

A Civilization can be judged  
by the way it treats  
its minorities

-Mahatma Gandhi

COMMISSIONER FOR LINGUISTIC MINORITIES

52<sup>nd</sup> Report

(July 2014 to June 2015)



**COMMISSIONER FOR LINGUISTIC MINORITIES**  
**Ministry of Minority Affairs**  
**Government of India**

**52<sup>nd</sup> Report**

**(July 2014 to June 2015)**



**52<sup>nd</sup> REPORT**

**OF**

**THE COMMISSIONER**

**FOR**

**LINGUISTIC MINORITIES**

**IN INDIA**

**(July 2014 to June 2015)**

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



संख्या/No. CLM REPORT/52/2016

आयुक्त भाषाजात अल्पसंख्यक

अल्पसंख्यक कार्य मंत्रालय

भारत सरकार

**Commissioner for Linguistic Minorities**

**Ministry of Minority Affairs**

**Government of India**

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To

**THE HON'BLE PRESIDENT OF INDIA**

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

*Your Excellency,*

I have the honour to present the 52<sup>nd</sup> Report to Your Excellency for the period July 2014 to June 2015, in terms of Article 350-B (2) of the Constitution of India. The Report is mainly based on the analysis of information collected and collated from the answers given by the State Governments/UT Administrations to my detailed Questionnaire and in the light of my discussion with the State Governments/UT Administrations and the representatives of various linguistic minorities groups in respect of implementation of the Constitutional Rights and the nationally agreed Scheme of Safeguards provided to the linguistic minorities in India.

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

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

*With profound regards,*

*Yours faithfully,*

**(PROF. AKHTARUL WASEY)**

Commissioner for Linguistic Minorities in India

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# INTRODUCTION

1

- 1.1 The States Reorganisation Commission (SRC) 1956, recommended for creation of a mechanism to address the grievances of the linguistic minorities. Although, the word linguistic minorities has not been defined in the Constitution of India, the linguistic minorities are considered as a group or collectivities of individuals residing in the territory of India or any part thereof having a distinct language or script of their own. The language of the minority group need not be one of the twenty two languages mentioned in the Eighth Schedule of the Constitution. In other words, linguistic minorities at the State level mean any group or groups of people whose mother tongues are different from the principal language of the State, and at the district and taluka /tehsil levels, different from the principal language of the district or taluka/tehsil concerned. On the recommendations of the SRC, the 7th Constitutional (Amendment) Act, 1957 was enacted, whereby Articles, 350 A & B were included in the Constitution. Article 350-B provides for a Special Officer for Linguistic Minorities, who is known as the Commissioner for Linguistic Minorities in India (CLM) to investigate all the matters relating to the Safeguards provided for the linguistic minorities in India under the Constitution and reporting to the President upon those matters at such intervals as the



**Prof. Akhtarul Wasey, CLM on a courtesy call with the Hon'ble President of India Shri Pranab Mukherjee**

President may direct and the President causes all such reports to be laid before each House of the Parliament and sent to the Government/Administrations of States/UTs concerned. Thus, the CLM Organization came into existence in July, 1957 at New Delhi. After a brief period it was shifted to Allahabad and now it has been shifted to New Delhi with effect from 1 June 2015.

- 1.2 Apart from the Safeguards under Article 29 and 30 of the Constitution, a Scheme of Safeguards was evolved at all India level from time to time at various fora like the Education Ministers' Conference, 1949; Government of India Memorandum, 1956; Southern Zonal Council Decisions, 1959; Chief Ministers' Conference, 1961 and Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961. The CLM interacts with the linguistic minority groups and the States/UTs on all the matters pertaining to the issues concerning the implementation of the Constitutional and the nationally agreed Scheme of Safeguards for linguistic minorities. The 51st Report of the Commissioner for Linguistic Minorities covering the period from July, 2013 to June 2014, was laid on the table of

the Rajya Sabha and Lok Sabha on the 8th and 9th December, 2015 respectively. The 52nd Report is for the period from July, 2014 to June, 2015. As the CLM, now, I have the honour and privilege to submit this 52nd Report.

- 1.3 I am to put on record that despite the existence and efforts of the CLM Organisation to protect and promote minority languages, there has been significant decline in imparting



**Prof. Akhtarul Wasey, CLM presenting the 51st Report to Dr. Najma Heptulla, Hon'ble Minister of Minority Affairs, along with Dr. Arvind Mayaram, the then Secretary, Ministry of Minority Affairs**

knowledge in mother tongue at primary stage of education in the country. Article 350 A envisages that every State and every local authority within the State should 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



**CLM along with Shri Uma Shankar Gupta, Hon'ble Minister of Higher Education, Government of Madhya Pradesh in Bhopal**

such facilities. In this direction the Ministry of Human Resource Development (MHRD), Government of India have taken a step forward by instructing all the schools affiliated to the Central Board of Secondary Education (CBSE) *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the Admission Form of the students: (i) the mother tongue of the child; (ii) the first language preferred; (iii) the optional/third language preferred by the parent in this regard, I reiterate my recommendations made in



**CLM along with Shri Paras Chand Jain, Hon'ble Minister of School Education, Government of Madhya Pradesh in Bhopal**

the 51st Report and request the MHRD to suitably advise the States/ UTs to introduce similar columns in the Application Form for admission to schools in their States/UTs to elicit information on the mother tongue of the child and preference regarding the languages and the medium of instruction so as to ensure provision of facilities for instruction in the mother tongue at the primary stage of education to the children belonging to the linguistic minority groups in the country and also to keep their mother tongues alive.



**CLM along with Shri Vasudev Devnani, Hon'ble Minister of State of Education (Primary & Secondary), Language, Government of Rajasthan, Jaipur**

- 1.4 I am also to bring to the notice of the Union Government and States/ UTs the importance and relevance of the Three Language Formula evolved in 1961 in consultation with



States/ UTs for adoption at the Secondary stage of education for teaching language subjects. It was agreed that the formula should be as follows:

- a. The Regional Language or 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.



**CLM along with Shri Siddaramaiah Hon'ble Chief Minister of Karnataka, Shri R. Roshan Baig, Hon'ble Minister of Infrastructure Development, Haj and Information, Shri Qamarul Islam, Hon'ble Minister of Wakf & Minority welfare and Smt. Balkhees Banu, Chairperson, State Minorities Commission during his visit to Bengaluru**

However, the time has come to revisit to this arrangement made in the Chief Ministers' Conference, 1961 and to adopt a Universal System of Educational Policy to provide adequate space for learning the minority languages and the regional languages at both Primary/ Secondary stages of Education. During my study visits and the course of interaction with the linguistic minority associations in various States/UTs, it was reported that several States have introduced the regional languages as compulsory subject in the curriculum at the Primary stage itself. For instance, in Tamil Nadu "The Tamil Nadu Learning Act, 2006", has made learning of Tamil as a subject compulsory from the Primary stage of Education, resulting in unrest among the linguistic minority population



**CLM in meeting with Justice (Retd.) Shri P. Sathasivam, H.E. Governor of Kerala in Thiruvananthapuram**

in the State. I am of the view that this would adversely affect the children of migrant parents and a similar trend is evolving in the other Southern Zonal States. I, therefore, call upon the Union Government and the MHRD to urgently address the issue and establish a common platform and level playing field to learn the mother tongue as well as the regional languages without altering the basic structure of our multi-lingual, multi-cultural society, which is our strength.



**CLM along with Shri Naveen Patnaik, Hon'ble Chief Minister of Odisha, Shri Tariq Anwar, Dr. (Prof.) Prasanna Kumar Patasani, Hon'ble Members of Parliament (Lok Sabha), and other dignitaries on the occasion of Sanskrit-Urdu Heritage Caravan in Bhubaneswar**

- 1.5 It is also urged upon the Union Government and the MHRD to address the issue of the languages under the threat of extinction urgently because a language is not merely a collection of words or voices but it reflects the Culture and Civilization of the society. A language on the verge of extinction would amount to extinction of the art, literature, culture and civilization of a society. For instance, the "Mahal" language spoken in Lakshadweep and several tribal languages spoken in the North Eastern States require immediate attention to preserve them from extinction. It is, therefore, the Constitutional Rights of the Citizens under Article 29 to protect and promote distinct languages, scripts or culture of the citizens should be implemented in true letter and spirit.



**CLM along with 'Mahal' Language speakers in Kavaratti, Lakshadweep**

- 1.6 Article 30 provides the right to minorities to establish and administer educational institutions of their choice. The Constitution did not distinguish the religious and linguistic minorities. It is generally observed that the religious minorities have been placed at an advantageous position in view of the National Minorities Commission Act, 1992. Even the UN Declaration, 1992 on the Minorities has placed all the ethnic, religious and linguistic minorities at par. However, there has been wide spread demand for establishment and administration of educational institutions by the linguistic minorities as

well. It is reported that the States/ UTs are imposing different stipulations and yard-sticks to grant permissions and recognizing the educational institutions by the linguistic minorities. In view of that, I feel that the Union Government should enact a legislation/ suitable amendment to the existing institutions of National Commission for Minority Educational Initiations (NCMEI) to meet the demands of the linguistic minorities to establish and administer educational institution of their choice.



CLM along with Shri Zafar Agha, Member, NCMEI at a function organized by the Linguistic Minorities Associations in Chennai

- 1.7 Article 347 makes provision for Presidential direction for official recognition of any language spoken by a substantial proportion of the population of a State or any part thereof for such purpose as the President may specify. Article 350 gives the right to submit representation for redress of grievances to any authority of the Union or a State in any of the languages used in the Union/States.



