Committee to monitor and review the implementation of the Safeguards for the linguistic minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level under the District Collector, so as to ensure implementation of the Safeguards for the linguistic minorities.
 - e. These are more than 57 Lakh Hindi speakers in West Bengal. It is therefore desirable that the Government of West Bengal take necessary measures to promote minority languages and ensure implementation of the Safeguards for the linguistic minorities.
 - f. The Nodal Officer, Government of West Bengal, needs to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires in time, to facilitate presentation of the Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, in terms of Article 350 B (2) of the Constitution. The deadline for the receipt of replies from the Government of West Bengal was 31 December 2010, which had to be extended to 20 January 2011 and further extended to 31 January 2011 for want of replies.
 - g. It is a matter of great concern that the State Government did not furnish replies to the Commissioner's Questionnaire pertaining to the period from July 2009 to June 2010.

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24.13 The Government of West Bengal is urged to take note of the points mentioned above and initiate appropriate remedial measures to ensure effective implementation of the Scheme of Safeguards for the linguistic minorities. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

Western Zone

Dadra & Nagar Haveli

Daman & Diu

Goa

Gujarat

Karnataka

Maharashtra

DADRA AND NAGAR HAVELI 25

Linguistic Profile

25.1 According to the 2001 Census, the population of Dadra and Nagar Haveli is 2,20,490. The linguistic broad profile of the UT, as per the said Census, is as follows:

Language	Speakers	Percentage
Bhilli	89,132	40.42
Gujarati	52,074	23.62
Hindi	33,237	15.07
Konkani	22,795	10.34

25.2 **Official Language of the Union Territory:** English. Gujarati and Hindi are the additional official languages.

Status of Implementation of the Safeguards for the linguistic minorities

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

- a. The State Government has not furnished information regarding publication of important government rules, regulations, notices, etc. in minority languages, wherever appropriate.
- b. Similarly, no information has been provided regarding receipt of, and reply to the representations for redress of grievances, which are written in minority languages.
- c. The prior knowledge of regional language is not a pre-requisite for recruitment to U.T. Services and there are no domiciliary restrictions for recruitment to U.T. Services. However, the minority languages are not permitted for answering Questions Papers for recruitment tests to the U.T. Services.

25.4 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The Education Department is the Authority to recognize educational institutions belonging to the linguistic minorities and for sanction of grants-in-aid to them.
- b. No information has been furnished on the number of linguistic minorities educational institutions recognized and sanctioned grants-in-aid.

25.5 **Educational facilities at the primary and secondary stages of education for students of minority languages**

No information has been furnished on the educational facilities for the students of minority languages at primary and secondary stages of education.

25.6 **Three Language Formula**

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

First Language	:	Gujarati
Second Language	:	Marathi
Third Language	:	English
- b. The number of students in Classes VIII, X and XII for various languages under the Three Language Formula:

Language	Class VIII	Class X	Class XII
Gujarati	3,164	1,832	716
Marathi	1,056	493	210
English	1,125	725	448

25.7 **Teachers and text books in minority languages**

No information has been furnished on the posts of minority language

teachers sanctioned/filled or about the training facilities for them or about the availability of text books for the students of linguistic minority students.

25.8 **Maintenance of 'Language Preference Registers'**

No information has been furnished on maintenance of 'Language Preference Registers' for registering linguistic preference for the students of linguistic minorities.

25.9 **Machinery for implementation of Safeguards**

No information has been furnished regarding the Monitoring Committee at U.T. level to ensure the implementation of the Safeguards for the linguistic minorities. The Collector has been designated as the Nodal Officer of the U.T. Administration. However, no information about the constitution or meetings of the Monitoring Committee has been provided in their replies to the Commissioner's Questionnaire.

25.10 **Publicity of Safeguards**

No information has been furnished about the measures taken to publicize the Safeguards for the benefit of the linguistic minorities in the U.T.

25.11 **Observations**

- a. The U.T. Administration need to step up its efforts for promotion and preservation of minority languages by evolving an appropriate Language Policy.
- b. The additional official language Hindi is not mentioned in the languages taught under the Three Language Formula. This needs to be elucidated.
- c. No information has been furnished about availability of educational facilities for learning of mother tongue/minority language in the Schools, as a subject or as a medium of instruction.

- d. The U.T. Administration's responses to most of the questions in the Commissioner's Questionnaires have been 'Nil' or 'No' or the space for answer is simply left blank.
- e. A Monitoring Committee to ensure the implementation of the Safeguards for the linguistic minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved.
- f. There is the need to publicize the Safeguards available to the linguistic minorities and to spread awareness about the facilities available in this regard.
- g. The Nodal Officer, U.T. Administration, needs to ensure that comprehensive, prompt replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for the linguistic minorities in India to H.E. President of India, in time, as envisaged in the Constitution. The deadline for the receipt of replies from the U.T. Administration was 31 December 2010, which had to be extended to 20 January 2011 and to 31 January 2011 for want of reply.

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25.12 The U.T. Administration of Dadra and Nagar Haveli 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 Union Territory. It is also advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

DAMAN AND DIU

26

Linguistic Profile

- 26.1 According to the 2001 Census, the population of Daman & Diu is 1,58,204. The broad linguistic profile of the U.T. as per the said Census, 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 of the U.T.:** As per the Goa, Daman & Diu Official Language Act, 1987, the official language of the U.T. of Goa, Daman & Diu is "Konkani" language. However, under provisions of section 3 of the Act, it is mentioned that the Administration may, by a like notification, direct that in case of the Goa District, the Marathi language, and in the case of Daman and Diu District, the Gujarati Language, shall also be used for all or any of the official purposes and different dates may be appointed for different official purposes. After Goa became state w.e.f. 30/05/1987, Daman & Diu became a separate U.T. Thereafter, no notification has been issued delcaring the official language of the U.T. of Daman & Diu.

Status of Implementation of Safeguards for the linguistic minorities

- 26.3 The status of implementation of Safeguards for the linguistic minorities for the period under review is as follows:
- a. It has been reported that there is no minority language spoken by more than 15% of any district/tehsil population. However,

the important government rules, regulations, notices, etc., are also published in Hindi.

- b. It has been informed that the representations for redress of grievances are accepted in Hindi and also replied in Hindi.
- c. Hindi, English and Gujarati are normally permitted for answering Question Papers in recruitment tests to the U.T. Services.
- d. There are no domiciliary restrictions for recruitment to the U.T. Services.

26.4 **Recognition of and sanction of grants-in-aid to linguistic minority institutions**

- a. It has been stated that there are no linguistic minority institutions in the U.T.
- b. The Administrator of U.T. is the Authority for sanction of grant-in-aid.

26.5 **Educational facilities at the primary and secondary stages of education for students of minority languages**

The U.T. Administration has not furnished information about the educational facilities available to the students of minority languages at various levels of education in the U.T.

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26.6 **Three Language Formula**

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

First Language	:	Gujarati
Second Language	:	Hindi
Third language	:	English

- b. The number of students in Classes VIII, X and XII for various languages under the Three Language Formula:

Language	Class VIII	Class X	Class XII
Gujarati	3,143	2,472	1,165
Hindi	3,143	2,336	675
English	3,143	2,472	1,442

26.7 Teachers and text books in minority languages

- a. No information has been furnished about the number of posts of minority language teachers sanctioned/filled up or about availability of the training facilities in this regard.
- b. It has been informed that the text books and teaching material are supplied to students in time. However, no information is furnished on the Agency responsible for preparation and supply of the text books and teaching material to the students of the minority languages in U.T.

26.8 Maintenance of 'Language Preference Registers'

No information has been furnished on the maintenance of 'Language Preference Registers' for registration of language preference by the linguistic minority students.

26.9 Machinery for implementation of Safeguards

No information has been furnished on institution of the machinery to monitor and review the implementation of the the Safeguards for the linguistic minorities in the U.T.

26.10 Publicity of Safeguards

The U.T. Administration has not furnished information on the mechanism for publicity of the Safeguards available to the linguistic minorities.

26.11 Observations

- a. After Goa became the State w.e.f. 30.05.1987, Daman and Diu became a separate U.T. Thereafter, no notification has been issued declaring the official language of the U.T. of Daman and Diu, which needs to be expedited.
- b. The efforts to promote and preserve the minority languages need to be stepped up so as to achieve effective implementation of the Safeguards for the linguistic minorities.
- c. Information about the educational facilities extended to the linguistic minorities needs to be provided.
- d. There is need to publicize the Safeguards provided to the linguistic minorities and to spread awareness about the same.
- e. The Nodal Officer, Union Territory Administration of Daman and Diu, need to ensure that the comprehensive and expeditious replies are furnished to the Commissioner's Questionnaires to enable presentation of the Report on the status of implementation of the Safeguards for the linguistic minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from the U.T. Administration of Daman and Diu was 31 December 2010, which had to be extended to 20 January 2011. The same had to be further extended to 31 January 2011 and 20 March 2011 for want of reply.

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26.12 The Union Territory Administration of Daman and Diu 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 Daman and Diu. It is further advised to attach due importance and urgency to the Commissioner's Questionnaire, ensuring its replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

GOA**27****Linguistic Profile**

27.1 According to the Census 2001, the population of Goa is 13,47,668. The broad linguistic profile of the State, as per the said Census is as follows:

Language	Speakers	Percentage
Konkani	7,69,888	57.13
Marathi	3,04,208	22.57
Kannada	74,615	5.54
Urdu	54,163	4.02
Hindi	76,775	5.70
Malayalam	15,081	1.12

27.2 **Official Language of the State:** Konkani and Marathi.

27.3 The State Government has informed that there is no district/tehsil, etc., where the linguistic minorities constitute 15% or more of the district/tehsil population.

Status of Implementation of Safeguards for the linguistic minorities

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

- a. Important government rules, regulations, notices, etc. are not being published in the minority languages.
- b. The orders for receipt of, and reply to, representations about redress of grievance in the minority languages, here not been issued.
- c. Minority languages are not permitted for answering the Question Papers in the recruitment examinations to the State Services.

- d. The working knowledge of regional language Konkani/Marathi is a pre-requisite for recruitment to the State Services

27.5 Recognition of and grants-in-aid to linguistic minority institutions

- a. The Director of Education is the Authority to recognize linguistic minority educational institutions.
- b. 32 Urdu, 20 Kannada, 4 Hindi and 1 Telugu educational institutions have been recognized as linguistic minority institutions in the State.
- c. The Director of Education is the Authority to sanction grants-in-aid to primary and secondary schools. No institution was sanctioned grants-in-aid during the period under review.

27.6 Educational facilities at primary and secondary stages of education for students of minority languages

- a. No. of Schools at the Primary level (Classes I-V), where minority languages are the medium:

Language	Schools	Students	Teachers
Hindi	4	325	14
Kannada	15	1,749	68
Telugu	1	26	2
Urdu	27	1,742	66

- b. No. of Schools at the level of Class VI to VIII, where minority languages are the medium:

Language	Schools	Students	Teachers
Kannada	5	538	30
Urdu	4	628	25

- c. No. of schools at level of Class IX-X, where the minority languages are the medium:

Language	Schools	Students	Teachers
Kannada	2	247	8
Urdu	4	506	26

- d. No information has been furnished on the facilities for learning the minority languages as a subject at primary/secondary/higher secondary level.

27.7 Three Language Formula

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

First Language	:	English
Second Language	:	Hindi
Third language	:	Konkani/Marathi/Urdu

- b. Number of students covered under the Three Language Formula in Classes- X and XII examinations in March 2010 as follows:

Language	Class-X	Class-XII
English - as first language	16,296	10,248
Marathi -do-	364	113
Urdu -do-	119	-
Hindi- as second language	15,497	3,977
Marathi -do-	34	3,007
Sanskrit -do-	255	189
Arabic -do-	50	--
English -do-	-	114
Konkani -do-	-	3,348
French -do-	-	364
Portuguese -do-	-	133
Urdu -do-	-	28
Eglish - as third language	493	-
Konkani -do-	6,521	-
Marathi -do-	7,455	-
Urdu -do-	83	-
Sanskrit -do-	357	-
Kannada -do-	44	-
French -do-	640	-
Portuguese -do-	243	-

27.8 Teachers and text books in minority languages

- a. No information has been furnished either about number of posts of teachers created/earmarked for minority languages or the training facilities for them. However, the facilities for learning some of the minority languages are in place.
- b. The minority language text books are mainly supplied by the Maharashtra Text Book Bureau. Some of the text books are procured from Karnataka.
- c. The text books for Classes I to VIII are supplied free of cost to students.

27.9 Maintenance of 'Language Preference' Registers

No information has been furnished on the maintenance of 'Language Preference Registers' to register linguistic language preference of students of the linguistic minorities at the primary and secondary stages of education.

27.10 Promotion and development of minority languages

No information has been furnished about promotion and development of minority languages in the State.

27.11 Machinery for implementation of Safeguards

- a. No information has been furnished on the setting up of a Minorities Commission in the State
- b. There is a State Level Committee to monitor and review the implementation of safeguards for linguistic minorities under the Chairmanship of the Chief Secretary. The Development

Commissioner and Director of Education are the members and the Education Secretary is the Co-coordinator.

- c. There is no machinery to monitor and review the implementation of the Safeguards for the linguistic minorities at the district level.

27.12 **Publicity of Safeguards**

It has been stated that through correspondence and pamphlets the linguistic minorities are informed about the Safeguards and facilities available to them

27.13 **Observations**

- a. The State Government needs to ensure translation and publication of important Government Rules, Regulations, Notices, etc., in the minority languages for the benefit of the linguistic minorities.
- b. Necessary arrangements should be made to ensure acceptance of and reply to representations for redress of grievances in minority languages.
- c. The State Government should appropriately review its guidelines about the requirement of prior knowledge of the regional/official language at the time of recruitment and the domiciliary restrictions, if any, to ensure equal opportunities for the linguistic minorities in the State.
- d. The training facilities for teachers of minority languages need to be established by the State Government.
- e. The 'Language Preference Registers' need to be maintained in Schools to record the linguistic preference of minority language students to facilitate inter-school adjustments at the Primary and

Secondary stages of education to facilitate instruction in the mother tongue/ minority language in Schools.

- f. There is the need to publicize the safeguards available to the linguistic minorities and to spread awareness in this regard.
- g. While there is a State Level Committee to monitor the implementation of the Safeguards for the linguistic minorities, there is no information about the meetings held by the Committee during the period under review. An effective mechanism need to be evolved at the District level to ensure implementation of the Safeguards for the linguistic minorities so that the linguistic minority issues are properly addressed and effectively resolved.
- h. The Nodal Officer, Government of Goa, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as envisaged in Article 350B (2) of the Constitution. The deadline for the receipt of replies from Government of Goa was 31 December 2010, which had to be postponed to 20 January 2011 and the same had to be extended again to 31 January 2011 for want of reply.

27.14 The Government of Goa is urged to take note of the above-mentioned points and take necessary remedial measures in order to ensure that the Safeguards for the linguistic minorities are implemented effectively in the State. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

GUJARAT

28

Linguistic Profile

28.1 According to the Census 2001, the population of Gujarat is 5,06,71,017. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	Persons	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:** Gujarati.

28.3 The State Government has informed that there is no district/tehsil, etc., wherein the linguistic minorities constitute 15% or more of the district/tehsil population.

Status of Implementation of the Safeguards for the linguistic minorities

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

a. Important government rules, regulations and notices, etc., are not

being published in minority languages. The organised translation arrangements into minority languages need to be established.

- b. No orders exist for receipt of, and reply to, representations for redress of grievances in minority languages.
- c. Minority languages are not permitted for answering Question Papers in recruitment tests to the State Services.
- d. Prior knowledge of regional/official language is a pre-requisite for recruitment to the State Services.
- e. There are no domiciliary restrictions for recruitment to the State Services.

28.5 **Recognition of and grants-in-aid to linguistic minority institutions**

The Department of Education sanctions recognition and grants-in-aid to the educational institutions run by the linguistic minorities.

28.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

- a. Details of primary/upper primary schools where minority languages are the medium of instruction:

Language	Schools	Students	Teachers
Urdu	176	54,869	1,209
Marathi	101	47,559	948
Sindhi	36	5,175	230

- b. Details of primary/upper primary schools wherein minority languages are being taught as a subject:

Language	Schools	Students	Teachers
Hindi	39,124	28,62,095	39,598
Sanskrit	39,124	28,62,095	39,598
Malayalam	39,124	28,62,095	39,598

- c. Details of the Secondary/Higher Secondary schools wherein languages are a medium of instruction:

Minority Language	Schools	Students	Teachers
Urdu	15	5,677	201
Marathi	11	7,339	165
Sindhi	15	2,119	76
Tamil	02	173	10
Hindi	60	22,250	723

28.7 Three Language Formula

- a. The languages taught under the Three Language Formula are:
 First Language : Gujarati/Hindi/Marathi/Sindhi/
 English/Urdu
 Second Language : Gujarati/English
 Third Language : Hindi
- b. The number of students covered under the Three Language Formula in class VIII, X and XII are:

Language	Class VIII	Class X	Class XII
Gujarati	178	58,052	24,614
English	72	672	502
Hindi	58	58,052	249
Marathi	52	189	27
Urdu	08	07	02
Sindhi	0	92	67

28.8 Teachers and text books in minority languages

- a. Details of sanctioned posts of teachers for teaching minority languages as a medium of instruction:

Language	Sanctioned posts
Hindi	798
Marathi	172
Tamil	16
Sindhi	89
Urdu	249

- b. The Gujarat State Text Books Board is the Agency for preparation and publication of text books and other teaching material in minority languages. It has been stated that the text books are made available to linguistic minority students on time at competitive/ subsidized rates.

28.9 Maintenance of 'Language Preference Registers'

The State Government has informed that the 'Language Preference Registers' for registering language preference of students are not being maintained in the Schools.

28.10 Promotion and development of minority languages

It has been informed that Sindhi Academy and Urdu Academy have been set up for the promotion and development in 1993 for development these languages.