CLM with representatives of various linguistic minorities in a meeting organised by the Linguistic Minority Educational Forum, Tamil Nadu in Chennai.

- 1.8 In view of the emerging linguistic profile of the country, I urge upon the Union Government to hold the meeting of the Chief Ministers and Central Ministers as it was held on the 11th and 12th August, 1961, with the then Prime Minister of India, Pandit Jawaharlal Nehru in the chair. The main subject for discussion at the meeting was the question of language in its various aspects. The meeting concluded with the note that in view of the great importance of promoting national integration, more frequent meetings

of the Chief Ministers and Central Ministers should take place to review the actions being taken and suggest further steps wherever necessary. However, even after a lapse of more than five decades, no such meeting has been convened. I reiterate my view to convene a meeting of the Chief Ministers and the Academicians to revisit and re-affirm the language policy and the Safeguards evolved years ago.

- 1.9 The CLM Organisation takes up all matters relating to the Safeguards for linguistic minorities brought to its notice by linguistic minority groups/associations/organisations. The CLM personally visits linguistic minority areas and educational institutions for an on-the-spot assessment of the status of implementation of the Scheme of Safeguards. In this connection, the Commissioner holds discussions with the Chief Ministers, Governors and at the highest levels of administration at the States/UTs.



**CLM in meeting with the Shri B.R. Babu, Secretary, Department of Backward Classes and Minorities, Government of UT of Puducherry and representatives of Linguistic Minorities in Puducherry**

- 1.10 I had the opportunity to visit Bhopal, Jaipur, Ajmer, Bengaluru, Bhubaneshwar, Thiruvananthapuram, Kavaratti, Chennai, Puducherry and Karaikal and several other areas during the course of my study visits. I held discussions with the representatives of the linguistic minorities so as to acquaint myself with the status of implementation of the Safeguards for linguistic minorities in the States/UTs and Institutions related with the protection and promotion of minority languages. I met the Governors, Chief Ministers, Ministers in-Charge of Minority Affairs, School Education Ministers, Chief Secretaries and other Officials of the States/UTs. I shared with them the actual and perceived difficulties, which the linguistic minorities face and how to remove the bottlenecks in the implementation of the Safeguards.
- 1.11 I also place on record the wholehearted support extended by the Hon'ble Minister of Minority Affairs and the Ministry in accomplishing my Constitutional mandate. I also thank them for their attempt to restructure and rejuvenate the CLM Organisation to meet the challenges and the need of the hour. I also place on record the valuable work done by my Officers and the Staff in bringing out this Report.
- 1.12 Lastly, I would like to say that "Language has no religion but every religion needs language." Therefore, I feel that language is a powerful communication tool and should be used for 'Communication' and not for 'confrontation'.

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

## LINGUISTIC PROFILE

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

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

- 2.2 The UT Administration has informed that Punjabi is spoken by 27.9 per cent of the population in Chandigarh.
- 2.3 **Official Language of the UT:** English is the Official Language of the UT and no Official Language Act has been framed by the Chandigarh Administration.

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

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

### 2.4 Use of Minority Languages in the UT

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

### 2.5 Recruitment to UT Services

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

## 2.6 Recognition of Linguistic Minority Educational Institutions

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

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

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

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

Language	Schools	Students	Teachers
Punjabi	99	192	152

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

Language	Schools	Students	Teachers
Punjabi	108	98,234	169

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

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

Language	Schools	Students	Teachers
Punjabi	47	125	152

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

Language	Schools	Students	Teachers
Punjabi	100	64,534	169

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

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

Language	Schools	Students	Teachers
Punjabi	39	87	143

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

Language	Schools	Students	Teachers
Punjabi	87	38,546	164

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

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

Language	Schools	Students	Teachers
Punjabi	28	937	77

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

Language	Schools	Students	Teachers
Punjabi	39	37,752	87

### 2.12 Three Language Formula

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

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

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

Language	Class VIII
Punjabi	14,085
Hindi	14,085
English	14,085

### 2.13 Teachers for Minority Languages

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

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

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

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

#### **2.14 Textbooks in Minority Languages**

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

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

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

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

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

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

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

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

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

### **FINDINGS/RECOMMENDATIONS**

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



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

## LINGUISTIC PROFILE

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

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

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

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

- 3.3 a. **Official Language of the NCT:** Hindi and English are the Official Languages of the NCT of Delhi.
- b. **Additional Official Language(s):** It has been informed that Punjabi and Urdu have been declared as Second Official Languages in the NCT of Delhi.

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

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

### 3.4 Use of Minority Languages in the State

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

### 3.5 Recruitment to State Services

- a. The knowledge of regional/official language is said to be a prerequisite in the

cases of language specific teaching posts of the Primary Teachers, TGT, PGT, i.e., Punjabi, Sanskrit, Bengali, Tamil, Urdu and also for recruitment to such posts where the educational qualification in minority language is essential as per the Recruitment Rules.

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

### 3.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that the recognition of linguistic minority educational institutions is granted as per the norms under the Delhi School Education Act & Rules, 1973; Right to Education Act, 2009; and the Delhi Municipal Committee Act, 1957. It has also been stated that the certificate for recognition of linguistic minority is issued by the National Commission for Minorities Educational Institutions.
- b. However, no information has been furnished about the linguistic minority education institutions recognized as on 30 June 2015.

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

- a. It has been stated that as per the Delhi School Education Act & Rules, 1973, the Directorate of Education, GNCTD is the competent authority for the sanction of grants-in-aid to linguistic minority educational institutions.
- b. Details of the schools sanctioned grants-in-aid for the year 2014-15 are as under:

Language	Primary	Upper Primary	Secondary	Sr. Secondary
Bengali	2	3	3	2
Gujarati	0	1	1	1
Kannada	1	1	0	1
Malayalam	1	1	0	3
Marathi	1	1	0	1
Punjabi	2	11	10	3
Sindhi	1	1	1	1
Tamil	1	1	0	5
Telugu	4	5	3	2
Urdu	1	19	14	19

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

**Directorate of Education, GNCTD**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	11	2,259	69	47.23
Malayalam	02	1,119	11	101.72
Tamil	03	808	15	53.86
Telugu	01	200	07	28.57
Punjabi	01	345	10	34.5

**South Delhi Municipal Corporation**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	13	3,439	87	40.1

**North Delhi Municipal Corporation**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	37	4,277	109	Below 200 (01.35)
			(For as subject & as medium schools)	Below 200 (01.40)

**East Delhi Municipal Corporation**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	23	1,415	38	-

**NDMC, Education Department**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	13	662	43	15.3

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

**Directorate of Education, GNCTD**

Language	Schools	Students	Teachers
Gujarati	02	432	03
Bengali	03	1,081	08
Kannada	01	415	08
Marathi	01	508	06
Malayalam	04	1,671	16
Punjabi	19	6,421	75
Sindhi	01	460	01
Tamil	06	1,485	23
Telugu	04	1,451	15
Urdu	12	1,352	72

**South Delhi Municipal Corporation**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	12	2,208	15	40.1

### North Delhi Municipal Corporation

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	09	539	21	Below 200 (01.35)
			(For as subject & as medium Schools)	Below 200 (01.40)

### East Delhi Municipal Corporation

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	07	1,870	40	

### NDMC, Education Department

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	01	157	01	157.1

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

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

#### Directorate of Education, GNCTD

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	38	8,058	138	58.39
Punjabi	1	40	0	0
Bengali	1	309	10	30.9

#### NDMC

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	03	78	08	10.1

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

#### Directorate of Education, GNCTD

Language	Schools	Students	Teachers	Student-Teacher Ratio
Arabic	1	132	0	0
Bengali	3	659	3	219:66
Kannada	1	25	1	25
Marathi	1	20	1	20
Persian	1	102	0	0
Punjabi	214	20,471	240	85:29
Sindhi	1	303	1	303
Tamil	6	1,424	5	284:8
Telugu	5	2,331	12	194:25
Urdu	217	49,828	282	176:69
Malayalam	4	1,240	8	155
Gujarati	1	173	1	173

**NDMC**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	02	116	02	28:1
Punjabi	02	114	01 (from Punjabi Academy ANCTD)	114:1

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

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

**Directorate of Education, GNCTD**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	31	4,178	76	54:97
Punjabi	01	16	01	16
Bengali	01	260	10	26

**NDMC**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	01	27	04	07:1

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

**Directorate of Education, GNCTD**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Arabic	0	0	0	0
Bengali	3	244	3	81.33
Kannada	1	12	1	12
Marathi	1	20	1	20
Persian	0	0	0	0
Punjabi	204	11,770	163	72.2
Sindhi	1	224	1	224
Tamil	7	650	6	108.33
Telugu	4	1,916	10	191.6
Urdu	155	20,558	155	132.63
Gujarati	1	102	1	102
Malayalam	2	339	4	84.75

**NDMC**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	03	42	03	14.1
Punjabi	02	22	01	22.1

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

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

**Directorate of Education, GNCTD**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	20	3,623	64	56.6

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

**Directorate of Education, GNCTD**

Language	Schools	Students	Teachers	Student-Teacher Ratio
Arabic	0	0	0	0
Bengali	2	40	2	20
Kannada	0	0	0	0
Marathi	0	0	0	0
Persian	0	0	0	0
Punjabi	89	1928	37	52.1
Sindhi	1	10	1	10
Tamil	7	331	6	55.16
Telugu	1	28	1	28
Urdu	77	5228	72	72.61
Malayalam	0	0	0	0
Gujarati	0	0	0	0