28.11 Machinery for implementation of Safeguards

It has been informed that there is no mechanism/committee to monitor and review implementation of the Safeguards for the linguistic minorities in the State.

28.12 **Publicity of Safeguards**

There is no mechanism for publicity of the Safeguards for the linguistic minorities in the State.

28.13 **Observations**

- a. The State Government should declare the areas (district/tehsil/municipalities) wherever the linguistic minorities constitute 15% or more of the local area population.
- b. The State Government needs to ensure translation and publication of important government orders, rules, regulations and notices, etc., in the minority languages for the benefit of the linguistic minorities.
- c. Necessary arrangements should be made to ensure receipt of, and reply to, representations for redress of grievances in minority languages.
- d. The State Government should review its policy about the prior knowledge of the State's Regional/Official language at the time of recruitment to the State Services in order to ensure equal opportunities for the linguistic minorities in the State.
- e. The 'Language Preference Registers' need to be maintained in the Schools to record the linguistic preference of minority language students to facilitate inter-school adjustments at the Primary and Secondary stages of education to facilitate instruction in the mother tongue/minority language in Schools.

- f. No information has been furnished with regard to Secondary Schools wherein minority languages are taught as a subject.
- g. No statistics have been provided on recognition of, and sanction of, grants-in-aid to the linguistic minority educational institutions in the State.
- h. The statistics are furnished by the State Government to show that there are equal number of Schools, students and teachers wherein minority languages are taught as a subject at the primary and upper primary level vide the table appearing in Para 28.6 (b). Obviously, the statistics need to be explained and got corrected by the State Secretariat, and the Commissioner informed accordingly.
- i. Information about the filled up posts of the teachers of the minority languages needs to be furnished.
- j. Adequate arrangements for training of the teachers in minority languages need to be made in the State.
- k. The Safeguards available to the linguistic minorities need to be publicized to spread awareness about the same.
- l. A State Level Committee to monitor and review the implementation of the Safeguards for the linguistic minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
- m. The Nodal Officer, Government of Gujarat, need to ensure that comprehensive replies are furnished to the Commissioner's Questionnaires, in time, to enable presentation of Report on the status of implementation of the Safeguards for the linguistic

minorities to H.E. President of India, in time, as envisaged in the Constitution. The deadline for the receipt of replies from the Government of Gujarat was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 and 20 March 2011 for want of reply.

28.14 The Government of Gujarat 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 Gujarat. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

KARNATAKA

29

Linguistic Profile

29.1 According to the Census 2001, the population of Karnataka is 5,28,50,562. The broad linguistic profile of the State as per the Census 2001 is as follows:

Language	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.

29.3 The State Government has stated that there are no districts where a minority language is spoken by 60% or more of the district's population.

29.4 As per Census 2001, the minority languages are spoken by 15% or more of the local population in the following tehsils/talukas /municipalities:

District	Taluk/Tehsil/ Municipality	Language	Percentage
Bangalore	Bangalore	Tamil	18.40
		Telugu	33.06
	Bangalore South	Tamil	16.50
		Telugu	20.96
Bangalore rural	Doddoaballapur	Telugu	15.92
	Devenahally	Telugu	23.90
	Hosakobe	Telugu	21.95
Belgaum	Athena	Marathi	16.16
	Khanpur	Marathi	51.95
Bellary	Hospet	Urdu	15.41
Bijapur	Bijapur	Urdu	20.44
	Sindagi	Urdu	15.85

Bidar	Aurad	Marathi	36.36
	Basavakalyana	Urdu	16.91
	Basavakalyana	Marathi	23.74
	Bidar	Urdu	27.75
	Bhalki	Marathi	33.91
Davangere	Davangere	Urdu	15.41
	Harihar	Urdu	16.18
Dharwad	Hubli-Dharwad	Urdu	24.62
	Mungod	Urdu	15.55
Chikkaballapur	Chikkaballapur	Telugu	35.65
	Chikkaballapur	Marathi	35.65
	Gauribidnur	Telugu	30.13
	Gaudibande	Telugu	67.00
	Shidlgatta	Telugu	36.90
	Chintamani	Telugu	59.90
Chitradurga	Molakalmuru	Telugu	24.20
	Holkere	Telugu	16.90
Gulbarga	Gulbarga	Urdu	26.89
	Chittapur	Urdu	20.08
	Jivargi	Urdu	15.07
	Sedam	Telugu	30.30
Haveri	Shiggaon	Urdu	22.51
	Savanur	Urdu	25.26
	Hangal	Urdu	20.81
Kolar	Bangarpet	Tamil	28.20
	Bangarpet	Telugu	33.06
	Kolar	Telugu	39.40
	Kolar	Urdu	18.18
	Malur	Telugu	30.40
	Mulbagal	Telugu	39.50
	Mulbagal	Urdu	15.20
	Srinivaspuri	Telugu	61.90
Mysore	Mysore	Urdu	15.09
Raichur	Raichur	Urdu	16.98
	Raichur	Telugu	26.60
Shimoga	Shimoga	Urdu	17.04
Tumkur	Pavagada	Telugu	37.55
	Tumkur	Urdu	15.15
Uttara Kannada	Haliyala	Marathi	55.99
	Supa	Marathi	44.08
	Yellapura	Marathi	16.22

Status of implementation of Safeguards for the linguistic minorities

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

- a. The minority languages are permitted to be used for answering the recruitment tests, only for the language paper. The other general papers are required to be answered in Kannada or English.
- b. Knowledge of regional language is required to be acquired within two years after recruitment to the State Services.
- c. There are no domiciliary restrictions at the time of recruitment to the State services.

29.6 Recognition of and grants-in-aid to the linguistic minority institutions

- a. The "Minority Declaration Committee" under the Chairmanship of the Commissioner of Public Instruction is the Authority for recognition of linguistic minority educational institutions.
- b. It has stated that 19 Tamil; 6 Telugu; 31 Marathi; 66 Urdu; 5 Konkani and 1 Sindhi institution have been recognized as linguistic minority institutions and no request for recognition is pending.
- c. It has been stated that grants-in-aid was sanctioned to 1 Urdu and 2 Marathi Upper Primary and 1 Urdu and 3 Marathi Secondary Schools during the period under review.

29.7 Educational facilities at primary and secondary stages of education for students of minority languages

- a. The details of schools at Primary level of Class I to V, where languages are the medium of instruction:

Language	Schools	Students	Teachers
Marathi	764	25,881	2,235
Tamil	69	2,931	212
Telugu	60	2,518	171
Urdu	4,503	1,62,408	12,109

- b. The details of Schools at the level of (Class VI to VIII), where languages are the medium of instruction:

Language	Schools	Students	Teachers
Marathi	1,262	74,883	10,154
Tamil	165	6,763	1,093
Telugu	81	2,527	872
Urdu	3,969	2,08,469	26,406

- c. The details of Schools at Secondary level of Class IX to X, where languages are the medium of instruction:

Language	Schools	Students	Teachers
Marathi	306	49,539	3,365
Tamil	12	1,177	124
Telugu	32	2,517	563
Urdu	643	97,777	7,010

29.8 Three Language Formula

- a. Languages taught under Three Language Formula are:
 First Language : Marathi/ Tamil/Telugu/ Urdu
 Second Language : Kannada
 Third language : English
- b. The number of students in Classes VIII & X for various languages has been furnished as follows:

Language	Class VIII	Class X
Marathi	16,029	15,487
Tamil	386	385
Telugu	887	806
Urdu	33,546	28,897

29.9 Teachers and text books in minority languages

- a. The details of the posts of teachers created/earmarked for the minority languages:

Language (as medium)	Sanctioned	Filled
Urdu	45,525	41,591
Marathi	15,745	14,325
Telugu	1,606	1,426
Tamil	1,429	1,190

- b. It has been stated that training is provided to teachers at 32 DIETs in Urdu, Marathi and Telugu languages.
- c. It has been informed that the Karnataka Text Book Society under the Department of Public Instruction, Government of Karnataka is the agency for publishing text books and other teaching material in minority languages and there is no inter-state arrangement for procuring the text books for linguistic minorities.
- d. It has been informed that text books, in minority languages are supplied at competitive/subsidized price.

29.10 Maintenance of 'Language Preference Registers'

It has been informed that majority of the Schools are maintaining the 'Language Preference Registers' to record linguistic preference of Linguistic Minority Students.

29.11 Promotion and development of minority languages

Promotion and development of minority languages is undertaken through various Academies established for minority languages. The details of the Academies are as follows:

Language	Name of Academy	Budget (2008-09)
Urdu	Urdu Academy	Plan : Rs. 35,00,000/- Non Plan: Rs. 5,50,000/-
Tulu	Karnataka Tulu Sahitya Academy	Rs. 40,00,000/-
Konkani	Karnataka Sahitya Academy	Plan : Rs. 40,00,000/- Non Plan: Rs. 5,00,000/-

29.12 Machinery for implementation of Safeguards

No information has been furnished about the Constitution of the Committee chaired by the Chief Secretary, for monitoring and ensuring the implementation of the Scheme of Safeguards for the linguistic

minorities of the State. However, the DDPI (Administration), DDPI (Development) are the designated implementing officer at the district level.

29.13 **Publicity of Safeguards**

Publication of Safeguards available to linguistic minorities is being done through electronic media, letters and meetings etc.

29.14 **Observations**

- a. The State Government needs to ensure translation and publication of important government rules, regulations and notices, etc. in the minority languages in the districts wherein the languages linguistic minorities constitute 15% or more of the local area of population.
- b. Necessary arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.
- c. No information has been furnished on the availability of educational facilities to teach minority languages as a subject at various levels to students.
- d. The 'Language Preference Registers' need to be maintained in Schools to record the linguistic preference of minority language students to facilitate inter-school adjustments at the Primary and Secondary stages of education to facilitate instruction in the mother tongue/ minority language in schools. This is an important safeguard which needs to be implemented.
- e. There is a need to publicize the Safeguards available to the linguistic minorities and to spread awareness about the rights/concessions available to the linguistic minorities as per the Scheme of Safeguards.
- f. A State Level Committee to monitor and review the

implementation of Safeguards for linguistic minorities is required to be constituted so that the linguistic minority issues are addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.

- g. The Nodal Officer, Government of Karnataka needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from Government of Karnataka was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 for want of reply.

29.15 The State Government 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 State. It is also advised to attach due importance and urgency to the Commissioner's Questionnaire ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

MAHARASHTRA

30

Linguistic Profile

30.1 According to the Census 2001, the population of Maharashtra is 9,68,78,627. The linguistic profile of the State, as per the said Census, 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 **Official Language of the State:** Marathi.

30.3 The State Government has informed that there are no districts where a minority language is spoken by 60% or more of a district's population. However, the minority languages are spoken by 15% or more of the district population as below:

Nandurbar	Bhili/Bhilodi	58.75
Dhule	Khandeshi	40.77
Jalgaon	Khandeshi	16.08
Akola	Urdu	16.58
Washim	Hindi	15.06
Nagpur	Hindi	19.36
Gondiya	Hindi	26.50
Gadchiroli	Gondi	23.20
Yavatmal	Hindi	20.22
Thane	Hindi	16.56
Mumbai (Suburban)	Hindi	22.32
Mumbai	Hindi	19.57
Mumbai	Urdu	15.36

Status of Implementation of the safeguards for the linguistic minorities

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

- a. No information has been furnished on publication of important government rules, regulations and orders, etc., in minority languages. There is no Translation Bureau for translation into minority languages.
- b. Revenue records at the village level are not kept in minority languages and minority languages are not used in registration papers.
- c. No orders exist for receipt of, and reply to representations for redress of grievances in minority languages.
- d. Minority languages are not permitted for answering Question Papers in recruitment tests to the State Services.
- e. Knowledge of regional/official language is a pre-requisite for recruitment to State Services.
- f. The domiciliary restrictions are imposed at the time of recruitment to the State Services.

30.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. The Additional Chief Secretary, Minorities Development Department is the Authority for recognition of linguistic minority educational institutions in the State.
- b. It is stated that 1,371 institutions have been recognized as linguistic minority institutions in the State as on June 30, 2010.
- c. The Principal Secretary, School Education Department, is the Authority for sanction of grants-in-aid to primary and secondary Schools claiming to be linguistic minority educational institutions. No information is provided on the number of Schools which have been sanctioned grants-in-aid, during the period under review.

30.6 Educational facilities at primary and secondary stages of education for students of minority languages

- a. The details of schools, where language is the medium of instruction at the Primary level (Class I to V):

Language	Schools	Students	Teachers
Urdu	1,785	1,99,620	17,454

- b. The details of schools, where language is the medium of instruction at the Upper primary/ Middle level (Class VI to VIII) are as follows:

Language	Schools	Students	Teachers
Urdu	1,263	1,785	5,247

- c. Number of Schools wherein minority languages are the medium of instruction at Secondary level (Class IX to X) are:

Language	Schools
English	2,528
Urdu	1,126
Hindi	467
Gujarati	114
Kannada	47
Sindhi	05
Telugu	14

30.7 Three Language Formula

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

First Language	:	Marathi/Hindi/English/Gujarati/ Urdu/Kannada/Sindhi/Telugu/Tamil/ Punjabi/Malayalam/Bengali
Second Language	:	Marathi/Urdu/Sanskrit/Pali/ Ardhmagadhi/Persian/Arabic/ Avesta/Pahalavi/Kannada/ Tamil/Telugu/Malayalam/Sindhi/ Bengali/Punjabi/Gujarati
Third Language	:	English and other languages mentioned as First/Second language.

30.8 Teachers and text books in minority languages

- a. Details of posts sanctioned/filled-in for minority languages teachers to teach minority languages as a subject and as a medium:

Language	As Medium		As Subject	
	Sanctioned	Filled	Sanctioned	Filled
English	100	95	20	20
Urdu	270	262	54	48
Hindi	65	62	13	11
Kannada	20	17	4	4

- b. It has been informed that provision for training Urdu teachers is available in 3 Colleges. No information has been provided on the availability of training facilities in other minority languages.
- c. The Maharashtra State Bureau of Text-book Production & Curriculum Research is the Agency for preparation and publication of the text books in Urdu, Hindi, Sindhi Telugu, Gujarati and English in the State. The Agency is said to be able to supply the text books in time at competitive/subsidized rates. There is no arrangement to procure minority languages text books from other States.

30.9 Maintenance of 'Language Preference Registers'

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

30.10 Promotion and development of minority languages

The details of Language Academies set up by the State Government for the promotion and development of minority languages:

Language	Name of Academy	Established
Gujarati	Gujarati Sahitya Academy	1996
Hindi	Hindi Sahitya Academy	1982
Sindhi	Sindhi Sahitya Academy	1983
Urdu	Urdu Sahitya Academy	1975

30.11 Machinery for implementation of Safeguards

- a. It has been informed that there is a Minorities Commission in the State but it does not handle the linguistic minority affairs.
- b. No information has been provided on the machinery instituted for monitoring and review the implementation of the Safeguards for the linguistic minorities in the State.

30.12 Publicity of Safeguards

No information has been provided on the publicity of various Safeguards for the linguistic minorities.

30.13 Observations

- a. The State Government needs to set up arrangements for translation in order to ensure translation and publication of important Government Rules, Regulations, Notices, etc., in the minority languages for the benefit of the linguistic minorities.
- b. Necessary arrangements should be made to receive and reply representations for redress of grievances in minority languages.
- c. The State Government should review its policy about the prior knowledge of the Regional/Official language at the time of recruitment and the domiciliary restrictions for recruitment to State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State.
- d. The training facilities are being provided only for the Urdu language teachers. However, training facilities for teachers of other minority languages need to be arranged.
- e. The 'Language Preference Registers' need to be maintained in Schools to record the linguistic preference of minority language

students and to facilitate inter-school adjustments at the Primary and Secondary stages of education so as to facilitate instruction in the mother tongue/minority language in schools.

- f. There is a need to publicize the safeguards available to the linguistic minorities and to spread awareness about the facilities available to the linguistic minorities as per the Scheme of Safeguards.
- g. A State Level Committee to monitor and review the implementation of Safeguards for linguistic minorities is required to be constituted so that the linguistic minority issues are addressed and resolved. Similarly, an effective mechanism has to be evolved at the District level to ensure implementation of the Safeguards for the linguistic minorities.
- h. The Nodal Officer, Government of Maharashtra, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for linguistic minorities to H.E. President of India, in time, as envisaged in the Constitution. The deadline for the receipt of replies from Government of Maharashtra was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 and 20 March 2011 for want of reply.

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30.14 The State Government 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 State. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

Southern Zone

Andaman & Nicobar Islands

Andhra Pradesh

Kerala

Lakshadweep

Puducherry

Tamilnadu

ANDAMAN & NICOBAR ISLANDS

31

Linguistic Profile

31.1 According to the Census 2001, the population of Andaman & Nicobar Islands is 3,56,152. The broad linguistic profile of the U.T., as per the said Census, is as follows:

Language	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	8.04
Kurukh/Oraon	13,759	3.86
Munda	4,582	1.28
Kharia	4,090	1.14

31.2 **Official Language of the U.T.:** Hindi and English.

31.3 According to the U.T. Administration, Nicobarese language is spoken by more than 60% of the population of Nicobar district. However, there are no tehsils/talukas/municipalities where speakers of the minority languages constitute 15% or more of the local population.

Status of Implementation of Safeguards for linguistic minorities

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

- a. The U.T. Administration has informed that important rules, regulations, notices, etc. are not being published in minority languages and there is no Translation Bureau in the U.T. for translation into minority languages.

- b. No orders for receipt of representations for redress of grievances in minority languages have been issued. However, it is stated that representations in minority languages are entertained by the Administration.
- c. The knowledge of regional language is not pre-requisite for recruitment to U.T. Services and there are no domiciliary restrictions for recruitment to the U.T. Services.

31.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. It has been informed that the Director of Education is the authority to recognize educational institutions. No institution was recognized as the linguistic minority institution during the period under review.
- b. The Director Education is the authority to sanction grants-in-aid to primary and secondary schools.