**3.12 Three Language Formula**

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

**Directorate of Education, GNCTD**

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

**NDMC**

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

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

**Directorate of Education, GNCTD**

Language	Class VIII	Class X	Class XII
Arabic	62	46	18
Bengali	214	103	17
Kannada	4	3	0
Marathi	108	0	0
Persian	42	24	2

Punjabi	8,548	5,131	137
Sindhi	153	115	0
Tamil	557	199	89
Telugu	397	280	121
Urdu	18,274	8,785	1,948
Malayalam	390	162	0
Gujarati	53	29	0

### NDMC

Language	Class VIII	Class X	Class XII
Urdu	23	11	-
Punjabi	42	07	-

### 3.13 Teachers for Minority Languages

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

#### Directorate of Education, GNCTD

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Arabic	3	2	6	5
Bengali	18	9	2	1
Gujarati	1	1	1	1
Kannada	0	0	1	1
Malayalam	28	21	22	14
Marathi	0	0	1	1
Persian	1	1	1	1
Punjabi	0	0	257	233
Sindhi	0	0	0	0
Tamil	21	16	19	19
Telugu	9	8	13	14
Urdu	148	114	303	261

### NDMC

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	46	43	18	14
Punjabi	02	01	-	-

#### South Delhi Municipal Corporation

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	87	87	-	-

#### North Delhi Municipal Corporation

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	109	99	-	-



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

**Directorate of Education, GNCTD**

Training Institute	Minority Language	
	As Medium	As a Subject
SCERT	-	-

**NDMC**

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

**3.14 Textbooks in Minority Languages**

- a. Textbooks in minority languages and other teaching material are said to be available to linguistic minority students at the beginning of the Academic Session.
- b. The Delhi Bureau of Textbooks is the agency entrusted with the preparation and publication of textbooks and teaching materials in minority languages. It has also been informed that textbooks in minority languages are not procured from other states.
- c. The books are stated to be supplied to students free of cost by the Department of Education, GNCTD.

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

It has been stated that the 'Language Preference Registers' for registering the preference of the linguistic minority students are being maintained by schools under the Directorate of Education, GNCTD, NDMC and all three MCDs.

**3.16 Promotion and Development of Minority Languages**

- a. It has been stated that schemes exist in the NCT of Delhi to promote minority languages in the NCT. It has also been stated that minority languages are promoted as per the provisions contained in the Delhi Official Language Act, 2000. Four Minority Language Academies, viz. Urdu, Punjabi, Sindhi and Maithili-Bhojpuri have been established.
- b. The details of the Language Academies set up for the promotion and development of minority languages are as follows:

Language	Name of Academy	When Established	Budget for year 2014-15 (in lacs)
Urdu	Urdu Academy	May, 1981	Plan 420 Non-plan 340 Teaching 300

Maithili & Bhojpuri	Maithili & Bhojpuri Academy	29.01.2008	Plan 100
Punjabi	Punjabi Academy	17.09.1981	Plan 862.50
Sindhi	Sindhi Academy	4 July 1994	Plan 208.23 Non-Plan 163

### 3.17 Machinery for the Implementation of Safeguards

- a. It has been informed that no mechanism/committee exists at the NCT level to monitor and review the implementation of the safeguards for linguistic minorities. It has, however, been stated that Art, Culture and Language Department of Government of NCT of Delhi monitors and reviews the implementation of the Safeguards for the Linguistic Minorities, through different means i.e. advertisement, letters/circulars, distribution of pamphlet etc. from time to time.
- b. It has also been informed that the Delhi Minority Commission exists there, but it does not deal with the affairs of the linguistic minorities.

### 3.18 Publicity of Constitutional Rights and Safeguards

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

## FINDINGS/RECOMMENDATIONS

- a. The Government of NCT of Delhi should make adequate arrangements for the receipt of and reply to representations for redress of grievances in the minority languages.
- b. The Office of the Commissioner for Linguistic Minorities has been flooded with representations and queries for according Linguistic Minority Certificates to several linguistic minority institutions in the NCT of Delhi. It has also been reported that there is no designated authority at the local level for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages. Therefore, the Government of NCT of Delhi is urged to frame necessary rules/guidelines and designate authorities at the District levels for issuing the Linguistic Minority Certificates to the individuals and associations working for the cause of protection and promotion of minority languages.
- c. Analysis of the data provided by the Government of NCT of Delhi on the facilities for learning the minority languages reveals that the Student-Teacher ratio is alarming. No information has been furnished by the Government on the facilities for training minority language teachers in the NCT of Delhi.

- d. It has been brought to the notice of the Commissioner that with regard to the appointment of TGT Urdu by the Delhi Subordinate Services Selection Board (DSSSB) the examination was conducted in the year 2014, wherein it was mandatory for the candidates to be qualified in the CTET. It has also been informed that the candidates who have qualified in the CTET, 2012 were called for the verification of certificates. The NCT of Delhi *vide* their letter No. DE.3(54)/E-III/DR/Misc/2014/87 dated 11-01-2016 that the total sanctioned posts for TGT Urdu were 263 however, only 90 posts have been filled up by Regular Teachers. At this juncture those candidates who have qualified the CTET subsequently in 2013/2014/2015 have appealed to the Commissioner to take up the matter with the NCT of Delhi to consider them for the posts of unfilled TGT Urdu. It will be appreciated if no qualification related restriction of the year 2012 is imposed on the candidates who are to be appointed in the year 2016. Therefore, the Government of NCT of Delhi is urged to consider the candidates for the TGT Urdu as have qualified the CTET in the years 2013/2014/2015 so that justice is done to all the CTET qualified candidates and no sanctioned posts of TGT Urdu in the Government Schools of Delhi remain vacant.
- e. It has also been observed in the representations received from the Urdu Linguistic Minority Association that many Schools do not provide Urdu as third Language to the students willing to study. Besides many schools reported to have provided Urdu upto Class 10 but not upto Class 11 and 12 despite having enough number of students there and willing to study Urdu. There has also been a demand on the part of the Urdu linguistic minorities with regard to the Regularisation of the Urdu Academy Teachers fulfilling the criteria and teaching in different Government Schools of Delhi and upgradation of their salary and facilities on par with the Kashmiri Migrants. The Government the NCT of Delhi is, therefore, requested to look into the above issues and take appropriate actions to resolve the same so that the safeguards for linguistic minorities are implemented in true letter and spirit.
- f. The Government of NCT of Delhi *vide* their letter No. DE.23(32)/Sch.Br./2015/1595 dated 07-10-2015 have assured to introduce necessary column to elicit the language preference of the parents for third language in the admission form from the next Academic Session i.e. 2016-2017. The Government of NCT of Delhi is, therefore, urged to introduce the necessary columns in the application form for admission to schools in the NCT of Delhi so as to ensure that the facilities for learning the minority languages to the children belonging to the linguistic minority groups.
- g. It has also been brought to the notice of the Commissioner that the Urdu Textbooks have not been supplied in time. The Government of NCT of Delhi is, therefore, urged to make necessary arrangement with the NCERT for the timely supply of the syllabus and Urdu Textbooks.
- h. The Government of NCT of Delhi is urged to set up a Committee under the Chairmanship of the Chief Secretary to monitor and ensure the implementation of the safeguards for the linguistic minorities in the NCT. Similarly, the District Level Committee

under the Chairmanship of appropriate authority may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities.

- i. The Nodal Officer, Government of NCT of Delhi needs to ensure that comprehensive and consolidated replies are furnished in stipulated timeframe to enable the Constitutional Authority to present his Report to the Hon'ble President.
- 3.19 The Government of NCT of Delhi is urged to take note of the findings for remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the NCT of Delhi.

## LINGUISTIC PROFILE

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

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

- 4.2 a. **Official Language of the State:** Hindi is the Official Language of the State.  
 b. **Additional Official Language:** English has been declared as the Additional Official Language of the State.

- 4.3 The State Government of Haryana has informed that there is no district, where a minority language is spoken by 60 per cent or more of its population. However, the following minority languages are spoken by 15 per cent or more of the districts population:

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

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

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

### 4.4 Use of Minority Languages in the State

- a. It has been stated that important rules, regulations, notices, etc. are not published in the minority languages.
- b. It has been stated that no orders exist for the receipt of, and reply to the representations for redressing grievances in minority languages.

### 4.5 Recruitment to State Services

- a. It has been stated that knowledge of the official language, i.e., Hindi is a pre-requisite for recruitment to State Services.
- b. It has also been informed that minority languages are not permitted to be used in answering question papers in recruitment tests to State Services.
- c. It has been informed that no domiciliary restrictions apply for recruitment to the State Services. However, it has been informed that for the benefit of reservation, the candidate should be a domicile of Haryana.

#### 4.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that no educational institution has been given recognition after the year 2008 and no rules/guidelines have been issued in this regard. It has been added that the Administration Division of the Government of Haryana is the competent authority to grant recognition to the linguistic minority educational institution.
- b. It has been informed that 22 schools/institutions have been recognized as linguistic minority institutions as on 30 June 2015. It has also been informed that no application is pending for recognition as a linguistic minority institution.