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31.6 **Educational facilities at primary and secondary stages of education for students of minority languages**

- a. The details of educational facilities at the Primary level (Class I to V) where language is the medium of instruction:

Language	Schools	Students	Teachers
Bengali	111	7,667	373
Tamil	27	1,039	120
Telugu	14	377	64

- b. The details of educational facilities at the level of Class VI to VIII, where language is the medium of instruction:

Language	Schools	Students	Teachers
Bengali	41	6,349	138
Tamil	15	1,122	69
Telugu	7	445	19

- c. The details of educational facilities at the level of Class IX to X, where language is the medium of instruction:

Language	Schools	Students	Teachers
Bengali	25	2,265	123
Tamil	12	1,561	75
Telugu	6	283	34

- d. The details of educational facilities at the Higher Secondary level, Class XI to XII where language is the medium of instruction:

Language	Schools	Students	Teachers
Bengali	14	1,611	61
Tamil	05	1,065	28
Telugu	02	287	10

- e. No information has been furnished on the facilities for study of minority languages as a subject in the primary and secondary schools.

31.7 Three Language Formula

No information has been furnished on languages being taught under Three Language Formula in the U.T.

31.8 Teachers and text books in minority languages

- a. No information has been furnished by the UT administration on availability of minority language teachers and training facilities for them.
- b. No information has been furnished on the availability of minority languages text books and reading material to linguistic minority students. Similarly, there is no information on whether text books in minority languages are made available to students in time and at competitive rates.

31.9 Maintenance of 'Language Preference Registers'

No information has been furnished on maintenance of 'Language Preference Registers' to register preference of the linguistic minority students in the primary and secondary Schools.

31.10 Machinery for implementation of safeguards

It has been informed that there is no Committee to monitor and review the implementation of safeguards for the linguistic minorities. However, the Social Welfare Department implements schemes for the welfare of minorities.

31.11 Publicity of Safeguards

The information furnished on publicity is on the Schemes of Government of India, whereas, the question pertains to mechanism to publicize the safeguards and concessions made available to the linguistic minorities by the U.T Administration.

31.12 Observations

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- a. The U.T. Administration needs to ensure translation and publication of gist of important rules, regulations, notices, etc. in the minority languages for the benefit of the linguistic minorities.
- b. Necessary arrangements should be made to ensure that replies to representations for redress of grievances in minority languages are in the same language.
- c. The U.T. Administration needs to initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions, where necessary.
- d. The U.T. Administration needs to furnish information on the facilities for study of the minority language as a subject at the primary and secondary schools stages of education.
- e. The U.T. Administration should ensure the maintenance of 'Language Preference Registers' to register linguistic preference of the linguistic minority students in schools and furnish information in this regard.

- f. The U.T. Administration needs to furnish information on the languages taught under the Three Language Formula and to ensure its implementation.
- g. The U.T. Administration should furnish information on the availability of minority language teachers, training facilities for them and also on the availability of text-books for minority language students in schools.
- h. A U.T. Level Committee to monitor and review the implementation of Safeguards for the linguistic minorities is required to be constituted to ensure implementation of the Safeguards for the linguistic minorities so that the linguistic minority issues are properly addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
- i. The U.T. Administration needs to formulate a media policy to publicize the safeguards and facilities available to the linguistic minorities in the U.T.
- j. The Nodal Officer, U.T. Administration, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time. The deadline for the receipt of replies from U.T. Administration was 31 December 2010, which had to be extended to 20 January 2011 for want of reply.

31.13 The U.T. 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 Union Territory. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

ANDHRA PRADESH

32

Linguistic Profile

32.1 According to the Census 2001, the population of Andhra Pradesh is 7,62,10,007. The broad linguistic profile of the State, as per the said Census, 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 **Official Language of the State:** Telugu. Urdu has been recognized as the additional official language for certain purposes viz. for publication of rules, regulations etc and for providing instruction in Urdu in Primary and Secondary Schools in the State.

32.3 The State Government has stated that there are no districts where a minority language is spoken by 60% or more of the district population. Urdu is stated to be spoken by 15% or more of the population in certain Districts/ Tehsils/ Municipalities as per the details furnished below:

District	Tehsil/ Municipality	Language	Percentage
Nellore	Nellore (Urban)	Urdu	15.76
Chittoor	Chittoor (Urban)	Urdu	15.00
Kadapa	Kadapa (Urban)	Urdu	32.62
	Rayachoti	Urdu	52.70
Anantapur	Kadiri	Urdu	34.82
Kurnool	Kurnool (Urban)	Urdu	32.94
	Atyakur	Urdu	33.39
	Nandyal	Urdu	33.33

District	Tehsil/ Municipality	Language	Percentage
Hyderabad	Hyderabad (Urban)	Urdu	41.00
Mahabubnagar	Mahabubnagar	Urdu	27.40
Ranga Reddy	Ranga Reddy	Urdu	15.00
Medak	Zaheerabad	Urdu	30.26
Nizamabad	Bodhan	Urdu	30.26
Adilabad	Adilabad	Urdu	24.01
Warangal	Warangal (Urban)	Urdu	15.82
Guntur	Guntur (Urban)	Urdu	16.52
Nalgonda	Nalgonda (Urban)	Urdu	30.00
Karimnagar	Karimnagar (Urban)	Urdu	30.00

Status of Implementation of the safeguards for the linguistic minorities

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

- a. There is a Translation Bureau at the State Headquarters for translation into minority languages. However, important rules, regulations and notices etc. are not being published in minority languages.
- b. No information has been furnished about the arrangements for receipt of and reply to representations for redress of grievances in minority languages.
- c. Minority languages are said to be permitted in answering the Question Papers for recruitment tests to the State Services.
- d. It has been stated that there are domiciliary restrictions for recruitment to the State services.

32.5 Recognition of and grants-in-aid to linguistic minority institutions

- a. It has been informed that the District Educational Officer is the Authority to recognize linguistic minority educational institutions in respect of Primary and Upper Primary Schools and the Regional

Joint Director of School Education is the Competent Authority in respect of High Schools.

- b. Details of the institutions recognized as linguistic minority educational institutions are as under:

Language	No. of institutions
Urdu	2,787
Oriya	101
Tamil	75
Kannada	61
Hindi	60
Marathi	34
Bengali	1

- c. It has also been informed that no application is pending for recognition as a linguistic minority educational institution.
- d. The State Government is the Authority to sanction grants-in-aid to primary and secondary schools.

32.6 Educational facilities at the primary and secondary stages of education for students of minority languages

- a. The details of the educational facilities at the Primary level (Class I to V), where minority language is the medium of instruction:

Language	Schools	Students	Teachers
Urdu	2,236	1,47,296	4,609
Oriya	73	3,567	119
Tamil	68	2,982	106
Kannada	40	4,714	89
Hindi	29	3,735	60
Marathi	19	830	33

- b. The details of the Schools, where minority language is taught as a subject at the Primary level:

Language	Schools	Students	Teachers
Urdu	285	54,944	1,641
Oriya	45	6,729	198
Tamil	12	1,901	73
Kannada	6	1,651	24
Hindi	23	3,444	94
Marathi	4	786	24
Bengali	16	1,672	47
Gujarati	1	188	4

- c. The details of Schools, where minority languages are the medium of instruction at the level of Classes VI to VIII:

Language	Schools	Students	Teachers
Urdu	359	48,780	1,397
Oriya	22	2,398	62
Tamil	3	485	15
Kannada	20	4,425	66
Hindi	7	4,425	66
Marathi	12	1,259	52
Bengali	1	39	4

- d. The details of the Schools, where minority languages are taught as a subject at the level of Classes VI to VIII:

Language	Schools	Students	Teachers
Urdu	62	14,364	474
Oriya	22	2,920	96
Tamil	6	717	45
Kannada	4	951	22
Hindi	1	80	6
Marathi	7	934	31
Bengali	2	170	15

- e. The details of Schools, where minority languages are the medium of instruction at the Secondary level (Class IX to X):

Language	Schools	Students	Teachers
Urdu	192	36,913	1,156
Oriya	6	850	20
Tamil	4	502	13
Kannada	1	50	2
Hindi	24	3,291	141
Marathi	3	524	13

- f. The details of Schools, where minority languages are taught as a subject at the Secondary level:

Language	Schools	Students	Teachers
Urdu	299	1,26,834	3,205
Oriya	21	13,619	264
Tamil	16	9,673	250
Kannada	10	5,312	124
Hindi	13	3,888	93
Marathi	11	5,424	129

32.7 Three Language Formula

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

Sl. No.	Level	Telugu Medium Schools	English Medium Schools	Other Medium Schools
1	First Language	Telugu	Telugu/Urdu	Medium of the Institution
2	Second Language	Hindi	Hindi/Telugu	Telugu
3	Third Language	English	English	English

32.8 Teachers and text books in minority languages

- a. No information has been furnished on the posts created/ earmarked for minority language teachers.
- b. It has been stated that Urdu and Tamil Language teachers are trained in some districts on Andhra Pradesh.
- c. It has been informed that the SCERT has been entrusted with the task of preparation and publication of text books and teaching material in the minority languages.
- d. Text books are distributed free of cost. There is no arrangement with neighbouring States for supply of text books etc.

32.9 Maintenance of 'Language Preference Registers'

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It has been informed that 'Language Preference Registers' for registering language preference of the linguistic minorities students are maintained in the schools. However, no statistics are furnished in this regard.

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32.10 Promotion and development of minority languages

It has been informed that the Hindi and Urdu Academies were set up by the Government for promotion and development of these languages. The details about their establishment and budgets are as under:

Language	Academy	Year of set up
Hindi	Hindi Academy	1971-72
Urdu	Urdu Academy	1975-76

32.11 Machinery for implementation of Safeguards

- a. There is a State Minorities Commission.
- b. However, no information has been furnished about the State Level Committee to monitor and review the implementation of safeguards for the linguistic minorities.
- c. No information has been given on Officers who have been entrusted with the affairs of the linguistic minorities at the district level.

32.12 Publicity of Safeguards

It has been stated that the information about facilities available to linguistic minorities is provided through Public Notifications.

32.13 Observations

- a. The State Government should make arrangements for receipt of and reply to the representations for redress of grievances in minority languages.
- b. The State Government should take steps for publication of important government rules, regulations and notices etc. in minority languages in those districts/tehsils where such speakers constitute 15% or more of the district/tehsil population.
- c. No specific information is furnished by the State Government about the prior knowledge of regional/official language is a requirement for recruitment to the State Services. Further, the domiciliary restrictions regarding recruitment to the State Services, to need to be reviewed in order to provide equal opportunities to the linguistic minorities.

- d. The State Government needs to furnish information on the number of posts of minority language teachers sanctioned and filled in and on training facilities available to teachers in minority languages other than Tamil and Urdu.
- e. The details of Schools maintaining the 'Language Preference Registers' for registering preference of linguistic minority students are needed to be furnished.
- f. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
- g. The Nodal Officer, Government of Andhra Pradesh needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from Government of Kerala was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 for want of reply.

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32.14 The Government of Andhra Pradesh 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 state. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

KERALA

33

Linguistic Profile

33.1 According to the Census 2001, the population of Kerala is 3,18,41,374. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	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.

33.3 There are no districts where a minority language is spoken by more than 60% of the district population.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. The State Government has informed that important government rules, regulations, notices etc. are published in minority languages in those areas where the speakers of minority languages constitute 15% or more of the local population.
- b. It has been stated that ration cards, electoral rolls, various application forms and notices, name boards, etc. are published /issued/written in minority languages along with Malayalam in areas where their speakers constitute 15% or more of the local population.
- c. The State Government has issued orders for receipt of, and reply to representations for redress of grievances in minority languages.
- d. The use of minority languages is not permitted for answering

questions in the recruitment tests, except for the posts of L.D.C. and lower grade posts for which qualification notified is below S.S.L.C.

- e. There are no domiciliary restrictions for recruitment to the State Services.

33.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. It has been informed that the State Government is the authority to recognize linguistic minority institutions. As on June 30, 2010, eleven Tamil medium institutions have been recognized as the linguistic minority institutions. No application for recognition is pending with the State Government.
- b. The State Government is the authority to sanction grants-in-aid to primary and secondary schools. During 2009-10, the grants-in-aid were sanctioned to 2 primary, 2 upper primary and 4 secondary Tamil medium schools.

33.6 **Educational facilities at primary and secondary stages of education for students of minority languages**

- a. The details furnished on the educational facilities at the primary level (Class I to V), where language is the medium of instruction:

Language	Schools	Students	Teachers
Tamil	113	10,523	41
Kannada	119	14,988	10

- b. The details furnished on the educational facilities at the primary level, where language is taught as a subject :

Language	Schools	Students	Teachers
Arabic	3,241	5,11,040	4,457

- c. The details furnished on the educational facilities at the level of Class VI to VIII where language is the medium of instruction:

Language	Schools	Students	Teachers
Tamil	40	9,851	48
Kannada	50	12,464	8

- d. The details furnished on the educational facilities at the upper primary level (Class VI to VIII), where language is taught as subject are as follows:

Language	Schools	Students	Teachers
Sanskrit	1,812	1,71,840	2,098
Arabic	1,636	2,48,138	1,751
Urdu	1,118	75,465	1,198

- e. The details furnished on the educational facilities at the secondary level (Class IX to X), where language is the medium of instruction are as follows:

Language	Schools	Students	Teachers
Tamil	52	8,443	73
Kannada	57	13,966	75

- f. The details furnished on the educational facilities at the secondary level (Class IX to X), where languages is taught as a subject are as follows:

Language	Schools	Students	Teachers
Sanskrit	1,091	64,394	895
Arabic	1,028	2,32,932	1,428
Urdu	448	39,875	398

33.7 Three Language Formula

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

First language	:	Regional language
Second language	:	English
Third language	:	Hindi

- b. The details furnished on number of candidates in Class VIII and Class X examination for various languages are as follows:

Language	Class VIII	Class X
Tamil	2,963	2,615
Kannada	1,772	1,553

- c. The languages mentioned above are however, not the languages said to be covered under the Three Language Formula in the State.

33.8 Teachers and text books in minority languages

- a. The details furnished on teachers for teaching minority languages as medium of instruction and as a subject are as follows:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Tamil	137	137	80	80
Kannada	93	93	-	-

- b. It has been informed that arrangements for training of minority language teachers have been made for both Tamil and Kannada teachers at various DIETs in the State.
- c. It is also stated that the SCERT has been entrusted with the task of preparation and publication of text-books and other teaching material in the minority languages.
- d. The minority language text-books are supplied to students on time at subsidized rates.

33.9 Maintenance of 'Language Preference Registers'

It has been informed that the 'Language Preference Registers' are maintained in 232-Lower Primary Schools; 90-Upper Primary schools and 109-High Schools to register preference of linguistic minority students for facilitating study of minority language in school.

33.10 Machinery for implementation of Safeguards

- a. It has been informed that there is a State Level Committee to monitor and review the implementation of safeguards for linguistic minorities. The Chief Minister is the Chairman of the Committee, the Members of Parliament, Members of Legislative Assembly and

the Heads of Administrative Departments are its members. The last meeting of the Committee was held on 28-11-2007.

- b. It has also been informed that at District level, the Committees have been constituted with District Collectors as Chairmen & Conveners and MPs MLAs of the local area, Deputy Directors of Education/College Education, District Panchayat President and three representatives of the linguistic minorities as Members. The District level Committee meetings are held once in four months.

33.11 **Publicity of Safeguards**

- a. It is informed that the Brochure showing safeguards for the linguistic minorities, which is published by the Commissioner, Linguistic Minorities is distributed among concerned officials and representatives of the linguistic minority organizations.
- b. A booklet "Safeguards for Linguistic Minorities in Kerala" was published by the State Government in 2002.

33.12 **Observations**

- a. The State Government needs to specify the minority languages and numbered of publications of important government rules, regulations, notices, etc., in minority languages during the period under review.
- b. It has been stated that knowledge of regional/official language is not a pre-requisite for the recruitment examinations. However, it mentions about knowledge of English being compulsory for recruitment examinations.
- c. The State Government needs to designate authority for recognition of the linguistic minority institutions and also furnish information on the Act under which the recognition is granted.

- d. It has been stated that Hindi is being taught as Third Language under the Three Language Formula. However, there is no information on Hindi being taught as a subject or as a medium of instruction in the linguistic minority schools, if any.
- e. It has been stated that there are 137 and 93 sanctioned posts for teaching Tamil and Kannada as a medium of instruction respectively. It is also stated that there are 80 sanctioned posts for teaching Tamil as a subject but no information on the number of posts for teaching Kannada as a subject has been furnished.
- f. The Nodal Officer, Government of Kerala needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from Government of Kerala was 31 December 2010, which had to be extended to 20 January 2011 and had to be further extended to 31 January 2011 and then again to 20 March 2011 for want of reply.

33.13 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 effectively in the state. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

LAKSHADWEEP

34

Linguistic Profile

34.1 According to the Census 2001, the population of Lakshadweep is 60,650. The broad linguistic profile of the U.T., as per the said Census, is as follows:

Language	Speakers	Percentage
Malayalam	51,555	85
Mahal/other languages	9,095	15

34.2 **Official Language of the U.T.:** English.

34.3 Malayalam is spoken in all the islands except Minicoy Island, where Mahal is spoken by the inhabitants. Mahal is considered as minority language, which is written in Divehi script as in Maldives.

Status of Implementation of the safeguards for the linguistic minorities

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

- a. It has been stated that important government rules, regulations, notices, etc. are published in the Mahal Edition of "Lakshadweep Times", a Government owned fortnightly from Minicoy.
- b. Minority languages are not permitted for answering questions in the recruitment tests to the State Services.
- c. Orders for receipt of and reply to representations in minority languages have not been issued.

- d. The knowledge of regional language is not a pre-requisite for recruitment and there are no domiciliary restrictions for recruitment to U.T. Services.

34.5 Recognition of and grants-in-aid to linguistic minority institutions

- a. The U.T. Administrator is the Authority to recognize linguistic minority institutions.
- b. There is no linguistic minority institution and as such no institution is being sanctioned grants-in-aid in the U.T.