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

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

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

#### 4.9 Three Language Formula

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

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

#### 4.10 Teachers for Minority Languages

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

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

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

#### 4.11 Textbooks in Minority Languages

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

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

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

#### 4.13 Promotion and Development of Minority Languages

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

Language	Name of the Academy	Date of Establishment	Budget for year 2014-15
Urdu	Haryana Urdu Academy	23.10.1986	1.50 Crore
Punjabi	Haryana Punjabi Academy	23.10.1997	1.50 Crore

#### 4.14 Machinery for the Implementation of Safeguards

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

#### 4.15 Publicity of Constitutional Rights and Safeguards

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

### FINDINGS/RECOMMENDATIONS

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

- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
  - c. The State Government should not insist on prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services.
  - d. The State Government should initiate steps to furnish information on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions. It is also urged to notify designated Authority at the local level for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages.
  - e. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
  - f. The Ministry of Human Resource Development (MHRD), Government of India in their Action Taken Report (ATR) on the 50th Report of the CLM have informed that all the Schools affiliated to the Central Board of Secondary Education (CBSE) have been instructed *vide* the CBSE's letter No. CBSE/JS (A&L)/2014 dated 29-09-2014 to record in the admission form of the students: (i) the mother tongue of the child; (ii) the first language preferred; and (iii) the optional/third language preferred by the parent. The Government of Haryana is, therefore, urged to introduce similar columns in the application form for admission to schools in the State so as to ensure that the linguistic minority children are provided the facility to learn their respective mother tongues.
  - g. The State Government needs to furnish detailed information on the posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
  - h. Effective action needs to be taken to protect and promote the minority languages in the State. The information with regard to the budgetary allocation for the Academies also needs to be provided.
  - i. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
  - k. The Nodal Officer, Government of Haryana, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner in time to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President of India within the stipulated time.
- 4.17 The Government of Haryana is requested to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.



## LINGUISTIC PROFILE

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

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

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

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

- 5.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

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

mother tongues/languages at the Primary and Secondary stages of education in the State.

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

## LINGUISTIC PROFILE

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

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

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

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

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

## RECOMMENDATIONS

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

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

## LINGUISTIC PROFILE

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

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

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

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

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

## RECOMMENDATIONS

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

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

## LINGUISTIC PROFILE

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

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

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

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

- 8.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government. Therefore, the recommendations of the 51st Report are reiterated.

## FINDINGS/RECOMMENDATIONS

- 8.4 The Commissioner along with the Assistant Commissioner visited Jaipur and Ajmer from 11 to 14 October, 2015 and held discussion with the Hon'ble Minister of State for School Education (Primary & Secondary) and Languages, Secretaries School Education and Higher Education and other officials of the Government of Rajasthan and representatives of linguistic minorities on the status of implementation of the Safeguards for linguistic minorities in the State. The CLM advised the Government to identify the linguistic minorities' concentrated districts/ tehsil in the State. The CLM while appreciating the efforts of the State to provide education in the minority languages requested the State to provide facilities for learning the Tribal languages like Bhili/ Bhilodi in the State. The CLM also urged to introduce three columns in the Admission Form for schools to elicit: (i) the mother tongue of the child; (ii) the medium of instruction opted by the parent; and (iii) the third language opted by the parent to ensure provision in learning the mother tongue of the children belonging to the linguistic minorities.
- 8.5 At Ajmer the CLM met the representatives of the Gujarati, Sindhi, and Urdu speakers and discussed the Safeguards available to the linguistic minorities. The Gujarati speakers demanded for the posting of Teacher for Gujarati language in their Primary School. It was informed that in the Regional College there is Gujarati Language but the post is vacant. The CLM, therefore, urged the authorities concerned to make necessary arrangement for posting of the Gujarati Teachers in the Primary School and the Regional College. The Sindhi speakers informed that the Text Books are not supplied in time and demanded for conducting courses in Sindhi by the Sindhi Academy. It was also informed that a post of Sindhi Teacher is vacant due to reservation system and demanded to fill

up by de-reserving it. The Urdu speakers informed that several posts of Urdu Teachers have been abolished due to non-availability of teachers. They also demanded to fill up the vacant posts of Urdu Teachers in several schools across the State. The CLM urged the authorities concerned to look into the issues and redress their grievances.

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



## LINGUISTIC PROFILE

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

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

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

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

9.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for preparing this Report of the Commissioner for Linguistic Minorities in India. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. The State Government is urged to notify the districts, tehsils and municipality areas, where the minority languages are spoken by more than 15 per cent of the local population.
- b. During the meetings with the representatives of Urdu speakers, it was informed that several Urdu Translator posts have been diverted and abolished. Therefore, the Government is urged to post adequate number of translators to ensure the translation and publication of Rules, Regulations, Notices, etc. in the minority languages for the benefit of linguistic minorities.
- c. Arrangements should be made to ensure receipt of and reply to the representations for the redressal of the grievances in minority languages.
- d. The State Government needs to ensure that Language Preference Registers to record language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the Primary and Secondary stages of education in the State.
- e. It is also suggested to introduce necessary columns in the Application Forms for admission to schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parents to ensure that the children belonging to the linguistic minority groups are provided adequate facilities for learning their mother tongue.

- f. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
  - g. The State Government also needs to furnish the information with regard to the authority for the recognition of linguistic minority institutions in the State.
  - h. The State Government is urged to furnish detailed information about the posts of teachers and the arrangement for their training for using/teaching of minority languages as mediums of instruction and as a subject.
  - i. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for their development.
  - j. It is appreciated that the State Government has provided a platform for the promotion of the minority languages through the publication "*Bhasha Sangam*". However, it was informed by the representatives of the linguistic minorities that the remuneration has not been paid to the writers. Therefore, the State Government is urged to ensure payment of the remuneration to the writers.
  - k. It was also informed by the Chairman and Members of the Urdu Academy that an amount of rupees one crore was allocated for the Academy. However, it was not adequate to carry out activities for the promotion of Urdu. The Government is, therefore, urged to allocate adequate funds for the Urdu Academy as assured during the meeting.
  - l. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for linguistic minorities in the State. Similarly, a District Level Committee under the Chairmanship of the District Collector should be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - m. The Nodal Officer, Government of Bihar, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 9.4 The Government of Bihar is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

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

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

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

10.3 No information has been furnished with respect to the Districts where the minority languages are spoken by 60 per cent or more of the local population. Moreover, no information has been provided about the district/tehsil/taluka/municipality where minority languages are spoken by 15% or more of the population.

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

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

### 10.4 Use of Minority Languages in the State

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

### 10.5 Recruitment to State Services

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

### 10.6 Recognition of Linguistic Minority Educational Institutions

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

and Scheduled Castes Development Department, Raipur. It has also been stated that the Guiding Principles and Relevant Procedure for according recognition and linguistic minority certificate to linguistic minority educational institutions-2007 have been provided by the Chhattisgarh Government Scheduled Tribes and Scheduled Castes Development Department. For recognition of the linguistic minority educational institutions, the following documents are required to be annexed with the prescribed application:

- i. Registration of the Firm and Institution
  - ii. Rules
  - iii. Audited Accounts and Annual Reports for three years prior to application
  - iv. Recruitment Rules-Academic/Non-Academic RRs, whichever applicable
  - v. List of movable, immovable property of the Institution and their verified Assessment Sheet, list of syllabi, educational qualifications of teaching/non-teaching faculty, their posts, salary and other particulars, Certificate of the recognizing institute, e.g. All India Council of Technical Education (AICTE) and Certificate of Affiliating University/Board
  - vi. Fee prescribed by the State Government
  - vii. Affidavit (To be enclosed in the prescribed format)
- b. No information has been furnished with regard to the number of the minority educational Institutions which have been recognized language-wise as on June 30, 2015.
- c. No information has been provided with regard to the receipt of any representation/complaint/petition from linguistic minorities about recognition of their minority educational Institutions.

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

- a. No specific information has been provided with regard to the rules/regulations/guidelines for sanction of grants-in-aid and the authority designated for the purpose. It has been stated that grants-in-aid are sanctioned as per the provisions of the State Government.
- b. Details of the grants-in-aid for linguistic minority educational institutions stated to have been sanctioned for 2014-15 are as follows:

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

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	03	180	16	11:1

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

Languages	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	02	185	10	18:1
Punjabi	02	188	11	17:1

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

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

Languages	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	01	140	4	30:1

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

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

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

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

Languages	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	02	180	06	30:1
Punjabi	01	88	03	30:1

#### 10.12 Three Language Formula

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

#### 10.13 Teachers for Minority Languages

- a. The details of the posts of teachers sanctioned filled up to teach Urdu as a subject and as a medium of instruction are as under:

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

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

Training Institutes	Minority Language	
	As a Medium	As a Subject
SCERT	-	Urdu

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

#### 10.14 Textbooks in Minority Languages

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

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

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

#### 10.16 Promotion and Development of Minority Languages

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

Language	Name of the Academy	Date of Establishment	Budget for 2014-15
Urdu	Chhattisgarh State Urdu Academy	01 October 2003	Approx. Rs. 45.00 Lakh

#### 10.17 Machinery for the Implementation of Safeguards

- a. It has been stated that the District Minority Welfare Committee has been constituted under the Chairmanship of the Collector in every District of the State. Besides, there is a State Level Committee under the Chairmanship of the Secretary.
- b. It has been stated that the Minorities Commission, if required, looks after the case of the linguistic minorities as well.
- c. It has been stated that the Collectors of all the Districts of the State have been entrusted with the linguistic minorities affairs by the State Government.

#### 10.18 Publicity of Constitutional Rights and Safeguards

- a. With regard to the publicity of Constitutional Rights and Safeguards, the Offices

of the District Collectors and District Educational Officers make the information available at the District and Block levels.