34.6 Educational facilities at the primary and secondary stages of education for students of minority languages

The details of educational facilities at the primary stage, during July 2009 to June 2010, where Mahal is being taught as a subject are as follows:

Language	Schools	Students	Teachers
Mahal	J.B.S. Minicoy	60	1
Mahal	J.B.S. (C) Minicoy	394	2
Mahal	S.B.S. Minicoy	311	2

34.7 Three Language Formula

- a. The languages taught under Three Language Formula is as under:
 First Language : Malayalam/ Arabic
 Second Language : English
 Third language : Hindi
- b. The number of candidates in Classes VIII, Class X and Class XII examinations for various languages, during July 2009 to June 2010, are as under:

Language	Class VIII	Class X	Class XII
Malayalam	622	587	388
Arabic	541	642	314
Hindi	1,163	1,060	326

34.8 **Teachers and text books in minority languages**

- a. It has been informed that at present there are 5 sanctioned posts of Teachers for Mahal language and all have been filled up. It is also informed that there is no training facility for the Mahal teachers.
- b. The Directorate of Education is the agency for preparation, publication of text books.
- c. It has been stated that teaching material in the Mahal language are supplied free of cost.

34.9 **Maintenance of 'Language Preference Registers'**

It has been stated that no 'Language Preference Registers' for registering preference of the linguistic minority students is maintained in the U.T.

34.10 **Machinery for implementation of Safeguards**

- a. It has been informed that there is a Committee at the U.T. level to monitor and review implementation of Safeguards for the Mahal speaking linguistic minority. The Committee is headed by U.T. Administrator and Departmental Heads of the U.T. Administration are its members. It has also been informed that the last Meeting of the Committee was held on 27 May 2010.
- b. It has been informed that the Director of Education is entrusted with the linguistic minority affairs in the U.T.

34.11 **Publicity of Safeguards**

The publicity of safeguards for linguistic minorities is undertaken through the Mahal edition of the fortnightly "Lakshadweep Times".

34.12 **Observations**

- a. The U.T. Administration needs to take measures to implement the Constitutional Safeguards regarding recognition of the linguistic

- minority institutions and sanction of grants-in-aid to these institutions, wherever necessary.
- b. The U.T. Administration needs to furnish information on the educational facilities made available for study of the minority languages, as a medium of instruction or as a subject to the linguistic minorities students at the Upper Primary, Secondary and Higher Secondary stages of education.
 - c. Facilities for training teachers and translators in Mahal language need to be provided.
 - d. 'Language Preference Registers' should be maintained in schools to register linguistic preference of the linguistic minority students.
 - e. The U.T. Administration needs to formulate a media policy to publicize the safeguards and facilities available to the linguistic minorities in the U.T. of Lakshadweep.
 - f. The Nodal Officer, U.T. Administration, needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated under the Article 350B (2) of the Constitution. The deadline for the receipt of replies from U.T. Administration was 31 December 2010, which had to be extended to 20 January 2011 and further extended to 31 January 2011 for want of reply.

34.13 The U.T. 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 U.T. It is further, advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

PUDUCHERRY

35

Linguistic Profile

35.1 According to the Census 2001, the population of Puducherry is 9,74,345. The broad linguistic profile of the Union Territory, as per the said Census, is as follows:

Language	Speakers	Percentage
Tamil	8,61,502	88.42
Telugu	50,908	5.22
Malayalam	42,782	4.39

35.2 **Official Language of the U.T.:** Tamil (Puducherry and Karaikal); Malayalam (Mahe), Telugu (Yanam) and English.

35.3 There is no district/tehsil/municipality where a minority language is spoken by 15% or more of the district/tehsil/municipality population.

Status of Implementation of the Safeguards for the linguistic minorities

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

- a. It has been stated that important government rules, regulations, notices, etc., are not published in minority languages and there are no arrangements for translation into minority languages.
- b. It has been informed that there are no arrangements for receipt of and reply to representations for redress of grievances in minority languages.
- c. Knowledge of regional language is a pre-requisite for recruitment to UT Administrative services and domiciliary restrictions are imposed at the time of recruitment to UT Administrative services.

35.5 **Recognition of and grants-in-aid to linguistic minority institutions**

- a. It has been informed that Secretary Education is the Authority to recognize linguistic minority institutions. There is no mention about the Act/Rule under which recognition is granted to linguistic minority institutions.
- b. No information has been furnished on the number of institutions recognized as linguistic minority institutions as on 30 June 2010 as also on applications pending for recognition.
- c. The Director of School Education is the Authority to sanction grants-in-aid. No information has been furnished on the number of such institutions having been sanctioned grants-in-aids.

35.6 **Educational facilities at the primary and secondary stages of education for students of minority languages**

No information has been furnished about the facilities available in the primary and secondary schools for learning in minority languages in the U.T.

35.7 **Three Language Formula**

- a. According to the information furnished by the U.T. Administration Two Language Formula is being followed in the Puducherry and Karaikal region and Mahe region of the Union Territory. In the Yanam region of the U.T. Three Language Formula has been adopted. The details are as follows:

Puducherry & Karaikal Region

First Language	Tamil : Class I to XII Hindi/French/Sanskrit: Class XI to XII only (in some schools introduced from Class VI)
Second Language	English : Class I to XII

Mahe Region

First Language	Malayalam : Class I to XII Hindi/French/Arabic: Class V to XII only (in some schools introduced from Class VI)
Second Language	English : Class I to XII

Yanam Region

First Language	Telugu : Class I to XII Hindi/French/Sanskrit: Class XI to XII only (in some schools introduced from Class VI)
Second Language	English : Class I to XII
Third Language	Hindi

- b. The details of candidates in Classes VIII, X and XII examinations for various languages during July 2009-June 2010:

Puducherry & Karaikal Region

Language	Class VIII	Class X	Class XII
Hindi	368	377	250
French	347	437	1,711
Sanskrit	20	39	59

Yanam Region

Languages	Class VIII	Class X
Hindi & Telugu	604	407

35.8 Teachers and text books in minority languages

- a. The details of posts of teachers created/earmarked for teaching the minority languages as a subject:

Language	Sanctioned	Filled
French	10	6
Sanskrit	3	2
Hindi	51	18
Arabic	21	11

- b. The training for teachers is provided by resource persons from the DIETs in the respective regions. For certain languages, the Orientation and Refresher Courses are conducted.
- c. It has been informed that various Boards of Education of the neighbouring States i.e. Andhra Pradesh for Telugu, Kerala for Malayalam and Tamil Nadu for Tamil are entrusted with the task of preparation and publication of text books and other teaching material. These are procured and supplied in time.
- d. The text books are printed and published by Governments of the respective States in the region and are supplied at comparable rates to the students.

35.9 **Maintenance of 'Language Preference Registers'**

No information has been furnished on the maintenance of 'Language Preference Registers' to elicit language preference of the linguistic minority students.

35.10 **Machinery for implementation of Safeguards**

No information has been furnished on the U.T. Level Committee to monitor and review the implementation of the safeguards for the linguistic minorities in the U.T.

35.11 **Publicity of Safeguards**

The U.T. Administration has no mechanism to publicize the safeguards and concessions available to the linguistic minorities in the U.T.

35.12 Observations

- a. The U.T. Administration needs to ensure translation and publication of important government rules, regulations, orders, etc., in the minority languages for the benefit of the linguistic minorities.
- b. The U.T. Administration should review its policy about the prior knowledge of the Regional/Official language of the U.T. at the time of recruitment and remove the domiciliary restrictions for recruitment to U.T. Services to ensure equal opportunities for the linguistic minorities in matters of employment in U.T.
- c. Necessary arrangements should be made to ensure that replies to representations for redress of grievances in minority languages are provided in the same language.
- d. The U.T. Administration needs to initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to these institutions, where necessary.
- e. The U.T. Administration needs to furnish information on the facilities for study of the minority language as a subject and a medium of instruction at the primary, upper primary, secondary and higher secondary stages of education.
- f. The U.T. Administration should ensure implementation of the Three Language Formula in all the regions of the Union Territory so that linguistic minority students are able to study in their mother tongues/minority language in Schools.
- g. The U.T. Administration should ensure the maintenance of 'Language Preference Registers' to register language preference

of the linguistic minority students in schools and furnish information in this regard.

- h. A U.T. Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
- i. The U.T. Administration needs to publicize the Safeguards and facilities available to the linguistic minorities in the U.T. of Puducherry.
- j. The Nodal Officer, U.T. Administration needs to ensure that prompt and comprehensive replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as envisaged in the Constitution. The deadline for the receipt of replies from U.T. Administration was 31 December 2010, which had to be extended to 20 January 2011 and again to 31 January 2011 for want of reply.

35.13 The U.T. 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 Union Territory. It is further advised to attach due importance and urgency to the Commissioner's Questionnaires, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

TAMILNADU

36

Linguistic Profile

36.1 According to the Census 2001, the population of Tamil Nadu is 6,24,05,679. The broad linguistic profile of the State, as per the said Census, is as follows:

Language	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	1.50
Malayalam	5,57,705	0.89

36.2 **Official Language of the State:** Tamil. English is the additional official language for all official purposes.

36.3 There are no districts, where the linguistic minorities constitute 60% or more of the district population. However, the details of district, tehsil, taluk, where minority languages are spoken by 15% or more of the local population has been furnished as per the Census 1981, instead of the Census 2001.

Status of Implementation of Safeguards for linguistic minorities

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

- a. It has been informed that orders have been issued to publish of important government rules, regulations, notices, etc. in minority languages.
- b. Instructions have been issued to entertain representations for redress of grievance in minority languages. However, these are generally replied to in Tamil.

- c. It has been informed that Tamil and English are permitted to be used for answering recruitment tests in the State.
- d. It has been stated that knowledge of regional/ official language is not a pre-requisite for recruitment to State services. Linguistic minority candidates have to pass Tamil Language Test within the period of probation, i.e. two years or within the maximum extended time limit.
- e. There are no domiciliary restrictions at the time of recruitment to State services.

36.5 Recognition of and grants-in-aid to linguistic minority institutions

- a. The statistics, as on June 30 2010, on linguistic minority institutions recognized in the State are as under:

Sl. No.	Language	Primary School	Middle School	High School	Higher Secondary School
1	Telugu	14	8	11	13
2	Urdu	39	5	0	08
3	Hindi	4	0	0	07
4	Malayalam	23	3	6	16
5	Gujarati	2	0	0	03
6	Kannada	0	0	9	08
7	Sourastra	0	0	2	04
8	Arabic	0	0	0	01
	Total	82	16	28	60

- b. The statistics on grants-in-aid sanctioned to the linguistic minority institutions in the State are as under:

Level	No. of Schools	The minority language					
		Urdu	Telugu	Malayalam	Kannada	Hindi	Gujarati
Primary	82	39	14	23	0	4	2
Upper Primary	16	5	8	3	0	0	0
Secondary	231	31	98	64	11	25	2
Total	329	75	120	90	11	29	4

36.6 Educational facilities at primary and secondary stages of education for students of minority languages

- a. The details furnished on schools at the Primary level (Class I to V), wherein minority languages are the medium of instruction:

Language	Schools	Students	Teachers
Urdu	279	28,222	551
Telugu	352	21,122	785
Malayalam	90	20,140	122
Kannada	47	3,196	122
Hindi	4	242	15
Gujarati	2	70	2

- b. The details furnished on schools at the Primary level, where languages are taught as a subject, are as follows:

Language	Schools	Students	Teachers
Urdu	212	14,798	357
Telugu	281	23,185	514
Malayalam	68	5,666	72
Kannada	48	2,391	36

- c. The details furnished on schools, where language is the medium of instruction at the Upper Primary/ Middle level (Class VI to VIII), are as follows:

Language	Schools	Students	Teachers
Urdu	27	4,993	210
Telugu	39	6,290	200
Malayalam	32	5,130	54
Kannada	7	1,091	40

- d. The details furnished on schools where languages are taught as a subject at the Upper Primary/Middle level are as follows:

Language	Schools	Students	Teachers
Urdu	25	3,423	72
Telugu	44	5,216	176
Malayalam	14	2,254	46
Kannada	3	478	9

- e. The details furnished on schools, where languages are the medium of instruction at Secondary level (Class IX to X) are as follows:

Language	Schools	Students	Teachers
Urdu	3	3,540	13
Telugu	11	9,268	12
Malayalam	6	9,889	10
Kannada	9	5,185	3
Saurashtra/Saurashtri	2	595	0

- f. The details furnished on schools, where languages are taught as a subject at Secondary level are as follows:

Language	Schools	Students	Teachers
Urdu	25	3,502	74
Telugu	44	5,347	179
Malayalam	14	2,294	48
Kannada	3	501	09
Gujarati	2	2,093	0
Saurashtra/Saurashtri	2	9,265	0
Arabic	1	810	0

- g. The details furnished on schools, where languages are the medium of instruction at Higher Secondary level (Class XI to XII) are as follows:

Language	Schools	Students	Teachers
Urdu	8	1,191	7
Telugu	13	6,180	5
Malayalam	16	3,282	10
Kannada	8	150	1
Gujarati	3	437	0
Saurashtra/Saurashtri	4	210	0
Arabic	1	397	0

- h. The details furnished on schools, where languages are taught as a subject at Higher Secondary level are as follows:

Language	Schools	Students	Teachers
Urdu	8	1,244	17
Telugu	9	1,826	2
Malayalam	4	1,415	3
Kannada	3	121	3
Gujarati	1	551	0
Saurashtra/Saurashtri	2	2,988	0

36.7 Three Language Formula

The State is following two language formula:

First Language : Tamil/Telugu/Malayalam/
Urdu/Kannada/Hindi/ Gujarati
Second Language : English

36.8 Teachers and text books in minority languages

- a. The details furnished on the sanctioned posts of teachers in minority languages to teach minority languages are as under:

Elementary school education:

Language	Subject/Medium
Urdu	763
Telugu	985
Malayalam	150
Kannada	122
Hindi	13
Gujarati	1
Total	2,034

- b. However, it is not clear from the above table as to how many teachers teach minority languages as a subject and how many of the teachers teach these languages as a medium of instruction.
- c. Secondary School Education:

Language	As a Medium		As a Subject	
	Sanctioned Posts	Filled Posts	Sanctioned Posts	Filled Posts
Telugu	68	49	307	266
Malayalam	30	28	237	209
Urdu	39	38	98	77
Kannada	10	9	102	84
Hindi	19	19	0	0
Arabic	8	8	0	0
Total	174	151	744	636

- d. It has been informed that teachers training facilities are available at various DIETs for minority languages.
- e. It has been informed that the text books are prepared by the Experts Committee constituted for this purpose and printed by the Tamil Nadu Text Book Corporation.
- f. The text books are distributed free of cost to the students of Government and Government aided schools at the commencement of every academic year.
- g. It has also been informed that there is no Inter-State arrangement

for procuring minority languages text books and other teaching material.

36.9 **Maintenance of 'Language Preference Registers'**

It has been informed that 'Language Preference Registers' are maintained in 470 Primary Schools, 63 Upper primary Schools and 79 Secondary and Higher Secondary Schools in the State.

36.10 **Machinery for implementation of Safeguards**

- a. There is no State Level Committee to monitor and review the implementation of the Safeguards for linguistic minorities. However, it is stated that the State Minorities Commission is established in the State. No information is however given on the meetings conducted to ensure the implementation of the Safeguards to the linguistic minorities.
- b. No information is provided on the meetings held under the Chairmanship of the Chief Secretary to implement the Safeguards for the linguistic minorities.
- c. The District Collectors and Educational Officers have been entrusted with the linguistic minorities affairs at the district level.

36.11 **Publicity of Safeguards**

There is no mechanism in place for publicizing the Safeguards for the linguistic minorities.

36.12 **Observations**

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- a. The State Government's response to the question on districts/talukas/municipalities where minority language speakers constitute 15% or more of the population needs to be based on the Census 2001 rather than Census 1981.
- b. The State Government is advised to implement the Three Language Formula to enable the linguistic minority students to

- learn their language as a subject at the secondary stage of education.
- c. The marks scored in the mother tongue/minority language need to be taken into account for assessing the overall performance of the pupils.
 - d. The State Government needs to furnish information about posts of the minority language teachers for teaching the minority languages as subject and as a medium of instruction at the primary stage of education.
 - e. A State Level Committee to monitor and review the implementation of Safeguards for Linguistic Minorities is required to be constituted so that the linguistic minority issues are properly addressed and resolved. Similarly, a mechanism has to be evolved at the District level to ensure implementation of the safeguards for the linguistic minorities.
 - f. There is the need to publicize the Safeguards available to the linguistic minorities and to spread awareness about them amongst the linguistic minorities in the State.
 - g. The Nodal Officer, Government of Tamil Nadu, needs to ensure that comprehensive and expeditious replies are furnished to the Commissioner's Questionnaires to enable submission of Report on the status of implementation of the Safeguards for Linguistic Minorities to H.E. President of India, in time, as mandated in the Constitution. The deadline for the receipt of replies from the Government of Tamil Nadu was 31 December 2010, which had to be extended to 20 January 2011. The same had to be further extended to 31 January 2011 for want of reply.

36.13 The Government of Tamil Nadu 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 state. It is further advised that due importance and urgency may be attached to the Commissioner's Questionnaire, ensuring their replies by the stipulated date to enable the Commissioner to carry out his Constitutional duties effectively and efficiently.

FINDINGS & OBSERVATIONS AT A GLANCE

37 Part-I

37.1 Each Chapter in this Report contains the **Commissioner's Observations on the status of implementation of the Safeguards** for the linguistic minorities in each State/U.T.

The following table broadly reflects the status on implementation of the Safeguards for the linguistic minorities in India:

SAFEGUARDS	IMPLEMENTED OR IMPLEMENTED IN PARTS	NEEDS TO BE IMPLEMENTED	NO SPECIFIC INFORMATION PROVIDED
I	II	III	IV
I. Facility for instruction in mother tongue at primary stage of education	Implemented: Andhra Pradesh Assam Implemented in Parts: Kerala Nagaland Orissa Madhya Pradesh Tamil Nadu Chhattisgarh Rajasthan Karnataka Goa Gujarat Chandigarh West Bengal Andaman & Nicobar Islands Delhi Maharashtra	Lakshadweep Tripura Manipur Meghalaya Sikkim Daman & Diu Arunachal Pradesh Haryana Puducherry	Uttarakhand Jammu & Kashmir Jharkhand Punjab Uttar Pradesh Dadra & Nagar Haveli Himachal Pradesh Bihar Mizoram
II. Instruction through modern Indian languages (Schedule VIII of the Constitution) at secondary stage of education	Implemented: Andhra Pradesh Gujarat Implemented in Parts: Assam Kerala Madhya Pradesh Tamil Nadu Chhattisgarh Karnataka Goa Chandigarh West Bengal Andaman & Nicobar Islands Orissa Maharashtra Delhi	Lakshadweep Tripura Manipur Meghalaya Mizoram Sikkim Himachal Pradesh Nagaland Rajasthan Arunachal Pradesh Daman & Diu Haryana Puducherry	Bihar Jammu & Kashmir Uttarakhand Jharkhand Punjab Uttar Pradesh Dadra & Nagar Haveli

I	II	III	IV
III (a). Availability of teachers in minority languages	Implemented: Tamil Nadu Gujarat Implemented in Parts: Orissa Kerala Delhi Haryana Puducherry Chhattisgarh Karnataka Chandigarh West Bengal Maharashtra	Arunachal Pradesh Assam Manipur Meghalaya Mizoram Sikkim Tripura Andaman & Nicobar Islands Lakshadweep Madhya Pradesh Goa Daman & Diu Rajasthan	Andhra Pradesh Bihar Jammu & Kashmir Uttarakhand Jharkhand Nagaland Dadra & Nagar Haveli Himachal Pradesh Uttar Pradesh Punjab
III (b). Facilities for training of teachers in minority languages	Implemented in Parts: Haryana Kerala Orissa Karnataka Puducherry Madhya Pradesh Chandigarh Chhattisgarh Assam Himachal Pradesh Maharashtra	Delhi Lakshadweep Manipur Meghalaya Mizoram Nagaland Gujarat West Bengal Sikkim Tripura Goa Daman & Diu Arunachal Pradesh	Andhra Pradesh Bihar Jammu & Kashmir Uttarakhand Jharkhand Rajasthan Uttar Pradesh Dadra & Nagar Haveli Andaman & Nicobar Islands Punjab Tamil Nadu
IV. Availability of text books in minority languages	Implemented: Maharashtra Implemented in Parts: Andhra Pradesh Kerala Assam Delhi Manipur Nagaland Punjab Orissa Puducherry Madhya Pradesh Chhattisgarh Tamil Nadu Rajasthan Karnataka Goa Gujarat Chandigarh West Bengal Meghalaya Sikkim Himachal Pradesh	Lakshadweep Mizoram Tripura Daman & Diu	Bihar Haryana Jammu & Kashmir Uttarakhand Jharkhand Dadra & NagarHaveli Arunachal Pradesh Uttar Pradesh Andaman & Nicobar Islands

I	II	III	IV
V. Grant of recognition to the linguistic minority educational institutions	Implemented: Tripura Andhra Pradesh Goa Tamil Nadu Implemented in Parts: Kerala Delhi Orissa Chhattisgarh Assam Madhya Pradesh Karnataka Maharashtra	Puducherry Rajasthan Chandigarh Daman & Diu Gujarat Himachal Pradesh Lakshadweep Mizoram Sikkim Andaman & Nicobar Islands	Bihar Jammu & Kashmir Uttarakhand Jharkhand Punjab Haryana Manipur Nagaland Uttar Pradesh Dadra & Nagar Haveli West Bengal Meghalaya Arunachal Pradesh
VI. Grants-in-aid to the linguistic minority educational institutions	Implemented in Parts: Kerala Delhi Orissa Chhattisgarh Tamil Nadu Karnataka Maharashtra	Puducherry Rajasthan Goa Gujarat Chandigarh Daman & Diu Himachal Pradesh Lakshadweep Madhya Pradesh Assam Mizoram Sikkim Tripura Andaman & Nicobar Islands	Bihar Jammu & Kashmir Uttarakhand Jharkhand Punjab Haryana Uttar Pradesh Dadra & Nagar Haveli Manipur West Bengal Arunachal Pradesh Meghalaya Nagaland Andhra Pradesh
VII. Adoption of the Three Language Formula	Implemented in Parts: Kerala Lakshadweep Delhi Tripura Manipur Haryana Nagaland Andhra Pradesh Punjab Orissa Madhya Pradesh Dadra & Nagar Haveli Uttar Pradesh Chhattisgarh Rajasthan Karnataka Gujarat Chandigarh Daman & Diu Maharashtra Sikkim Arunachal Pradesh Assam Himachal Pradesh Mizoram West Bengal Goa	Puducherry Tamil Nadu	Bihar Jammu & Kashmir Uttarakhand Jharkhand Meghalaya Andaman & Nicobar Islands

I	II	III	IV
VIII. Maintenance of 'Language Preference Registers' in Schools for registering linguistic preference by the linguistic minority pupils	Implemented: Assam Delhi Kerala Implemented in Parts: Andhra Pradesh Rajasthan Karnataka Chandigarh Tamil Nadu	Lakshadweep Tripura Manipur Mizoram Nagaland Puducherry Madhya Pradesh Gujarat West Bengal Maharashtra Meghalaya Orissa Sikkim Himachal Pradesh Daman & Diu Haryana Andaman & Nicobar Islands	Bihar Jammu & Kashmir Uttarakhand Jharkhand Chhattisgarh Goa Dadra & Nagar Haveli Arunachal Pradesh Uttar Pradesh Punjab
IX. Translation and dissemination of important Government Orders, Rules and Notifications, etc., in minority languages which are spoken by 15% or more of the District/ Tehsil population	Implemented: Kerala Lakshadweep Tamil Nadu Implemented in Parts: Delhi Uttar Pradesh Daman & Diu Assam	Andhra Pradesh Manipur Haryana Mizoram Puducherry Madhya Pradesh Chhattisgarh Rajasthan Karnataka Goa Gujarat Chandigarh Meghalaya Sikkim Himachal Pradesh Tripura Arunachal Pradesh Andaman & Nicobar Islands	Bihar Jammu & Kashmir Uttarakhand Jharkhand Orissa Dadra & Nagar Haveli Maharashtra West Bengal Nagaland Punjab
X. Receipt of representations for redress of grievances in minority languages	Implemented: Kerala Delhi Assam Tripura Madhya Pradesh Tamil Nadu Implemented in Parts: Uttar Pradesh Chandigarh Daman & Diu West Bengal Himachal Pradesh Andaman & Nicobar Islands	Andhra Pradesh Lakshadweep Manipur Haryana Puducherry Chhattisgarh Rajasthan Karnataka Goa Gujarat Sikkim	Bihar Jammu & Kashmir Uttarakhand Jharkhand Mizoram Orissa Dadra & Nagar Haveli Maharashtra Meghalaya Arunachal Pradesh Nagaland Punjab

I	II	III	IV
XI(a). Non- Insistence on prior knowledge of regional/ official language for recruitment to State/U.T. Services	Implemented: Lakshadweep Madhya Pradesh Tamil Nadu Dadra & Nagar Haveli Karnataka Nagaland Haryana Andaman & Nicobar Islands Implemented in Parts: Daman & Diu Assam Kerala	Tripura Manipur Puducherry Chhattisgarh Goa Gujarat Maharashtra Orissa Sikkim Himachal Pradesh Punjab	Arunachal Pradesh Bihar Jammu & Kashmir Uttarakhand Jharkhand Delhi Andhra Pradesh Uttar Pradesh Rajasthan Chandigarh Meghalaya West Bengal Mizoram
XI(b). Non- imposition of domiciliary restrictions in recruitment to State/U.T. Services	Implemented: Delhi Kerala Lakshadweep Nagaland Madhya Pradesh Tamil Nadu Dadra & Nagar Haveli Rajasthan Karnataka Gujarat West Bengal Assam Punjab Andaman & Nicobar Islands Implemented in Parts: Himachal Pradesh	Manipur Haryana Puducherry Chhattisgarh Maharashtra Orissa Sikkim	Bihar Jammu & Kashmir Uttarakhand Jharkhand Tripura Uttar Pradesh Goa Chandigarh Meghalaya Arunachal Pradesh Mizoram Daman & Diu Andhra Pradesh
XII(a). Monitoring machinery at the State Level to ensure implementation of the Safeguards for the linguistic minorities	Implemented: Lakshadweep Implemented in Parts: Delhi Kerala Chandigarh Sikkim Assam Goa	Daman & Diu Mizoram Manipur Haryana Nagaland Himachal Pradesh Puducherry Madhya Pradesh Rajasthan Gujarat Maharashtra Meghalaya Arunachal Pradesh Andaman & Nicobar Islands	Tamil Nadu Bihar Tripura Jammu & Kashmir Uttarakhand Jharkhand Andhra Pradesh Orissa Chhattisgarh Dadra & Nagar Haveli Karnataka West Bengal Uttar Pradesh Punjab

I	II	III	IV
<p>XII(b). Monitoring machinery at the District Level to ensure implementation of the Safeguards for the linguistic minorities</p>	<p>Implemented: Lakshadweep Kerala Implemented in Parts: Karnataka Chandigarh West Bengal Assam Mizoram Tripura Madhya Pradesh Delhi Rajasthan Tamil Nadu</p>	<p>Haryana Nagaland Puducherry Goa Gujarat Maharashtra Arunachal Pradesh Daman & Diu Andaman & Nicobar Islands</p>	<p>Bihar Jammu & Kashmir Uttarakhand Jharkhand Andhra Pradesh Orissa Chhattisgarh Dadra & Nagar Haveli Meghalaya Sikkim Himachal Pradesh Uttar Pradesh Punjab Manipur</p>
<p>XIII. Publicizing the Safeguards for the linguistic minorities in minority languages</p>	<p>Implemented: Lakshadweep Tripura Implemented in Parts: Kerala Andhra Pradesh Karnataka Delhi</p>	<p>Manipur Haryana Nagaland Puducherry Madhya Pradesh Rajasthan Gujarat West Bengal Maharashtra Daman & Diu Sikkim Mizoram Assam Meghalaya</p>	<p>Bihar Jammu & Kashmir Uttarakhand Jharkhand Orissa Chhattisgarh Dadra & Nagar Haveli Himachal Pradesh Uttar Pradesh Arunachal Pradesh Punjab Goa Tamil Nadu Andaman & Nicobar Islands Chandigarh</p>

FINDINGS & OBSERVATIONS AT A GLANCE

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Part-II

THE COMMISSIONER'S QUESTIONNAIRE REPLIED OR NOT

Questionnaire for July 2008-June 2009		Questionnaire for July 2009-June 2010	
REPLIED	Not replied till presentation of the Report	REPLIED	Not replied till presentation of the Report
Chandigarh	Jammu & Kashmir	Chandigarh	Jammu & Kashmir
Delhi	Bihar	Delhi	Bihar
Haryana	Jharkhand	Haryana	Jharkhand
Himachal Pradesh	Uttar Pradesh	Himachal Pradesh	West Bengal
Punjab		Punjab	Mizoram
Rajasthan		Rajasthan	Uttarakhand
Chhattisgarh		Madhya Pradesh	Chhatisgarh
Madhya Pradesh		Uttar Pradesh	Orissa
Uttarakhand		Assam	
Arunachal Pradesh		Manipur	
Assam		Meghalaya	
Manipur		Nagaland	
Meghalaya		Sikkim	
Mizoram		Tripura	
Nagaland		Dadra & Nagar Haveli	
Orissa		Daman & Diu	
Sikkim		Goa	
Tripura		Gujarat	
West Bengal		Karnataka	
Dadra & Nagar Haveli		Maharashtra	
Daman & Diu		Andaman & Nicobar Islands	
Goa		Andhra Pradesh	
Gujarat		Kerala	
Karnataka		Lakshadweep	
Maharashtra		Puducherry	
Andaman & Nicobar Islands		Tamil Nadu	
Andhra Pradesh		Arunachal Pradesh	
Kerala			
Lakshadweep			
Puducherry			
Tamil Nadu			

RECOMMENDATIONS 38

38.1 The recommendations for this 47th Report, covering the period from July 2008 to June 2010 are mainly based on the responses and feedback received from the States/U.T.s to the Commissioner's Questionnaires, eliciting information on the implementation of various safeguards for the linguistic minorities which are enshrined in the Constitution, including those accepted in the Chief Ministers' Conference in 1961. In addition, the recommendations are derived from the visits of the Commissioner and his team to various places for on-the-spot assessment of the linguistic minorities scenario, as also on the inputs obtained from the linguistic minorities vis-à-vis their growing aspirations for the effective implementation of the safeguards for promotion of their minority languages in the multilingual, multi-cultural society.

The Commissioner for Linguistic Minorities recommends:

38.2 Nourishing multilingualism for national integration and inclusive development

The languages, with their distinct bearing on identity, communication, education and development, play important and strategic role in ensuring cultural diversity and sustainable development; in attaining national integration, in building inclusive knowledge societies and preserving cultural heritage. The Ministries of H.R.D. and Minority Affairs should formulate policies and programmes aimed at preserving and promoting our rich linguistic heritage, including the minority languages for national integration and inclusive development. Preparation of terminologies and

dictionaries in minority languages including evolving appropriate script for the scriptless tribal and other minority languages, need to be undertaken by the States/U.T.s, in collaboration with the Central Institute of Indian Languages, wherever necessary. Hence, greater interaction between the States/U.T. Administrations and the Central Institute of Indian Languages is necessary so as to review and ensure, from time to time, effective implementation of the safeguards for the linguistic minorities, which would indeed go a long way to achieve national and emotional integration in the country.

38.3 **Recognition of linguistic minorities and development of minority languages**

It needs to be recognized that no State or Union Territory in India is monolingual. Each State/U.T. has the presence of varying percentage of the linguistic minorities. It is, therefore, essential that all the State Governments and the Union Territory Administrations, in keeping with the spirit of the Constitution and the ethos of the country, should notify the local areas inhabited by linguistic minorities, wherever they constitute 15% or more of the local area (district/tehsil/municipality) population and ensure effective implementation of the Safeguards for them to enable them to preserve their linguistic and cultural identities as the integral constituents of the pluralistic, multilingual and multicultural society; thereby promoting national integration and inclusive development. The Safeguards for the linguistic minorities flow from the conviction that we are the largest democracy in the world where people have the right to enjoy the patronage of the State regardless of the place they live in or the way they worship or the language they speak.

- 38.4 The minority languages, including the tribal languages, need to be viewed as 'resource' and developed. As recruitment to the State/U.T. Services is normally done through written tests, the development of appropriate

script for the tribal languages is vital to bring the tribals into the mainstream of the society for inclusive growth of the country. CIIL and the Ministry of Tribal Welfare should perform their pivotal role for development of the tribal languages and preservation of their folklore and cultural heritage. A Central Scheme or a Centrally Sponsored Scheme should be drawn up and executed, in coordination with the Commissioner for Linguistic Minorities, for this purpose.

38.5 **Incentive Scheme for students of minority languages**

The scheme of Safeguards for the linguistic minorities was formulated in the Chief Ministers' Conference which was held as far back as in August 1961. Ever since, the linguistic scenario in the country has undergone significant change. It is recommended that the next Chief Ministers' Conference may soon be convened, which may, among other things, deliberate on the current linguistic scenario in the States/U.T.s and evolve an innovative scheme for scholarship for the deserving students of minority languages, along with other important initiatives for effective delivery of linguistic rights to the speakers of the minority languages in India for inclusive development of the country.

38.6 **Educating children in mother language and developing appropriate bridge courses**

The provisions of primary education in mother language, as envisaged under Article 350A, need to be implemented effectively by the States/U.T.s. There is dearth of suitable text-books with local orientation and the deficiency of trained teachers in the minority languages in certain areas of some States/U.T.s. The teaching material need to be in general conformity with the local conditions and the socio-economic background of learners at various stages of education while framing the school

curriculum especially in the remote areas. There is also a need to formulate and develop appropriate bridge courses to facilitate smooth transition of primary school students, who have received instruction in their mother languages and have graduated to a secondary school which is having a different language as medium of instruction.

38.7 **Three Language Formula**

The Government of India in consultation with the State Governments adopted a Three Language Formula for teaching languages at the secondary stage of education. The Programme of Action on the National Policy on Education (1986) envisages that the Language Institutions under the Ministry of Human Resource Development like Kendriya Hindi Sansthan; Central Institute of Indian Languages; Central Institute of English and Foreign Languages, in consultation with NCERT, would indicate the minimum competencies needed at various levels. Therefore, the concerned Agencies and the stakeholders need to ensure implementation of the Three Language Formula in the country for national integration.

38.8 **Language Policy**

R E C O M M E N D A T I O N S

In our multilingual and multicultural social milieu, there is a growing need to ensure protection and promotion of the minority languages. The Language Academies set up by the State Governments mainly cater to the languages listed in Schedule VIII of the Constitution. A comprehensive language policy for promotion and protection of the minority languages should be evolved and implemented for the benefit of the linguistic minorities, to ensure inclusive development. The Commissioner for Linguistic Minorities in India highlighted the need to nourish multilingual environment reflecting all expressions of cultural diversity, in the national

conference participated by, among others, the Nodal Officers of various States/U.T.s.

38.9 It is considered necessary to formulate a Language Policy in order to meet the aspirations of the multilingual, multicultural society, including the linguistic minorities in the country. The Department of Education, Ministry of H.R.D., should constitute an appropriate Expert Committee or Working Group to evolve an appropriate Language Policy, encompassing the imperatives of language development for the minority / tribal languages in the country.