- b. It has been reported that posters are published by the Chhattisgarh State Minority Commission for dissemination of the Safeguards schemes. It has also been stated that orders have been issued to the District and Tehsil offices to exhibit the Safeguards and concessions available to the linguistic minorities through hoardings, banners, etc.

## **FINDINGS/RECOMMENDATIONS**

- a. The State Government is urged to notify the Districts, Tehsils and Municipality areas, where the minority languages are spoken by more than 15 per cent of the local population.
  - b. The State Government needs to ensure translation and publication of Rules, Regulations, and Notices, etc., in the relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
  - c. The State Government should ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
  - d. The State Government needs to furnish detailed information regarding the educational facilities available to the linguistic minority language students at the Upper Primary, Secondary and Higher Secondary stages of education in the State including Odiya and Bengali.
  - e. The State Government needs to arrange for teachers for teaching of other minority languages, as in the case of Urdu language.
  - f. The State Government needs to ensure maintenance of Language Preference Registers to record the preferences of linguistic minority students in all the schools to facilitate instruction in mother tongue/languages in the State.
  - g. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facility to learn their mother tongue.
  - h. The State Government is advised to include a M.P., preferably belonging to the Linguistic Minorities in the State-Level Committee. Similarly, the District Level Committee under the Chairmanship of the District Collector may also include a local M.L.A., preferably belonging to the Linguistic Minorities, to ensure effective implementation of the Safeguards for the linguistic minorities.
  - i. The Nodal Officer, Government of Chhattisgarh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 10.19 The Government of Chhattisgarh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

## LINGUISTIC PROFILE

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

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

11.2 **Official Language of the State:** The Official Language of the State is Hindi in Devanagari Script.

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

11.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

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



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

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

## LINGUISTIC PROFILE

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

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

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

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

- 12.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- 12.4 The Commissioner along with the Assistant Commissioner visited Bhopal from 8 to 10 October, 2015 and held discussion with the Hon'ble Ministers of Higher Education, School Education, Chief Secretary and other officials of the Government of Madhya Pradesh on the status of implementation of the Safeguards for linguistic minorities in the State. It was assured by them that all efforts would be taken to teach mother tongue of all the linguistic minorities in the State. The Higher Education Minister agreed to look into the needs of the Urdu Academy and promotion of Urdu Language in the State. The CLM also urged to introduce three columns in the Admission Form for schools to elicit: (i) the mother tongue of the child; (ii) the medium of instruction opted by the parent; and (iii) the third language opted by the parent to ensure provision in learning the mother tongue of the children belonging to the linguistic minorities.
- 12.5 The Secretary, Tribal Affairs elaborated on the efforts taken by the Government of Madhya Pradesh to preserve and promote teaching in tribal languages Bhili/Bhilodi in the State. It was informed that primary Text Books and Work Books have been prepared in these languages. The CLM suggested for conducting a Workshop on the Tribal Language Courses by the Tribal Institute and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to prepare the Text-Books in Tribal Languages. The representatives of Sindhi speakers demanded for provision to learn Sindhi at School level. The CLM also appreciated the efforts of the State Government in providing courses in Sanskrit by the Sanskrit Board and Bhoj University.
- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of

linguistic minorities where the speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.

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

## LINGUISTIC PROFILE

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

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

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

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

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

## RECOMMENDATIONS

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

mother tongues/languages at the Primary and Secondary stages of education in the State.

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

## LINGUISTIC PROFILE

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

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

- 14.2 No specific information has been provided with regard to the languages spoken by 60 per cent or more of the district population. Moreover, no information has been furnished with the respect to the languages spoken by 15 per cent or more of the District/tehsil/Taluka/Municipality population.
- 14.3 a. **Official Language of the State:** The Official Language of the state is Hindi.
- b. **Additional Official Language:** Urdu has been declared as the Additional Official Language of the State.

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

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

### 14.4 Use of Minority Languages in the State

- a. It has been informed that directions have been issued by the Department of Language of the State Government for the receipt of the representations/applications in Urdu language.
- b. It has also been informed that orders have been issued by the Department of Language of the State Government for reply to the representation of Urdu in the same language.

### 14.5 Recruitment to State Services

- a. It has been stated that the as per Rules-5 of the Uttar Pradesh Competitive Examination (Medium of Written Examination) Rules, 1994, promulgated with the Notification dated 18.08.1994, there is a provision of having a compulsory paper of General Hindi.
- b. It has been informed that it has been provided for in Rule-4 of the above mentioned Rules that a candidate may answer question papers in English in Roman Script or Hindi in Devanagari Script or Urdu in Persian Script except that the language papers must be answered in the same language.

- c. It has been informed that no domiciliary restrictions apply for recruitment to the State Services.

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

With regard to the recognition of linguistic minorities educational institutions in the State, no information has been provided by the State Government.

#### **14.7 Grant-in-aid to Linguistic Minority Educational Institutions**

No information has been furnished with regard to the grants-in-aid to linguistic minority educational Institutions.

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

#### **14.8 Primary Stage (Class I to V)/Upper Primary Stage (Class VI to VIII)**

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 in the State.

#### **14.9 Three Language Formula**

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

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

- b. However, no statistics have been furnished about the students covered under the Three Language Formula.

#### **14.10 Teachers for Minority Language**

- a. The State Government has not furnished any information about the number of posts of teachers sanctioned/filled up to teach minority languages as a medium of instruction and as a subject in the State.
- b. No information has been furnished about the arrangement for training of teachers for teaching minority languages.

#### **14.11 Textbooks in Minority Language**

- a. No information has been furnished as to whether the minority language textbooks and other teaching materials are available to the minority language students at the beginning of the Academic Session.
- b. No information has been furnished with regard to the agency responsible for the preparation and publication of the textbooks as well as the inter-state arrangement for procurement of textbooks.
- c. The State Government has not provided any information as to whether the minority language textbooks and other teaching materials are made available to the linguistic minority students at competitive/subsidized rates.

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

No information has been provided regarding the maintenance of Language Preference Registers for recording language preference of the linguistic minority students in Primary and Upper Primary schools.

#### 14.13 Promotion and Development of Minority Languages

It has been informed there is no language declared as a minority language in Uttar Pradesh, however, U.P. Sindhi Academy, U.P. Punjabi Academy and U.P. Urdu Academy have been constituted in the State for the promotion, publicity and development of minority languages and their literature. The details of the language academies are as follows:

Language	Name of Academy	When Established	Budget for Year 2014-15
Sindhi	U.P. Sindhi Academy	7-2-1996	33.20 Lakh
Punjabi	U.P. Punjabi Academy	17-3-1998	24.94 Lakh
Urdu	U.P. Urdu Academy	1972	6,20,16000/-
Urdu	Fakruddin Ali Ahmad Memorial Committee	1976	51,98,000/-

#### 14.14 Machinery for Implementation of Safeguards

No information has been provided with regard to the machinery constituted at the State or District level for monitoring and reviewing the Safeguards of the linguistic minorities.

#### 14.15 Publicity of Constitutional Rights and Safeguards

- a. It has been informed that the Department of Information has been publishing a monthly magazine entitled '*Naya Daur*' for the last 67 years wherein articles pertaining to the development and Safeguards of the linguistic minorities are frequently published.
- b. It has been informed that the following publicity leaflets were published in Urdu and distributed across all the districts during the period between July 2013 to June 2014 for the development of the minorities and informing them about the Safeguards available to them:
  1. Uttar Pradesh Sarkar Ki Aham Hasulyabayan
  2. Poore Hote Wade
  3. Uttar Pradesh Akliyati Biradari Ko Tahffuj Ke Sath Tarakki Ke Mauke
  4. Tej Raftar Tarakki Mein Nayjawanon Ki Kessedari
  5. Riyasat Ki Bashimdon Ki Behatar Sehat ke Liye Behatreen ilaj ki Sahuliyat
  6. Dehi Tarakkiyat Aur Kisanon ki Mufad Mein Hukumat ki Janib se Uthai Gaye kadam
  7. Khwateen Ko Mil Rahe Hain Barabari ke Mauke
  8. Tarakkiyat ka agenda-2014
  9. Aktiyati Wahjood



It has also been informed that publicity leaflets titled 'Kaamyabi ke Kadam' 'Tamir aur Tarakki ka ek Saal', and 'Agenda for the progress of the State', have been published in Urdu language and distributed across all the districts of the State.

- c. It has been informed that Communique and advertisements have been published from time to time in the dailies, weekly and monthly newspapers/magazines of the State/Districts in Urdu language for the development of the linguistic minorities and their Safeguards.
- d. It has been stated that hoardings pertaining to the Safeguards of the linguistic minorities are also displayed from time to time and Press Releases issued in Urdu newspapers, agencies, news channels, etc.

## **FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices etc., in the relevant minority languages as is done in the case of Urdu for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population. In this connection, attention of the Government is invited to the provisions contained in the Articles 347, 350 of the Constitution and the Official Languages of Uttar Pradesh Act, 1989. Further, it has also been reiterated by the Hon'ble Supreme Court of India after prolonged deliberations on the subject matter. The implementation of the Act will strengthen the Ganga-Jamuna culture and scope for Urdu to flourish in the State. It is, therefore, urged to implement the Act in true letter and spirit.
- b. Arrangements should be made to ensure the receipt of and reply to the representations for redressal of grievances in minority languages in addition to Urdu.
- c. The State Government needs to initiate effective steps to implement the Constitutional Provisions with regard to the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions. The State Government is also urged to designate an Authority for the recognition of linguistic minority institutions in the State.
- d. The State Government needs to ensure that the Language Preference Registers to record the language preferences of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the Primary and Secondary stages of education in the State.
- e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
- f. It has been brought to the notice of the Commissioner for Linguistic Minorities that in Secondary Education and Intermediate Education, Urdu can be taken as one of the subjects. However, the Board of High School and Intermediate Education has framed Syllabus and Examination Rules in a manner that Urdu language paper cannot be taken with important subjects like Science, Mathematics, Commerce, Sanskrit, etc. The State should, therefore, make suitable amendments in this regard so that the Urdu speakers are not denied their fundamental right to learn the modern Science, Mathematics and Commerce for their bright future.

- g. It has also been brought to the notice of the Commissioner for Linguistic Minorities that the U.P. Board of Secondary Education Notification, 1952 (now known as the Intermediate Board) declared that “Institutions will be granted recognition only for imparting education through the medium of Hindi”. This has totally deprived the right of recognition to non-Hindi medium schools and it is against the Safeguards provided under Articles 29 and 30 of the Constitution. Therefore, the State is urged to re-examine the clause and amend it suitably to protect the rights of the linguistic minority groups living in that State.
  - h. The State Government is advised to set up a State Level Safeguard Implementation Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - i. The Nodal Officer, Government of Uttar Pradesh needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon’ble President within the stipulated time.
- 14.16 The Government of Uttar Pradesh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

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

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

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

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

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

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

### 15.4 Use of Minority Language in the State

- a. There is said to be no arrangement for the translation and dissemination of important Government Rules, Orders and Notifications in minority languages.
- b. It has been stated that no orders exist for the receipt of and reply to representations in minority languages.

### 15.5 Recruitment to State Services

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

### 15.6 Recognition of Linguistic Minority Educational Institutions

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

representation/complaints/petition from linguistic minorities about recognition of their minority educational institutions.

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

- a. As regards the Rules, Regulations and Guidelines and the Competent Authority for sanction of grants-in-aid to the linguistic minority educational institutions, it has been stated that the State Government has not identified or notified any language as minority language so far.
- b. As regards the number of linguistic minority institutions sanctioned grants-in-aid for the year 2014-15, it has been informed that no financial assistance has been granted to any individual/institutions/NGOs so far.

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

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

The State Government has not furnished any information with regard to the educational facilities available to the linguistic minority students at Primary, Upper Primary, Secondary, Higher Secondary stages of education in the State.

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

The languages taught under the Three Language Formula are:

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

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

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

No information has been furnished with regard to the teachers and their training facility in minority languages.

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

No specific information has been given with regard to the arrangement for the supply of minority language(s) textbooks and other teaching materials.

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

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

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

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

#### 15.14 Machinery for the Implementation of Safeguards

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

#### 15.15 Publicity of Constitutional Rights and Safeguards

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

### FINDINGS/RECOMMENDATIONS

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

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

**LINGUISTIC PROFILE**

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

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

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

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

- 16.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. Therefore, the recommendations of the 51st Report are reiterated.

**RECOMMENDATIONS**

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

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



## LINGUISTIC PROFILE

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

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

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

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

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

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

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

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

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

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

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

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

- a. It has been stated that there is no arrangement for the translation and dissemination of important Government Rules, Orders and Notifications etc., in minority languages.
- b. It has also been stated that no orders exist for the receipt of and reply to the representations for redressing the grievances in minority languages.

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

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

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

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

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

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

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

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

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

### 17.9 Three Language Formula

- a. The languages taught under the Three Language Formula (from Class III to X) are as follows:

First Language: Manipuri or one of the major Indian languages (Bengali, Nepali, Punjabi, etc.) or one of the thirteen recognized Tribal languages.

Second Language: English

Third Language: Manipuri for those, who do not offer Manipuri as First Language or Hindi for those, who do not offer Hindi as First Language or Elementary Hindi and Elementary Manipuri for those, who offer one recognized Tribal Language as the First Language.

- b. However, the details of the students covered under the Three Language Formula have not been furnished.

### 17.10 Teachers for Minority Languages

- a. It has been stated that there are no sanctioned posts for Regional/Minority Language teachers in the Department of School Education to teach Regional/Minority Languages so far. However, any teacher of the school, whose mother tongue is one of the recognized Tribal Languages, is assigned the job of teaching the language.

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

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

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

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

- a. It has been stated that the 'Language Preference Registers' are yet to be successfully maintained in the State. However, it has been stated that the Department of Education, Government of Manipur is making every effort to maintain such registers in all the Primary Schools of Hill Districts of Manipur.
- b. As regards the introduction of necessary columns in the Application Form for Admission to school with regard to the language preference of students, it has been stated that it is yet to be introduced.

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

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

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

- a. It has been stated that there is no machinery at the State level to monitor the implementation of the Safeguards for linguistic minorities in the State. It has also been stated that the State Minorities Commission does not exist in the State.
- b. It has been stated that the respective Zonal Education Officers of State Education Department (School) have been entrusted with the linguistic minorities affairs at the District level.

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

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

#### **FINDINGS/RECOMMENDATIONS**

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

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

## LINGUISTIC PROFILE

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

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

18.2 **Official Language of the State:** The Official Language of the State is English.

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

18.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Meghalaya. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. The State Government needs to appreciate the presence of the linguistic minorities and to ensure translation and publication of Rules, Regulations and Notices, etc. in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/ Taluka/Municipality population.
- b. The State Government should revisit relevant Rules/Regulations/Guidelines and designate the Authority for the grant of recognition and sanction of grants-in-aid to the linguistic minority educational institutions.
- c. The State Government should furnish complete and comprehensive information about the educational facilities available to the linguistic minority students at the Upper Primary, Secondary and Higher Secondary stages of education, sanctioned and filled-in posts of teachers for minority languages and arrangement for their training to teach minority languages as a subject and use these as mediums of instruction.
- d. The State Government needs to furnish complete details of the posts of teachers created/sanctioned for minority languages and arrangement of training facility for the minority language teachers.
- e. The State Government should ensure that 'Language Preference Registers' to record language preference of linguistic minority students are maintained in all the schools to

facilitate inter-school adjustments so as to provide instructions in mother tongue/languages in the State.

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



## LINGUISTIC PROFILE

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

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

19.2 **Official Language:** Mizo, English and Hindi are the Official Languages of the State.

19.3 No information has been furnished with respect to the minority languages spoken by 60 per cent or more of the district population.

19.4 No information has been furnished with respect to the minority languages spoken by 15 per cent or more of the district population.

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

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

### 19.5 Use of Minority Languages in the State

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

### 19.6 Recruitment to State Services

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

### 19.7 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished with regard to the Rules and Regulations/Guidelines for recognition of linguistic minority educational institution and the Competent Authority designated for the purpose.
- b. It has been informed that 71 Bengali and 15 Nepali educational institutions have been recognized language-wise as on June 30, 2015.
- c. No application is said to be pending for recognition as linguistic minority educational institution as on 30 June 2015.

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

- a. No information has been furnished with regard to the Rules/Regulations/Guidelines for sanction of grants-in-aid to Primary and Secondary linguistic minority educational institution and the authority designated for the purpose.
- b. It has been stated that the linguistic minority institutions, language-wise have been sanctioned grants-in-aid for the year 2014-15 as per the details given below:

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

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	54	3,437	117	1.29
Nepali	10	436	45	1.10

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Nepali	2	-	-	-

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	17	2,447	103	1.23
Nepali	3	120	12	1.10

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

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	Nil	-	-	-
Nepali	2	-	-	-

- b. No information has been provided about the facility for learning minority languages as a subject at the Primary stage of education.

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

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

#### 19.13 Three Language Formula

The languages taught under the Three Language Formula are:

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

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

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

#### 19.14 Teachers for Minority Languages

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

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

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

#### **19.15 Textbooks in Minority Languages**

- a. It has been informed that the textbooks in minority language and other teaching material are available to linguistic minority students at the beginning of the Academic Session.
- b. It has been stated that the textbooks for Bengali medium are procured from Assam State Textbooks Production and publication co-operation while textbooks for Nepali medium are procured from Meghalaya and Sikkim Boards of Education.
- c. It has been informed that minority language textbooks and other teaching materials are not available to the linguistic minority students at competitive/subsidized rates.

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

It has been stated that Language Preference Registers are not maintained in schools. It has also been informed that the application form for admission to school at the Primary level in the state does not have the three necessary columns to elicit the preferability of the children with regard to linguistic minorities.

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

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

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

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

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

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

### **FINDINGS/RECOMMENDATIONS**

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

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

## LINGUISTIC PROFILE

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

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

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

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

20.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc., in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages.

- c. The State Government should initiate effective steps to implement the Constitutional Provisions for the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
  - d. The State Government needs to ensure that 'Language Preference Registers' to record the language preferences of linguistic minority students be maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongues/languages at the Primary and Secondary stages of education in the State.
  - e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
  - f. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
  - g. The State Government needs to furnish detailed information about the posts of minority language teachers and the arrangement for their training for teaching minority languages. It is highly deplorable that limitation in funding for teachers has been hampering the posting of the teachers. The State Government and the Union Government, MHRD are, therefore, urged to take necessary steps to fund adequately for the posting and training of teachers in the minority languages on priority basis.
  - h. It is also appreciated that the State has the largest number of Academies for the protection and promotion of the minority languages. The State Government and the Union Government, MHRD are, therefore, urged to take necessary steps to fund adequately for the protection and promotion of the minority languages in the State
  - i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector should also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - j. The Nodal Officer, Government of Nagaland, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 20.4 The Government of Nagaland is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

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

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

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

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

- 21.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Odisha. Therefore, the recommendations of the 51st Report are reiterated.