38.10 **Need for effective mechanism to ensure implementation of Safeguards for linguistic minorities**

There is an urgent and pressing need to evolve and institute an effective mechanism to monitor and ensure the implementation of the Constitutional and other Safeguards for the linguistic minorities at the State and the District levels. At the State level, the Safeguards Implementation Committee should be headed by, preferably, the Chief Secretary, and at the District level, it should be headed by the District Collector. The aforesaid monitoring mechanism should co-opt the local MLAs/MPs so as to ensure in-depth involvement of various stakeholders, including the representatives of the linguistic minorities. These Committees at the State and District Levels should hold structured meetings at regular intervals and the Minutes of the Meetings be circulated, as appropriate.

38.11 **Dissemination of Important Government Orders, Notifications, Rules, etc., in minority languages**

The States/Union Territories need to disseminate important Government

Orders, Rules, Notifications, etc. in the minority languages where its speakers constitute 15% or more of the local population so as to ensure their legitimate participation in the affairs of the State/U.T. The States/U.T.s need to establish appropriate arrangement for translation and publication in minority languages in these notified areas.

38.12 Submission of representation for redress of grievance in minority language

The Constitution permits people 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. The State Governments/UT Administrations must ensure implementation of the Constitutional and other Safeguards for the linguistic minorities.

38.13 Ensuring availability of trained minority language teachers and teaching material

The availability of the trained minority language teachers as well as the text books and teaching material in minority languages is essential in ensuring adequate educational facilities for the linguistic minority students. The States/U.T.s must, therefore, initiate adequate measures in order to ensure that there is no shortage of the trained minority language teachers or the appropriate teaching material in minority languages.

38.14 Maintenance of 'Language Preference Registers' in Schools

The maintenance of 'Language Preference Registers' for recording the language preference of the students of the minority languages, is considered essential for providing adequate educational facilities for

teaching minority languages in the Schools. The States/U.T.s must, therefore, initiate steps to ensure maintenance of the 'Language Preference Registers' and also make necessary inter-school adjustments in Primary/Secondary Schools, wherever not done, so that the linguistic minority students are provided instruction in their mother tongue in the Primary School having a minimum 10 such desirous students in a Class or forty such desirous students in the Primary School, Similarly, at the Secondary stage, 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 (Decision reached at the meeting of the Ministerial Committee of the Southern Zonal Council held in 1959 to consider Safeguards for Linguistic Minorities).

38.15 **Recruitment to the State Services**

In order to achieve inclusive growth and development, it is imperative that while appearing for recruitment tests, the linguistic minorities do not face discrimination on account of domiciliary restrictions or insistence on prior knowledge of the regional/official language. The linguistic minorities should be allowed to acquire working knowledge of the regional/official language subsequent to recruitment, but before completion of the period of probation.

38.16 **Generating awareness among stakeholders**

The linguistic minorities constitute almost one fifth of the population of our country. They are awarded the Constitutional and other nationally agreed Safeguards so as to ensure equal opportunities and inclusive development in the country. Hence, it is essential to initiate an effective

publicity campaign to generate awareness and appreciation of the existing safeguards available to the linguistic minorities, which are spread throughout the country. The States/U.T.s need to devise, design and develop appropriate media campaigns and outreach programmes to publicize the Constitutional and various other Safeguards for the linguistic minorities. At the Central Government level, the designated officials in charge of Information & Media in the Ministries of Minority Affairs and the Information and Broadcasting may form a Joint Committee for this purpose.

38.17 **Vital Role of Nodal Officers in the States/U.T.s**

The vital role of Nodal Officers for the linguistic minorities in the States/U.T.s in ensuring effective implementation of various safeguards cannot be over-stressed. It is, therefore, of paramount importance that an appropriately senior I.A.S. officer in the State/UT is designated as Nodal Officer so as to ensure effective coordination/consultation with various departments dealing with affairs of the linguistic minorities. The Nodal Officers for the linguistic minorities need to be sensitized about the effective implementation of the Safeguards for the linguistic minorities.

38.18 **Educational Institutions for linguistic minorities**

It is the Constitutional right of the linguistic minorities to establish and administer their educational institutions. Therefore, the bonafide schools managed by the linguistic minorities should be treated on par with other eligible institutions in the matter of grants-in-aid or recognition by the State regardless of their affiliation to the Central Board of Secondary Education (CBSE) or Indian Council for Secondary Education (ICSE). The State Governments/U.T. Administrations should formulate necessary policy guidelines in keeping with the Constitutional provisions. This is an

essential ingredient for facilitating a level playing field for the linguistic minorities in the country for providing equal opportunities to all citizens for inclusive development.

38.19 **School Education and the Linguistic Minorities**

There are the Constitutional and the nationally agreed Safeguards for the linguistic minorities in India so as to help their harmonious development on a level playing field. These Safeguards include their right to establish and administer their educational institutions; the right to preserve and protect their language, script and culture; the right to study in the mother language at primary stage of the education, etc. The State Governments and the U.T. Administrations are the pivotal agencies to ensure implementation of the Safeguards to the linguistic minorities in the country. The power of the State to legislate in respect of education is traceable to Entry 25 of List III of the Constitution.

Tamil Nadu Learning Act, 2006 envisages learning of Tamil as one of the subjects in all the Schools in the State of Tamil Nadu. Those "students who do not have either Tamil or English as their mother tongue, can study their mother tongue as an optional subject", [Section 3(2) Part-IV] wherein the marks scored were not reckoned in the overall assessment of the students. When the matter was taken up, The Director of School Education, Chennai, vide RC No. 95204/K/S3/10 dated 6.1.2011 communicated the following measures to the Government of Tamilnadu:

- a. Four periods will be allotted to teach Minority Languages under Part IV.
- b. Preparation of text books for all the languages and text books for Minority Language subject.
- c. To Conduct Examination for minority language subjects.

- d. Inclusion of Minority Language marks in the Mark Sheet.

38.21 The Secretary to Government of Tamilnadu, however, issued orders only for the following:

- a. 4 periods will be allotted to teach Minority Languages.
 b. Text book will be prepared for Minority Languages and for subjects in Minority Languages.
 c. Examination will be conducted for Minority Language subject.

38.22 It is therefore recommended that the Government of Tamilnadu should appropriately review the matter and issue necessary orders for inclusion of the minority language marks in the Mark Sheet as was also noted by the Director of School Education, Chennai, in his RC No. 95204/K/S3/10 dated 6.1.2011.

38.23. Section 1 (3) (iiia) of Karnataka Education Act, 1983 envisages that "educational institutions affiliated to or recognized by the Council of Indian School Certificate Examination or Central Board of Secondary Education, respectively" are not covered under the Act. This provision tends to stand in way of recognition of those bonafide Schools which are affiliated to or recognized by the Council of Indian School Certificate Examination or Central Board of Secondary Education.

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38.24 It is therefore recommended that the aforesaid provision may be reviewed appropriately by the State Government in consultation with the Ministry of H.R.D., so as to ensure that the bonafide educational institutions, which are otherwise eligible for recognition, are not debarred merely because of their affiliation to the Central Board of Secondary Education or the Council of Indian School Certificate Examination. The

regulations must satisfy the dual tests of reasonableness and that of minority educational institution not losing its character.

38.25 The regulations on school education need to subserve to the needs and aspirations of the speakers of all languages, including the minority languages for national integration, inclusive growth and equitable development.

38.26 Linguistic minorities in border areas

The States/U.T.s Administrations should be sensitive to the needs and aspirations of the linguistic minorities, wherever they are. It would be preferable to post such official staff in border areas of the States as are knowledgeable about the local area conditions and minority languages. In this context, it would be relevant to make a mention of the complaints received from the Marathi-speaking people from the North Karnataka border areas, where the imposition of Kannad language on the Marathi-speaking people has been alleged for long. For example, the Marathi Speakers constitute more than 15% of the population of Belgaum taluka, Yet, it has been alleged that, the important Government Orders, Notifications, Rules, etc., are not disseminated to them in Marathi Language in the aforesaid taluka, in addition to Kannad. Considering the long-outstanding grievances, the Commissioner for Linguistic Minorities has taken up the matter with the Chief Secretary to the Government of Karnataka in April 2011 requesting him to enquire into it for expeditious redressal of their grievances. The Chief Secretary to the Government of Karnataka's response was still awaited till the presentation of this Report to H.E. President of India.

38.27 It is recommended that the State Government should ensure effective

implementation of the Constitutional and the nationally agreed Scheme of Safeguards for the linguistic minorities. In this context, it is relevant to refer their Notification No. D.P.A.R. 29 POL 79 dated 4-3-1980 which had spelt out measures for the benefit of the linguistic minorities that constituted 15% or more of the district/tehsil/municipality population. However, the aforesaid Government Order was later withdrawn for 'suitable modification and vetting' vide G.O. DPAR14LML2003(P) dated 6-5-2004.

38.28 The Commissioner for Linguistic Minorities looks forward to the issue of appropriate G.O. by the Government of Karnataka after 'suitable modification and vetting', to enable the linguistic minorities which constitute 15% or more of the population of the particular Taluka/ Tehsil/ Municipality, to avail themselves of the legitimate facilities including translation and dissemination of important Government Orders, Rules, Notifications, etc. in minority languages, in addition to the official principal language of the State.

38.29 The demographic composition of the area, the needs and aspirations of the speakers of the minority languages should be recognized and effective measures taken to ensure implementation of the Constitutional rights and the nationally agreed Scheme of Safeguards for the linguistic minorities, for harmonious growth and inclusive development of the country. The Government of Karnataka needs to constitute appropriate Committees, both at the level of the State, (chaired by, preferably, Chief Secretary) and that of the District, (chaired by District Collector) to monitor and ensure the effective implementation of the Constitutional and the nationally agreed Scheme of the Safeguards. The Safeguards Implementation Committees, so constituted, should be notified to, among

others, the Commissioner for Linguistic Minorities. These Monitoring Committees must hold their structured meetings at specified, regular intervals. The State Level Implementation Committees may have the Commissioner for Linguistic Minorities as Special Invitee, if necessary.

38.30 Providing Executive Powers to the Commissioner for Linguistic Minorities

The growth in multilingual belts in urban India has led to the emergence of growing needs and aspirations among the linguistic minorities which call for effective and efficient implementation of the Safeguards for the linguistic minorities so as to ensure that the linguistic diversity remains a uniting and harmonizing factor in our polity for inclusive growth and development. Therefore, the Commissioner for Linguistic Minorities needs to be appropriately empowered, with the Executive Powers, on par with those of the Central Election Commissioner, Government of India, to summon and enforce the attendance of a person from any part of India for testimony; requisition a document or copy thereof from any office or individual; take appropriate action against the erring official(s) who are found to be responsible for negligence in implementation of the laid down Constitutional and other Safeguards for the linguistic minorities. The appropriate empowerment would enable him to not only effectively investigate into matters relating to the Safeguards provided to the linguistic minorities but also enforce the implementation of the laid down Safeguards for the linguistic minorities.

38.31 **Coordination with the Commissioner for Linguistic Minorities**

The Commissioner for Linguistic Minorities is the Constitutional Authority in terms of Article 350B, who is mandated to ensure implementation of the Constitutional and the consensually agreed (by the States/U.T.s) Safeguards for the linguistic minorities at the national level. Hence, it would be desirable, in public interest, for the Ministry of Human Resources Development, Government in India, to achieve effective coordination with the Commissioner for Linguistic Minorities by nominating him to its Language Institutions, e.g., National Council for Promotion of Sindhi Language (NCPSL), Central Hindi Institute, Central Institute of Indian Languages, Commission for Scientific and Technical Terminology, Central Advisory Board of Education, et al. The National Council for Promotion of Urdu Language (NCPUL) has already taken him on board in NCPUL, as also done by the Planning Commission, Government of India, in their Steering Committee and the Working Group for 'Empowerment of the the Minorities in India'. The Language Academies, functioning under the State Governments/U.T. Administrations too should assign appropriate advisory role to the Commissioner for the Linguistic Minorities so as to achieve the desired co-ordination in policy and programme formulation for development of the minority language. As the minority languages play an important, harmonizing role in national integration, it would be in desirable to have the Commissioner for Linguistic Minorities in the National Integration Council. Our national Language policies and programmes must support linguistic diversity including the preservation and promotion of minority languages. The Commissioner for Linguistic Minorities is well-equipped to apply his knowledge, skills and expertise for language support efforts at the Central and State levels.

38.32 Annual Conference

It is recommended to institutionalize an Annual Conference of the stakeholders - the Hon'ble State/U.T. Chief Ministers; Hon'ble Union Ministers of Minority Affairs/Tribal Affairs/H.R.D. and the Government functionaries; M.P.s and representatives of the Linguistic Minorities, etc. It would be desirable if Hon'ble Prime Minister or Hon'ble Minister for Minority Affairs preside over the annual conference which may inter alia, review, the status of the implementation of various Safeguards provided to the linguistic minorities and to evolve the planned future course of action in this regard. The proposed Annual Conference could well be broad based to address the issues concerning the minorities - both linguistic and religious - so as to meaningfully address and resolve the issues about the minorities in India.

38.33 Conclusion

The Commissioner for Linguistic Minorities expresses his grateful thanks to the Government of India and to the Governments/Administrations of all the States/U.T.s for their cooperation in performance of his Constitutional duties effectively and efficiently.

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/U.T.s 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 Safeguards for the linguistic minorities.
- c. Monitoring status of implementation of Safeguards through Questionnaires, Visits, Conferences, Seminars, Meetings, Review Mechanism, etc.

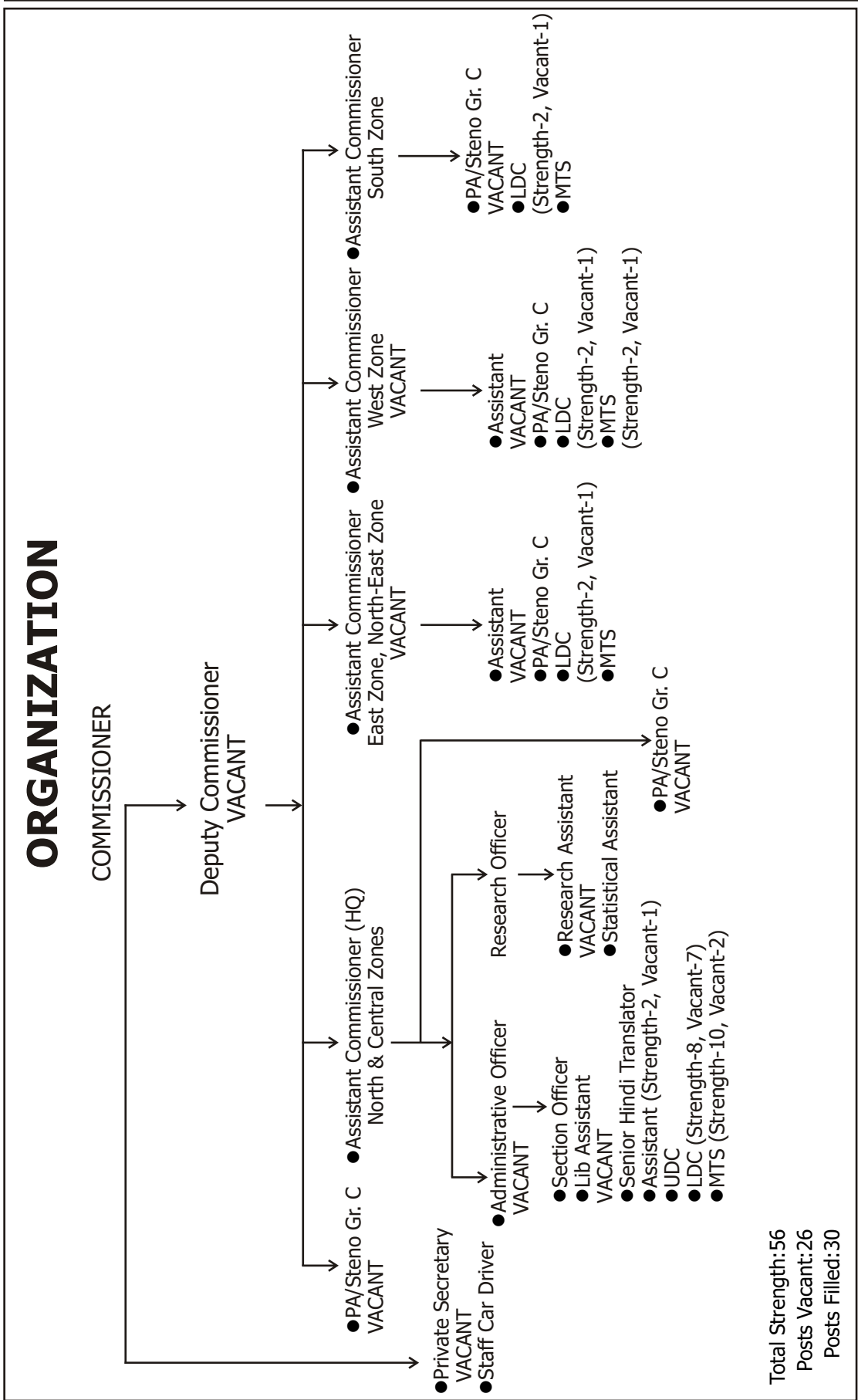
4. **Key Objectives**

- 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/U.T.s.
- e. Handling the representations for redress of grievances related to the Safeguards for linguistic minorities.