**RECOMMENDATIONS**

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



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

## LINGUISTIC PROFILE

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

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

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

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

22.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

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

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

**LINGUISTIC PROFILE**

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

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

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

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

<b>District</b>	<b>Language</b>	<b>Percentage</b>
West	Kokborok	40
North	Kokborok	19
South	Kokborok	35
Dhalai	Kokborok	51
Sepahijala	Kokborok	25
Gomati	Kokborok	45
Khowai	Kokborok	49
Unakoti	Kokborok	18

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

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

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

- a. It has been reported that arrangement has been made for the translation and dissemination of important Government Rules, Orders and Notifications, etc. in Kokborok language.
- b. It has also been informed that the *Sarva Shiksha Abhiyan* and Health and Family Welfare Department publish awareness leaflets and ICA Department publishes

awareness leaflets in Kokborok. It has been added that the Directorate of Kokborok and other minority languages, Tripura also published a half yearly Magazine in different languages like Kokborok, Halam, Chakma, Mog, Kuki-mizo, Manipuri, B. Manipuri etc.

- c. It has been informed that the representations for redress of grievances in minority languages are received and actions are taken on these representations. It has also been informed that efforts are made to reply to such representations in the same language.

### **23.5 Recruitment to State Services**

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

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

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

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

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

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

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

- a. It has been reported that no minority language is used as a medium of instruction at the Primary stage of education in the State.

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

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

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

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

Language	Schools	Students	Teachers
Kokborok	46	8,240	80

### 23.10 Secondary Stage (IX to X)

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

Language	Schools	Students	Teachers
Kokborok	46	8,240	80

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

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

### 23.12 Three Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Kokborok	2,832	Nil	Nil

### 23.13 Teachers for Minority Languages

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

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

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

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

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

### 23.14 Textbooks in Minority Languages

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

### 23.15 Maintenance of 'Language Preference Registers'

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

### 23.16 Promotion and Development of Minority Languages

- a. It has been stated that minority languages are being developed as per the decision of the respective Advisory Committee.

- b. No information has been provided about the Academies set up by the State Government for the promotion and development of minority languages.

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

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

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

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

## **FINDINGS/RECOMMENDATIONS**

- a. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment to the State Services to provide equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period.
- b. From the information provided by the State Government, it is not clear whether there is any facility for using the minority languages as mediums of instruction at the Primary/Upper Primary stage of education. The State Government needs to furnish detailed information in this regard.
- c. The information provided on the number of posts of teachers for minority languages is not clear as it only mentions Kokborok. Arrangements should also be made through DIET to train teachers for using/teaching the minority languages as mediums of instruction and as a subject, as is done in the case of Kokborok.
- d. The State Government needs to consider permitting minority languages in answering the question papers for recruitment tests to the State Services and should not impose domiciliary restrictions at the time of recruitment to the State Service.
- e. The State Government needs to ensure that 'Language Preference Registers' to record language preferences of linguistic minority students are maintained in all the Primary and



Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.

- f. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
  - g. The State Government is advised to set up a State Level Safeguards implementation committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District level Committee under the Chairmanship of the District Collector should be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - h. The State Government needs to make efforts for the promotion and development of all the minority languages/tribal languages in the State.
  - i. The Nodal Officer, Government of Tripura, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 23.19 The Government of Tripura is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

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

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

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

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

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

## RECOMMENDATIONS

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

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

## LIINGUISTIC PROFILE

25.1 The Census-2001 registered the population of Dadra and Nagar Haveli as 2,20,490 persons and its broad linguistic profile is as follows:

Language	Speakers	Percentage
Bhilli/Bhilodi	89,132	40.42
Gujarati	52,074	23.62
Hindi	33,237	15.07

25.2 **Official Language:** Hindi and Gujarati are the Official Languages of the UT.

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

25.3 It is a matter of concern that no reply has been received from the UT Administration to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the UT Administration. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. The UT Administration is required to ensure maintenance of Language Preference Registers to record Language preference of linguistic minority students in the Schools to facilitate instruction mother tongue/language at the School.
- b. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother tongue, first language preferred and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their mother tongues.
- c. The UT Administration needs to appreciate the presence of Bhilli/Bhilodi, Konkani speakers in the UT and required to provide details about the facilities for learning these minority languages.
- d. The UT Administration is required to furnish information about the educational facilities available to the linguistic minority students at the Higher Secondary stage of education.
- e. The UT Administration needs to promote/protect the Tribal/ Minority languages spoken in the UT. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the UT.

- f. The UT Administration is advised to constitute the UT-Level Implementation Committee under the Chairmanship of the Administrator to monitor the implementation of the safeguards for the linguistic minorities in the UT.
- 25.4 The UT Administration of Dadra and Nagar Haveli is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.

## LINGUISTIC PROFILE

26.1 The Census-2001 registered the population of Daman and Diu as 1,58,204 persons and its broad linguistic profile is as follows:

Language	Speakers	Percentage
Gujarati	1,07,090	67.69
Hindi	30,754	19.44
Marathi	6,763	4.27

26.2 **Official Language:** It has been informed in the reply to the Questionnaire for the 51st Report that according to the Goa, Daman and Diu Official Language Act, 1987, the Official Languages of the UT are Konkani and Gujarati. It has also been informed that after the formation of Goa as a State w.e.f. 30-05-1987, Daman & Diu became a separate UT. Thereafter, no notification has been issued declaring the official language of the UT of Daman & Diu. It has also been informed that as per the Official Language Act, Government of India, the communications with State/Central Government are made in Hindi/English.

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

26.3 It is a matter of concern that no reply has been received from the UT Administration to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the UT Administration. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. Though Daman and Diu became a separate UT w.e.f. 30.05.1987, the notification for declaring the Official Language of the UT has not yet been issued. It has to be expedited and also to be clarified whether Konkani is still the Official Language of Daman and Diu.
- b. The UT Administration is required to furnish complete and comprehensive information of the facilities for learning the mother tongue of the local area at schools.
- c. The UT Administration is also required to ensure maintenance of Language Preference Registers to record language preference of linguistic minority students in the schools to facilitate instruction in mother tongue/minority languages at the schools.
- d. It is also suggested to introduce necessary columns in the Application Forms for Admission in the Schools to elicit information about the mother tongue, first language preferred and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their mother tongues.

- e. The UT Administration needs to furnish detailed information regarding the posts of teachers and arrangements for their training.
  - f. The Nodal Officer of the UT needs to ensure that complete and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Authority to present and prepare the Report in time.
- 26.4 The UT Administration of Union Territory of Daman and Diu is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Constitutional Safeguards for the linguistic minorities are implemented effectively and efficiently in the UT Administration.

**LINGUISTIC PROFILE**

27.1 The Census-2001 registered the population of Goa as 13,47,668, persons and its broad linguistic profile is as follows:

<b>Languages</b>	<b>Speakers</b>	<b>Percentage</b>
Konkani	7,69,888	57.13
Marathi	3,04,208	22.57
Hindi	76,775	5.70
Kannada	74,615	5.54
Urdu	54,163	4.02

27.2 **Official Language of the State:** Konkani in Devnagari script is the Official Language of the State.

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

27.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. However, the following observations made in the 51st Report on the basis of the discussions of the CLM with the State Officials during his visit in September, 2014 are reiterated.

**RECOMMENDATIONS**

- a. The State Government is appreciated for the equal status and benefits extended for both the religious and linguistic minority institutions in the State. It was informed that there are more than 800 Primary Schools and 300 High Schools. It was also informed that at the primary stage of education, the minority language/mother tongue of the children are the mediums of instructions, i.e., Marathi/Konkani/Kannada/Hindi/Urdu. However, it has been observed that there are very few schools to learn the minority languages at the High School/Senior Secondary School levels.
- b. It is also appreciated that the Director has agreed to the proposal and also readily agreed to relax the number of students required to learn their respective mother tongues from 20 to 15 to provide the facility for learning the minority languages.
- c. The representatives of Malayalam speakers requested for facilities for learning Malayalam at Vasco, where a sizeable number of Malayalam speakers are living. They also sought recognition of the Malayalam Certificate Courses awarded by the Kerala Government. The Government is, therefore, required to fulfill the assurance.
- d. The representatives of the Kannada speakers stated that, at present, there are more than 100 students in Class-X (Kannada medium). However, there is no centre for



appearing for the Class-X Board examinations in Goa. As explained by the Director, since the Kannada medium schools are following the Karnataka State Board syllabus; and there are very less number of children for Class-X, they appear for the examination in the designated centre in Karnataka across the border. However, it was agreed by him to explore the possibility of availing the facility at Goa in consultation with the Karnataka Government in future for the benefit of the linguistic minority children, especially the girls. The demand was also made for Kannada Inspectors/Examiners. The Government is, therefore, requested to fulfill the demands.