ORGANIZATION

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Safeguards For 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 that 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 : Annexure-V
- b. Government of India Memorandum, 1956 : Annexure-VI
- c. Southern Zonal Council Decisions, 1959 : Annexure-VII
- d. Chief Ministers' Conference, 1961 : Annexure-VIII
- e. Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961 : Annexure-IX

Languages Spoken by 1% or More of the Population of States/U.T.s (Census 2001)

State/U.T.	Language	% of Speakers
1. Chandigarh	Hindi	67.53
	Punjabi	27.89
2. Delhi	Hindi	80.94
	Punjabi	7.14
	Urdu	6.31
	Bengali	1.50
3. Haryana	Hindi	87.31
	Punjabi	10.57
	Urdu	1.23
4. Himachal Pradesh	Hindi	89.01
	Punjabi	5.99
	Nepali	1.16
	Kinnauri	1.06
5. Jammu & Kashmir	Kashmiri	53.49
	Dogri	21.74
	Hindi	18.44
	Punjabi	1.88
	Ladakhi	1.00
6. Punjab	Punjabi	91.68
	Hindi	7.60
7. Rajasthan	Hindi	90.97
	Bhili	4.60
	Punjabi	2.01
	Urdu	1.17
8. Bihar	Hindi	73.06
	Maithili	14.25
	Urdu	11.39

9. Chattisgarh	Hindi	82.61
	Gondi	4.29
	Oriya	3.93
	Halabi	2.62
	Kurukh	2.13
	Bengali	1.00
10. Jharkhand	Hindi	57.56
	Santhali	10.69
	Bengali	9.68
	Urdu	8.63
	Mundari	3.19
	Kurukh/Oraon	3.20
	HO	2.90
	Oriya	1.74
11. Madhya Pradesh	Hindi	87.26
	Bhili	4.93
	Marathi	2.10
	Urdu	1.96
	Gondi	1.53
12. Uttarakhand	Hindi	87.95
	Urdu	5.86
	Punjabi	2.91
	Bengali	1.45
	Nepali	1.07
13. Uttar Pradesh	Hindi	91.32
	Urdu	7.99
14. Arunachal Pradesh	Nissi/Dafli	18.97
	Adi	17.61
	Bengali	8.85
	Nepali	8.64
	Hindi	7.39
	Monpa	5.05
	Assamese	4.70
	Wancho	4.42
	Tangsa	3.12
	Miri/Mishing	3.04

	Mishmi	3.05
	Nocte	2.97
15. Assam	Assamese	48.81
	Bengali	27.55
	Hindi	5.89
	Bodo	4.86
	Nepali	2.12
	Miri/Mishing	1.94
	Karbi/Mikir	1.52
16. Manipur	Manipuri	58.43
	Thado	8.25
	Tangkhul	6.46
	Kabui	4.06
	Paite	2.23
	Nepali	2.12
	Hamar	1.99
	Vaiphei	1.73
	Liangmei	1.51
	Bengali	1.25
	Hindi	1.14
	Anal	1.02
	Maring	1.02
17. Meghalaya	Khasi	47.05
	Garo	31.41
	Bengali	8.01
	Nepali	2.25
	Hindi	2.16
	Marathi	1.67
	Assamese	1.58
	Maram	1.53
18. Mizoram	Lushai/Mizo	73.21
	Bengali	9.05
	Lakher	3.91
	Pawi	2.80
	Tripuri	1.98

	Paite	1.62
	Hmar	1.60
	Hindi	1.19
	Nepali	1.00
	Maram	1.53
19. Nagaland	Ao	12.94
	Konyak	12.46
	Lotha	8.46
	Angami	6.62
	Phom	6.15
	Sema	4.67
	Sangtam	4.23
	Chakru/Chokri	4.20
	Chang	3.13
	Yimchungre	4.63
	Zeliang	3.09
	Bengali	2.96
	Rengama	2.94
	Hindi	2.86
	Khezha	2.02
	Khiemnungan	1.90
	Nepali	1.72
20. Orissa	Oriya	83.04
	Hindi	2.83
	Kui	2.49
	Telugu	1.94
	Santhali	1.90
	Urdu	1.66
	Bengali	1.33
21. Sikkim	Nepali	62.61
	Bhotia	7.73
	Hindi	6.67
	Lepcha	6.61
	Limbu	6.34
	Sherpa	2.57
	Tamang	1.87

	Rai	1.64
	Bengali	1.17
22. Tripura	Bengali	67.14
	Kok Borok/Tripuri	25.46
	Hindi	1.68
23. West Bengal	Bengali	85.27
	Hindi	7.17
	Santhali	2.80
	Urdu	2.06
	Nepali	1.28
24. Dadra & Nagar Haveli	Bhili	40.42
	Gujarati	23.62
	Hindi	15.07
	Konkani	10.34
	Marathi	5.26
25. Daman & Diu	Gujarati	67.69
	Hindi	19.44
	Marathi	4.27
	Bengali	1.14
	Oriya	1.31
26. Goa	Konkani	57.13
	Marathi	22.57
	Hindi	5.70
	Kannada	5.54
	Urdu	4.02
	Malayalam	1.12
27. Gujarat	Gujarati	84.40
	Bhili/Bhilodi	4.75
	Hindi	4.71
	Sindhi	1.89
	Marathi	1.51
	Urdu	1.09
28. Karnataka	Kannada	65.92
	Urdu	10.48
	Telugu	7.00

	Marathi	3.58
	Tamil	3.55
	Hindi	2.54
	Konkani	1.45
	Malayalam	1.33
29. Maharashtra	Marathi	68.79
	Hindi	11.03
	Urdu	7.12
	Gujarati	2.39
	Khandeshi	1.93
	Bhili/Bhilodi	1.54
	Telugu	1.45
	Kannada	1.29
30. Adnaman & Nicobar Islands	Bengali	25.71
	Hindi	18.23
	Tamil	17.68
	Telugu	12.81
	Malayalam	8.11
	Nicobarese	8.04
	Kurukh/Oraon	3.86
	Munda	1.28
	Kharia	1.14
31. Adnhra Pradesh	Telugu	83.85
	Urdu	8.63
	Hindi	3.23
	Tamil	1.01
32. Kerala	Malayalam	96.74
	Tamil	1.87
33. Lakshadweep	Malayalam	85.00
	Mahal/other languages	15.00
34. Puducherry	Tamil	88.42
	Telugu	5.22
	Malayalam	4.39
35. Tamil Nadu	Tamil	89.41
	Telugu	5.65
	Kannada	1.67
	Urdu	1.50

Commissioner's Questionnaire 47th Report July 2008 to June 2010

(A) Questionnaire for the Period July 2008 to June 2009

Date for receipt of information
October 31, 2009

Name of State /Union Territory

Name of Chief Secretary/Administrator

(Phone).....

(Mobile)

(Fax)

E mail address

Names of Principal Secretary

(Primary & Secondary), Education

(Phone)

(Mobile)

(Fax)

E mail address

Name and Particulars of Nodal Officer

Designation:

(Phone)

(Mobile)

(Fax)

E mail address

Statistics (As per 2001 census)

A. Language Profile

1. Languages Spoken (in descending order)

Sl. No.	Language	Number of speakers	Percentage
1			
2			
3			
4			

2. (a) Are there districts where minority languages are spoken by more than 60% of the population of the district?

(b) If answer is YES, please specify the district.

District	Language	Percentage

3. (a) Are there areas (district/tehsil/taluka/municipality) where minority languages are spoken by more than 15% of the population.

(b) If answer is YES, please specify the district/ tehsil/ taluk/ town concerned.

District	Tehsil/Taluk/Municipality	Language	Percentage

Attach a separate sheet, if required.

B. Use of Minority Languages in Administration

4. (a) Are the gist of important rules, regulations, notices, etc. published in minority languages in those areas where their speakers constitute 15% or more of the local population?

(b) If the answer is YES, please specify the language-wise details of such publications during the year.

5. Are the revenue records at the village level kept in the local language in the tehsils where there is significant population of linguistic minorities?

6. Do the registration authorities allow the documents in languages of linguistic minorities to be presented for registration?

- 7 (a) Whether orders have been issued to the officers that the representations/ petitions received in minority languages should be entertained.

(b) Whether such representations/ applications are replied to in the same language?

(c) Is there a Translation Bureau at the State headquarters for translation in minority languages?

C. Recruitment Rules

8. Are minority languages permitted to be used in answering the question papers for recruitment examinations?

9. Is knowledge of regional/official language a pre-requisite for recruitment to state services or the selected candidates are given a few years to pass in the official language of the state? If so, what is the time period given?
10. Are there any domiciliary restrictions imposed at the time of recruitment to state services?

D. Official Language (S)

11. (a) Name of the Official Language of the State/ UT:
(b) Is there an official languages Act of the State/UT?
12. Name of any other language (S) declared as Additional Official Language. Please mention the language, extent of area and purpose for which it can be used/has been used?

E. Recognition of linguistic minority institutions

13. (a) Who is the recognizing authority for the recognition of educational institutions claiming to be linguistic minority institutions?
(b) Under what Act/Rules is recognition to linguistic minorities institution being granted.
14. How many institutions are recognized as linguistic minority institutions on June 30, 2009? Please give language wise information.
15. How many applications are pending for recognition as linguistic minority institution? Please give language wise information as on 30 June 2009?

F. Grants to linguistic minority institutions

16. Who is the authority for sanction of grants to primary and secondary schools claiming to be linguistic minority institutions?
17. How many institutions have been sanctioned grant in aid for the year 2008-09?

Level	Number of Schools	Name of Minority Language
Primary		
Upper Primary		
Secondary		

G. Educational Facilities in Primary Education.

18. Please give details of schools, where the minority language is the medium.

Language	Schools	Students	Teachers

(If the schools are mixed one i.e. both principal language and the minority language(s) are taught in separate sections, such schools should also be included)

19. Where the minority language is taught only as a subject although it is not the medium of instruction:

Language	Schools	Students	Teachers

H. Educational Facilities in Upper Primary Education.

20. Details of Schools/Students/Teachers where the minority language is the medium of instruction:

Language	Schools	Students	Teachers

(If the schools are mixed one i.e. both principal language and the minority language(s) are taught in separate sections, such schools should also be counted)

21. Where the minority language is taught as a subject (i.e. it is not a medium).

Language	Schools	Students	Teachers

I. Educational Facilities in Secondary Education

22. Where the minority language is the medium.

Language	Schools	Students	Teachers

(If the schools are mixed one i.e. both principal language and the minority language(s) are taught in separate sections, such schools should also be counted)

23. Where the minority language is taught as a subject though it is not the medium.

Language	Schools	Students	Teachers

J. Three Language Formula

24. (a) Whether the State/UT has a three language formula?
 (b) Languages taught under the "Three Language Formula";
1. First Language
 2. Second Language
 3. Third language

25. The number of students in Class 8, Class 10 and 12 examinations for various languages.

Language	Class VIII	Class X	Class XII

K. Teachers

26. Are the posts of teachers created/ earmarked for minority language teachers for teaching minority language as a subject and as a medium of instruction.
27. If answer to Q. 26 is 'yes', please detail the number of posts sanctioned/ earmarked.

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled

28. Are there any arrangements by which the teachers can be trained for using the minority language(s) as medium? If so, please give details.

L. Text Books

29. Which is the agency for preparation, publication of text-books and other teaching material in Minority Languages?

30. Is the agency able to supply the books and other teaching material to the students in time for the educational session?
31. If the books and other teaching material are procured from other states, which is the agency for doing so?
32. (a) What is the mechanism for ensuring that textbooks and other teaching material are available to the students of the minority languages at the comparable rates?
(b) Is there any arrangement with neighboring States for supply of text books, exchange of teachers, or opening of teachers' training centers in the language/medium of linguistic minorities?

M. Maintenance of Advance Registers

33. Are Advance Registers for registering linguistic preference of linguistic minority pupils being maintained in all the schools in the area where the linguistic minority students are in significant number?
34. How many Primary schools are maintaining Advance Registers?
35. How many Upper Primary/ Secondary schools are maintaining Advance Registers?

N. Promotion and Development of minority languages

36. Are there any plan/non-plan schemes to promote minority languages and implement the scheme of safeguards?
- (a) Please give information about the Academies set up by the Government for promotion and development of the minority languages.

Language	Name of Academy	Date Set up	Budget 2008-09

- (b) Are there any awards for recognition of literary and cultural talents of linguistic minorities in the State?

37. (a) Is a Minority Commission set up for the State?
 (b) If answer is YES, is it allotted the responsibility for the matters concerning linguistic minorities also?

O. Machinery for Implementation of Safeguards

38. (a) Is there a committee set up at state level to monitor and review the implementation of the safeguards for linguistic minorities ?
 (b) If so, what is the composition of the committee and when did it meet last?
 (c) How many meetings were held under the Chairmanship of Chief Secretary to implement consensual & constitutional safeguards?
39. Who are the Officers entrusted with the Linguistic Minority affairs at the District level?

P. Publicity of the safeguards

40. What is the mechanism for informing the Linguistic Minorities about the concessions and the facilities provided to them? When were the Pamphlets detailing Safeguards last published?
41. Can the district and tehsil offices be directed to exhibit the concessions available to linguistic minorities through hoardings in the offices?
42. (a) Is there a compilation of standing orders, for the officers, giving details of the orders concerning the linguistic minorities?
 (b) Is there a media policy or communication strategy to make linguistic minorities aware of their rights & duties?

Q. Grievances / Complaints Received From Linguistic Minorities

43. Number and nature of complaints received from linguistic minorities. Please give details.
44. Please describe main problems being faced by the Government and Administration in actual implementation of safeguards provided to linguistic minority.
45. Any other information the State Government will like to bring to the notice of Commissioner for Linguistic Minorities.

46. (a) How many Linguistic Minorities Associations/Societies are functioning in your State/U.T.?
 (b) Please, furnish a list, along with telephone nos. and postal addresses of such associations/societies.

R. Self Evaluation

47. The CLM organization has instituted evaluation from the year 2007-08 for States/UTs which perform best in the effective implementation of the scheme of safeguards for linguistic minorities.

Please evaluate your own State's/UT's performance in the implementation of the Scheme of Safeguards on the basis of following parameters:

- i. Declaration of minority languages as second official language in districts where persons speaking such languages constitute at least 60% of the population.
- ii. Translation and publication of important rules, regulations, notices, etc., in languages, which are spoken by 15% or more of local population in a Taluka / Tehsil/ Municipality?
- iii. Whether representations are received in minority languages and reply to in the same language.
- iv. Instruction through mother tongue at the primary stage of education.
- v. Instruction through minority languages at the secondary stage of education.
- vi. Advance Registration of linguistic preference of linguistic minority pupils, and inter-school adjustments;
- vii. Implementation of Three-Language Formula;
- viii. Availability of and training facilities for minority language teachers.
- ix. Availability of text- books in minority languages.
- x. Grant of Recognition to Linguistic Minority Institutions.
- xi. Sanction of Grants-in-aid to linguistic minorities institutions.
- xii. Non insistence upon knowledge of State's Official Language and no domiciliary restrictions at the time of recruitment.
- xiii. Setting up of proper machinery for monitoring at the state, district levels and appointment of Nodal Officer for coordinating work relating to linguistic minorities
- xiv. Issue of Pamphlets in minority languages detailing Safeguards available to linguistic minorities.
- xv. Timely i.e. by 31.10.2009 furnishing of reply to Questionnaire for the 47th Report.
- xvi. Furnishing of exhaustive and relevant information with statistical details asked for in the Questionnaire.

Please note that you may allot a maximum of 1 mark for each of the 16 points mentioned above for your score above:

1 mark for full implementation of the safeguard.

0.5 mark for partial implementation of the safeguard.

0 mark for no implementation of the safeguard.

0 mark for no information on the safeguard.

1 mark for timely 31.10.2009 furnishing of reply to Questionnaire for the 47th Report.

1 mark for exhaustive and relevant information with statistical details asked for in the Questionnaire.

Note:

1. Whenever State Government is mentioned, the expression includes Union Territory Administration.
2. If you need any clarification, please contact the Assistant Commissioner: 0532-2468560 (O), Research Officer: 2468814 (O), Fax: 0532-2468544.
3. E-mail address clm.2007@rediff.com
4. Web site <http://www.nclm.nic.in>
5. Postal Address 40, Amar Nath Jha Marg
Allahabad-211 002

(B) Questionnaire for the Period July 2009 to June 2010

पत्रक-प्राप्ति हेतु निर्धारित तिथि

Date for receipt of information

31 दिसंबर, 2010

October 31, 2010

राज्य/संघ शासित क्षेत्र का नाम

Name of State /Union Territory

मुख्य सचिव/प्रशासक का नाम

Name of Chief Secretary/Administrator

(दूरभाष) (Phone).....

(मोबाइल) (Mobile)

(फैक्स) (Fax)

ईमेल पता / Email address

प्रमुख सचिव का नाम

Names of Principal Secretary

(प्राथमिक एवं माध्यमिक), शिक्षा

(Primary & Secondary), Education

(दूरभाष) (Phone).....

(मोबाइल) (Mobile)

(फैक्स) (Fax)

ईमेल पता / Email address

सम्पर्क/समन्वय अधिकारी का नाम व विवरण

Name and Particulars of Nodal Officer

पदनाम / Designation:.....

(दूरभाष) (Phone).....

(मोबाइल) (Mobile)

(फैक्स) (Fax)

ईमेल पता / Email address

सांख्यिकी (2001 की जनगणना पर आधारित)

Statistics (As per 2001 census)**A
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V****A. भाषाई संक्षिप्त विवरण Language Profile**

1. भाषाई संक्षिप्त विवरण (अवरोही क्रम में) / Languages Spoken (in descending order)

क्रम No.	भाषा Language	बोलने वालों की संख्या Number of speakers	प्रतिशतता Percentage
1			
2			
3			
4			

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 as under:

जिला / District	भाषा / Language	प्रतिशतता / %age

3. उस क्षेत्र का नाम जहाँ की जनसंख्या के 15 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषायें बोली जाती हैं ।

Name the areas (district/tehsil/taluka/municipality) where minority languages are spoken by 15% or more of the population as under:

जिला District	तहसील / नगरपालिका Tehsil/Municipality	भाषा Language	प्रतिशतता %age

(यदि आवश्यक हो तो अतिरिक्त पृष्ठ लगाएँ) / Attach a separate sheet, if required.

B. प्रशासन में अल्पसंख्यक भाषा का प्रयोग

Use of Minority Languages in Administration

4. क्या उन क्षेत्रों में जहाँ पर अल्पसंख्यक भाषाओं के बोलने वालों की संख्या स्थानीय जनसंख्या की 15% या उससे अधिक है, महत्वपूर्ण नियम, विनियम, नोटिस, इत्यादि उनकी अल्पसंख्यक भाषाओं में प्रकाशित किए जाते हैं ? आलोच्य वर्ष में ऐसे प्रकाशनों का भाषानुक्रम में विवरण विनिर्दिष्ट करें ।

Are the gist of important rules, regulations, notices, etc. published in minority languages in those areas where their speakers constitute 15% or more of the local population? Please specify the language-wise details of such publications during the year.

5. (a) क्या ऐसे आदेश हैं कि अल्पसंख्यक भाषाओं में प्राप्त अभ्यावेदनों / शिकायतों को स्वीकार किया जाना चाहिए । आलोच्य अवधि में प्राप्त ऐसे अभ्यावेदनों के आकड़े दें ।

Whether orders exist for entertaining applications/ representations/ petitions received in minority languages. Please furnish statistics on such representations received during the period.

- (b) क्या ऐसे अभ्यावेदनों / आवेदनों का उत्तर उसी भाषा में दिया जाता है?

Are representations/ applications in minority languages replied to in the same language?

C. भर्ती नियम / Recruitment Rules

6. क्या 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?
7. क्या राज्य की सेवाओं में भर्ती हेतु क्षेत्रीय/राजभाषा का ज्ञान होना पूर्वपेक्षित है? यदि 'नहीं' तो भर्ती के उपरांत 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 राजकीय सेवाओं में भर्ती के समय वहां का अधिवासी होने की बाध्यता लागू की गई है?
Are there any domiciliary restrictions imposed at the time of recruitment to State Services?

D. राजभाषा(एँ) / Official Language (S)

9. (a) राज्य की राजभाषा का नाम /Name the Official Language of the State.
(b) राज्य की राजभाषा अधिनियम की एक प्रति उपलब्ध कराएँ।
Please furnish copy of Official languages Act of the State?
10. उन भाषाओं का उल्लेख करें जिन्हें अतिरिक्त राजभाषा घोषित किया गया है। कृपया 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?

**E. भाषाई अल्पसंख्यक संस्थाओं को मान्यता
Recognition of linguistic minority institutions**

11. (a) भाषाई अल्पसंख्यक शैक्षिक संस्थाओं को मान्यता प्रदान करने हेतु प्राधिकारी का उल्लेख करें।
Mention the recognizing authority for recognition of linguistic minorities' educational institutions.

- (b) किस अधिनियम/नियम के तहत भाषाई अल्पसंख्यक संस्थाओं को मान्यता दी जाती है?

Under what Act/Rules is recognition to linguistic minority institutions being granted.

12. कितनी संस्थाओं को 30 जून 2010 तक भाषाई अल्पसंख्यक संस्था के रूप में मान्यता प्रदान की गई है? कृपया इस सम्बन्ध में भाषावार जानकारी दें।

How many institutions are recognized as linguistic minority institutions as on June 30, 2010? Please give language wise details.

13. भाषाई अल्पसंख्यक संस्था के रूप में मान्यता प्राप्ति हेतु कितने आवेदन लम्बित हैं। कृपया इस सम्बन्ध में 30 जून 2010 तक की भाषावार जानकारी दें।

How many applications are pending for recognition as a linguistic minority institution? Please give language wise details as on 30 June 2010.

F. भाषाई अल्पसंख्यक संस्थाओं को अनुदान

Grants to linguistic minority institutions

14. प्राथमिक तथा माध्यमिक अल्पसंख्यक शैक्षिक संस्थाओं को अनुदान स्वीकृत करने हेतु मनोनीत प्राधिकारी की जानकारी दें?

Mention the designated Authority for sanction of grants-in-aid to primary and secondary linguistic minority educational institutions?

15. वर्ष 2009-10 के लिये कितनी संस्थाओं को सहायता अनुदान स्वीकृत किया गया है?

How many institutions have been sanctioned grants-in-aid for the year 2009-10?

स्तर Level	विद्यालयों की संख्या Number of Schools	अल्पसंख्यक भाषा Name of Minority Language
Primary		
Upper Primary		
Secondary		

G. प्राथमिक स्तर पर शैक्षिक सुविधाएं (कक्षा 1वीं से 5वीं तक)

Educational Facilities in Primary Education [Class 1st to 5th]

16. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षा का माध्यम है, उनके विवरण दें :

Please give details, where the minority language is the medium of instruction as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

17. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षा का माध्यम नहीं है किन्तु विषय के रूप में पढ़ाई जाती है उनके विवरण दें :

Please detail below where the minority languages are taught as a subject only and not the medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

- H. उच्च प्राथमिक (मिडिल) स्तर पर शैक्षिक सुविधाएं (कक्षा 6वीं से 8वीं तक)**
Educational Facilities in Upper Primary (Middle) Education [Class 6th to 8th]

18. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षा का माध्यम है, कृपया उनके विवरण दें :
Please give details, where the minority language is the medium of instruction.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

19. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षा का माध्यम नहीं है किन्तु एक विषय के रूप में पढ़ाई जाती है उनके विवरण दें :

Please detail below where the minority languages are taught as a subject only and not the medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

- I. माध्यमिक स्तर पर शैक्षिक सुविधायें (कक्षा 9वीं से 10वीं तक)**
Educational Facilities in Secondary Education [Class 9th to 10th]

20. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षा का माध्यम है कृपया उनके निम्नलिखित विवरण दें :

Please give details, where the minority language is the medium of instruction as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

21. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षा का माध्यम नहीं है किन्तु एक विषय के रूप में पढ़ाई जाती है।

Where the minority language is taught as a subject though it is not the medium.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

- J. उच्च माध्यमिक शिक्षा में शैक्षिक सुविधाएँ :

Educational Facilities in Higher Secondary Education [Class 11th to 12th]

22. जहाँ अल्पसंख्यक भाषा शिक्षा का माध्यम है, कृपया उनके निम्नलिखित विवरण दें :

Please give details, where the minority language is the medium of instructions as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

23. जहाँ अल्पसंख्यक भाषा एक विषय के रूप में पढ़ाई जाती है यद्यपि यह शिक्षा का माध्यम नहीं है।

Where the minority language is taught as a subject though it is not the medium.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

K. त्रिभाषा सूत्र / Three Language Formula

24. "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

25. कक्षा 8, कक्षा 10 तथा कक्षा 12 में त्रिभाषा सूत्र के अंतर्गत छात्रों की संख्या

The number of students covered under Three-language Formula in Class VIII, Class X and Class XII.

भाषा Language	कक्षा 8 Class VIII	कक्षा 10 Class X	कक्षा 12 Class XII

L. अध्यापक / Teachers

26. अल्पसंख्यक भाषा के शिक्षकों के स्वीकृत पद, अल्पसंख्यक भाषा के अध्यापन व शिक्षा के माध्यम हेतु हैं, कृपया उनका उल्लेख करें :

Please mention posts sanctioned for minority languages teachers to teach minority languages as a subject and also as a medium of instruction.

भाषा Language	माध्यम / Medium		विषय / Subject	
	स्वीकृत पद Sanctioned	भरे हुए Filled	स्वीकृत पद Sanctioned	भरे हुए Filled

27. (a) क्या अल्पसंख्यक भाषा के शिक्षकों के प्रशिक्षण की कोई व्यवस्था है? यदि हां तो उनके निम्नलिखित विवरण दें :

Are there any arrangements for training of minority language teachers? If yes, please give details as below:

प्रशिक्षण संस्थान Training Institute	अल्पसंख्यक भाषा Minority Language	
	पढ़ाई का माध्यम As a medium	विषय के रूप में As a subject

- (b) क्या पड़ोसी राज्यों से कोई सहयोग / व्यवस्था है, जिसमें अल्पसंख्यक भाषा के शिक्षकों के आदान-प्रदान / शिक्षक प्रशिक्षण संस्थान / केंद्र खोलने की सहमति हो ? यदि 'हां' तो कृपया विवरण दें :

Is there any collaboration/arrangement with neighboring States for exchange of minority language teachers/opening of teachers' training institutes/ centers? If so, please give details.

M. पाठ्य-पुस्तकें / Text Books

28. अल्पसंख्यक भाषाओं में पाठ्य-पुस्तकें तथा अन्य पाठ्य सामग्री तैयार करने वाले निकाय के नाम बताएँ ?

Name the agency for preparation and publication of text books and other teaching material in minority languages?

29. क्या निकाय द्वारा पुस्तकें तथा अन्य पाठ्य सामग्री छात्रों को शैक्षिक सत्र आरम्भ होने से पूर्व मिल जाती है ?

Is the agency able to supply text books and other teaching material to linguistic minority students at the beginning of the Academic Session?

30. अल्पसंख्यक भाषा की पाठ्य-पुस्तकें तथा अन्य पाठ्य सामग्री प्राप्त करने की कोई अंतर्राज्यीय व्यवस्था है। यदि हां, तो विवरण दें।

Is there any inter-state arrangement for procuring minority language(s) text books and other teaching materials? If yes, please furnish details.

31. क्या अल्पसंख्यक भाषा की पाठ्य-पुस्तकें व अन्य पाठ्य सामग्री छात्रों को प्रतियोगी / कम दरों पर उपलब्ध कराई जाती है।

Are minority language(s) text books and other teaching materials available to the students at competitive/ subsidized rates?

N. अग्रिम पंजिकाओं का अनुरक्षण

Maintenance of Advance Registers

32. भाषाई अल्पसंख्यक बालकों की भाषाई प्राथमिकता पंजीकृत करने के लिए क्या अग्रिम पंजिका का अनुरक्षण प्राथमिक/उच्च प्राथमिक (मिडिल)/माध्यमिक/उच्च माध्यमिक विद्यालयों में हो रहा है? विद्यालयों में अग्रिम पंजिका के अनुरक्षण संबंधी आकड़े दें।

Are Advance Registers for registering linguistic preference of linguistic minority pupils being maintained in the primary/upper primary (middle)/secondary/higher secondary schools? Please furnish statistics on maintenance of Advance Registers in schools.

O. अल्पसंख्यक भाषाओं का विकास तथा प्रसार

Promotion and Development of minority languages.

33. (a) क्या राज्य में अल्पसंख्यक भाषा के संवर्धन हेतु कोई योजना है? कृपया विवरण दें।

Are there any Schemes to promote minority languages in the States? Please furnish details.

- (b) कृपया अल्पसंख्यक भाषाओं के प्रसार तथा विकास के लिए सरकार द्वारा स्थापित अकादमियों का विवरण दें।

Please give details about the Academies set up by the Government for promotion and development of minority languages.

भाषा Language	अकादमी का नाम Name of Academy	कब स्थापित हुई When established	आय व्ययक 2008-09 Budget 2008-09

34. क्या राज्य में अल्पसंख्यक आयोग का गठन किया गया है और यह भाषाई अल्पसंख्यक मामले देखता है? यदि 'हाँ' तो विवरण दें।

Is there a Minorities Commission in the State and does it handle linguistic minorities affairs? If yes, please furnish details.

**P. सुरक्षणों के कार्यान्वयन के लिए तंत्र
Machinery for Implementation of Safeguards**

35. (a) क्या राज्य स्तर पर भाषाई अल्पसंख्यकों को प्रदत्त सुरक्षणों के कार्यान्वयन, अनुवीक्षण एवं समीक्षा के लिये कोई समिति/तंत्र गठित है? यदि हां, तो समिति की संरचना क्या है और इसकी अंतिम बैठक कब हुई?

Is there a mechanism/ committee at the state level to monitor and review the implementation of the safeguards for linguistic minorities? If so, what is the composition of the committee and when did it meet last?

- (b) मुख्य सचिव की अध्यक्षता में भाषाई अल्पसंख्यकों की सहमतिजन्य एवं संवैधानिक सुरक्षणों के कार्यान्वयन हेतु कितनी बैठक हुई?

How many meetings were held under the Chairmanship of Chief Secretary to implement consensual & constitutional safeguards for linguistic minorities?

36. (a) भाषाई अल्पसंख्यकों के सुरक्षणों योजनाओं के जिला स्तर पर कार्यान्वयन कार्य हेतु तंत्र का विवरण दें।

Detail the mechanism at the district level for implementing the Scheme of Safeguards available to linguistic minorities. Please furnish details.

- (b) जिला स्तर के अधिकारी जिन्हें भाषाई अल्पसंख्यकों के मामले की जिम्मेदारी सौंपी गई है। उनके नाम, पदनाम, पत्राचार का पता, ई-मेल, दूरभाष संख्या, फ़ैक्स नं०, मोबाइल नं० आदि दें (आवश्यकतानुसार अलग से सीट नत्थी करें)।

Mention the Name, designation, postal address, email, phone no., fax no., mobile no., etc. of the officers entrusted with linguistic minorities' affairs at the district level. (Attach a separate sheet, if required.)

**Q. सुरक्षणों के लिये प्रचार
Publicity of the Safeguards**

37. (a) भाषाई अल्पसंख्यकों को दी जाने वाली रियायतों एवं सुविधाओं के बारे में उन्हें जानकारी देने हेतु क्या व्यवस्था की गई है?

What is the mechanism for informing the Linguistic Minorities about the concessions and the facilities available to them?

- (b) सुरक्षणों से संबंधित विवरणिका अंतिम बार कब प्रकाशित हुई? क्या अल्पसंख्यक भाषा में छपी थी? यदि हां, तो कृपया विवरण दें।

When were the Pamphlets detailing Safeguards last published? Were they published in minority languages? If so, please give details.

38. क्या ज़िला तथा तहसील कार्यालयों को निदेश दिये गए हैं कि वे भाषाई अल्पसंख्यकों

को उपलब्ध सुविधाओं के बारे में कार्यालय के बाहर बड़े प्रदर्शन बोर्ड तथा बैनर के माध्यम से सूचना दें?

Whether orders have been issued directing the district and tehsil offices to exhibit the concessions available to linguistic minorities through hoardings, banners, etc.?

R. भाषाई अल्पसंख्यकों से प्राप्त शिकायतें
Grievances / Complaints received from linguistic minorities

39. भाषाई अल्पसंख्यकों से विगत तीन वर्षों में प्राप्त शिकायतों और राज्य सरकार द्वारा कृत अनुवर्ती कार्रवाई का विवरण दें।
Detail the complaints received from linguistic minorities during the last three years and the action taken thereon by the State Government.
40. (a) राज्य में कितनी निबंधित भाषाई अल्पसंख्यक एसोशिएसन / समिति कार्यशील हैं।
How many registered Linguistic Minorities Associations/Societies are functioning in your State.?
(b) इन एसोशिएसन / समितियों की सूची, उनके दूरभाष, पता आदि दें।
Please, furnish a list, alongwith telephone nos. and postal addresses of such Associations/Societies.

Note:

1. इस प्रश्नावली के साथ भाषाई अल्पसंख्यकों के सुरक्षणों की पुस्तिका नत्थी की गई है जिससे की संपर्क अधिकारी भाषाई अल्पसंख्यकों के सुरक्षण योजनाओं से परिचित हो सकें व उन्हें प्रश्नावली में संक्षिप्त और सारगर्भित सूचना भेजने में मदद मिले।
A Brochure on safeguards for linguistic minorities is annexed to this Questionnaire to familiarize the Nodal Officer with the Scheme of Safeguards for Linguistic Minorities so as to enable furnishing of Precise and Comprehensive information asked for in the Questionnaire.
2. कोई भी प्रश्न अनुत्तरित / खाली न छोड़े। प्रत्येक प्रश्न के उत्तर सारगर्भित व ब्यौरेबार देने पर उचित ध्यान दें।
No Question should be left unanswered/ blank. Due care be taken to furnish detailed and comprehensive reply to each Question.
3. इस प्रश्नावली में अभिव्यक्त "राज्य" और "राज्य सरकार" में "संघ शासित क्षेत्र" और "संघ शासित क्षेत्र प्रशासन" भी सम्मिलित है।
In this Questionnaire the expression 'State' and 'State Government' includes 'Union Territory' and 'Union Territory Administration'.
4. किसी स्पष्टीकरण हेतु कृपया संपर्क करें
For any clarification, please contact the
सहायक आयुक्त / Assistant Commissioner : 0532-2468560 (O)
अनुसंधान अधिकारी / Research Officer : 0532-2468814 (O)
फैक्स / Fax : 0532-2468544
5. ई मेल पता / E-mail address : clm.2007@rediff.com
6. वेब साईट / Web site : http://www.nclm.nic.in
7. पत्राचार का पता / Postal Address : 40, Amar Nath Jha Marg
Allahabad 211 002 (U.P.)

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 Reorganisation 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 reorganised 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 some times 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 can not, 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 recognised by that State, direct that such

language shall also be officially recognised 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 recognised 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 recognised 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 recognising 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 recognised as an Official language in the district should also be recognised 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 liberalise 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 Reorganisation 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 Reorganisation 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. Brahamananda 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 reorganised 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 recognised 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 Reorganisation 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 recognised 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 Reorganisation 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, recognised 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 recognised as an Official language in the district should also be recognised 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 Reorganisation 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.

21. 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 a 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 & 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

Reorganisation 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 Reorganisation 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 Reorganisation 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 fulfil 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 recognised 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 recognised 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 recognised by the Central University Grants Commission should be recognised.

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, though desirable in many ways, may well lead to the isolation of such Universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one University to another and the cause of 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

national integration were matters of very great importance. The functions of the Commissioner for Linguistic Minorities are described in Article 350B of the Constitution. Though he can not 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 realising 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, Chairman
Home Minister
2. Shri Pratap Singh Kairon,
Chief Minister, Punjab,
(Vice-Chairman, Northern Zonal Council)
3. Shri Y.B. Chavan,
Chief Minister, Maharashtra,
(Vice-Chairman, Western Zonal Council)
4. Shri B.P. Chaliha,
Chief Minister, Assam,
(Vice-Chairman, Eastern Zonal Council)
5. Shri C.B. Gupta,
Chief Minister, Uttar Pradesh,
(Vice-Chairman, Central Zonal Council)
6. Shri C. Subramaniam,
Finance Minister, Madras,
(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) (ii) **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 out side 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.

i. 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 23rd 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.