- e. The representatives of the Urdu speakers and Teachers' associations brought to the notice that there are large number of vacant posts of teachers and they stated that the domiciliary restriction for recruitment to State services is also a reason for the vacant posts. The Director admitted that there is a provision for training Urdu teachers; recruitment is done through Employment Exchange; and there is domiciliary restriction of a minimum of 15 years domicile in Goa. Since it is a policy issue, it is suggested that the Government may consider one time relaxation of domiciliary restriction in the case of recruitment to vacant teacher posts in the State. It is also suggested to explore the possibility of starting Study Centres for Urdu teachers in association with the Maulana Azad National Urdu University. Further, it is suggested to revive the lapsed posts of Urdu teachers to facilitate filling up of the posts.
- f. The representatives of Urdu speakers from Ponda demanded the continuance of the only Urdu Primary School in the Taluk and permission to start classes from Class-VI onwards, for the benefit of the linguistic minority children, especially the girls, who have to go to Madgaon for Class-IV. It is, therefore, urged to consider their demand under the Safeguards for minorities.
- g. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment to the State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated probation period.
- h. The State Government is required to ensure that the Language Preference Register to record language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongues/languages in the State. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; medium of instruction preferred by the parent; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
- i. The State Government is required to provide wide publicity to the Safeguards and facilities available to the linguistic minorities in the State. It is also urged to establish Academies for the protection and promotion of minority languages and to revive a proposal pending for the creation of an Urdu Academy.

- j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - k. The Government is urged to nominate the Nodal Officer for Linguistic Minorities to ensure that comprehensive and consolidated replies are furnished to the Questionnaire in time, so as to enable the Commissioner to submit his Report to the Hon'ble President within the stipulated time.
- 27.4 The Government of Goa is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented in the State.

## LINGUISTIC PROFILE

28.1 The Census-2001 registered the population of Gujarat as 5,06,71,017 persons and its broad linguistic profile is as follows:

Languages	Speakers	Percentage
Gujarati	4,27,68,386	84.40
Bhili/Bhilodi	24,05,663	4.75
Hindi	23,88,814	4.71
Sindhi	9,58,787	1.89
Marathi	7,64,002	1.51
Urdu	5,50,630	1.09

28.2 **Official Language of the State:** The Official Language of the State is Gujarati.

28.3 The State Government has not furnished any information on District/Tehsil/Taluka/Municipality where the linguistic minorities constitute 15 per cent or more of the local population.

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

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

### 28.4 Use of Minority Languages in the State

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

### 28.5 Recruitment to State Services

- a. It has been stated that the recruitment tests to the State Services are conducted as per the relevant Rules of the State.
- b. No specific information has been given as to the knowledge of Regional/Official Language as a pre-requisite for recruitment to the State Services.
- c. No specific information has been furnished as to the imposition of domiciliary restrictions for recruitment to the State Services.

### 28.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the Commissioner of School Education Department, Gujarat State, Gandhi Nagar, is the competent authority to accord recognition to the linguistic minority educational institutions. However, the Rules and Regulations/Guidelines for the recognition of linguistic minority educational institution have not been mentioned.

- b. It has also been informed that from class XI to XII, 16 Urdu, 12 Marathi, 13 Sindhi, 02 Tamil and 71 Hindi linguistic minority educational institutions have been recognized as on 30 June 2015.

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

It has been informed that the Director, Primary Education, and the Commissioner of School Education Department, are the competent authorities for the sanction of grants-in-aid to the linguistic minority educational institutions at the Primary and Secondary levels, respectively. However, no information has been furnished about the linguistic minority educational institutions, which have been sanctioned grants-in-aid during the period under review.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

Language	Schools	Students	Teachers
Urdu	130	43,945	1,032
Marathi	107	46,075	1,252
Sindhi	01	44	2
Hindi	504	1,72,7191	4,831
English	2,476	8,24,595	34,432

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

Language	Schools	Students	Teachers
Hindi	375	1,35,501	3,251
English	1,255	4,90,544	14,705

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

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

Language	Schools	Students	Teachers
Urdu	90	60,872	1,243
Marathi	101	47,456	940
Sindhi	2	5,100	27

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

Language	Schools	Students	Teachers
Hindi	27,850	32,01,695	38,750
English	1,005	1,76,546	4,511

### 28.10 Secondary Stage (IX to X)

No information has been furnished about the minority languages being used as the mediums of instruction or taught as a subject at the Secondary stage of education.

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

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

Language	Schools	Students	Teachers
Urdu	20	6,755	213
Marathi	15	8,249	179
Sindhi	8	2,109	72
Tamil	2	855	9
Hindi	75	41,565	1,005

- b. No information has been furnished about the minority languages being taught as a subject at the Higher Secondary Stage of education.

### 28.12 Three Language Formula

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

First Language: Gujarati/Hindi/Marathi/English/Urdu  
Second Language: Gujarati/English  
Third Language: Hindi

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

Language	Class VIII	Class X	Class XII
Gujarati	180	62,456	30,135
English	80	745	667
Hindi	65	72,402	305
Urdu	60	173	35
Sindhi	0	4	4

### 28.13 Teachers for Minority Languages

- a. As regard the teachers for minority languages, the details of the sanctioned posts for using the minority languages as the mediums of instruction only have been given. No information as to the filled up and sanctioned posts for teaching minority languages as a subject has been given.

Language	As a Medium		As a Subject	
	Posts Sanctioned	Posts filled-up	Posts Sanctioned	Posts filled-up
Gujarati	813	-	-	-
English	181	-	-	-
Hindi	21	-	-	-
Urdu	93	-	-	-
Sindhi	288	-	-	-

- b. The State Government has not provided any information with regard to the arrangement for training of teachers for using/teaching of minority language as a medium and as a subject.

#### 28.14 Textbooks in Minority Languages

- a. It has been stated that textbooks are made available to linguistic minority students at the beginning of the Academic Session.
- b. It has also been informed that the Gujarat State Textbook Board, Gujarat State, Gandhinagar, is the Agency responsible for the preparation and publication of textbooks and other teaching materials in minority languages.
- c. It has been stated that minority language textbooks and other teaching materials are not available to the linguistic minority students at competitive/subsidized rates.

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

No information has been provided with regard to the maintenance of Language Preference Registers in schools in Gujarat.

#### 28.16 Promotion and Development of Minority Languages

- a. No specific information has been provided with regard to the schemes for the promotion and development of minority languages in the State.
- b. It has been informed that the Sindhi Academy and Urdu Academy have been set up for the promotion and development of these languages as follows:

Language	Name of Academy	When Established	Budget for year 2014-15 (in lakhs)
Urdu	Urdu Academy	1993	-
Sindhi	Sindhi Academy	1993	-

#### 28.17 Machinery for the Implementation of Safeguards

It has been informed that there is no Machinery or Committee constituted to monitor and review the implementation of Safeguards for the linguistic minorities at the State/District level in the State.

#### 28.18 Publicity of Constitutional Rights and Safeguards

There is said to be no mechanism for the publicity of the Safeguards for the linguistic minorities in the State. Further, no information has been provided with respect to the actions taken to spread awareness about the Safeguards available to the linguistic minorities in the State.

### FINDINGS/RECOMMENDATIONS

- a. The State Government needs to identify the District/Tehsil/Taluka/Municipality where the linguistic minorities constitute 15 per cent or more of the local population and ensure translation and publication of Rules, Regulations, and Notices, etc., in the minority languages for the benefit of linguistic minorities.

- b. Necessary arrangements should be made to ensure the receipt of and reply to the representations for redressing the grievances in minority languages.
  - c. The State Government needs to ensure that Language Preference Registers to record the language preferences of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongues/languages in the State.
  - d. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
  - e. The State Government needs to provide the data on the recognition and sanction of grants-in-aid to the linguistic minority educational institutions in the State.
  - f. It is highly deplorable that the data of schools/students/teachers regarding the educational facilities provided in the minority languages have been the same as provided for the 50th and 51st Reports. The State Government is, therefore, urged to update the data regarding the educational facilities provided in the minority languages in the State.
  - g. The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training for teaching of minority languages in the State.
  - h. The State Government is required to inform the budgetary allocation for the academies and provide wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
  - i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector should also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
  - j. The Nodal Officer, Government of Gujarat, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 28.19 The Government of Gujarat is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

## LINGUISTIC PROFILE

- 29.1 The Census-2001 registered the population of Karnataka as 5,28,50,562 persons and its broad linguistic profile is as follows:

Languages	Speakers	Percentage
Kannada	3,48,38,035	65.92
Urdu	55,39,910	10.48
Telugu	36,98,657	7.00
Marathi	18,92,783	3.58
Tamil	18,74,959	3.55

- 29.2 **Official Language of the State:** Kannada is the Official Language of the State.

- 29.3 a. The details of the districts where minority languages are said to be spoken by 60 per cent or more of the population are as under:

Name of the District	Name of the Taluk	Language	Percentage
Kolar	Gudibanda	Telugu	67
	Bagepalli	Telugu	70.82
	SrinivasaPura	Telugu	61.9
Uttara Kannada	Karkala	Tulu	61.64

- b. The details of the minority languages spoken by 15 per cent or more of the District/Tehsils/Talukas/Municipality population, as informed by the State are as follows:

### Urdu speakers

Name of the Taluk	Percentage
Bijapur	20.44
Sindagi	15.85
Gulbarga	26.89
Chittapur	20.08
Jevargi	15.07
Basavakalyana	16.91
Bidar	27.75
Homnabad	24.21
Raichur	16.98
Hubli Dharwad	24.62
Mundgod	15.55
Bhatkal	28.69
Shiggaon	22.51
Savanur	25.26
Hangal	20.81
Hospet	15.41
Harihar	16.18
Davangere	15.51
Shimoga	17.04
Tumkur	15.15



Kolar	18.18
Mulbagal	15.20
Ramanagaram	16.45
Mysore	15.09

### Telugu speakers

Name of the Taluk	Percentage
Sedam	30.3
Molakalmuru	24.20
Holalkere	46.9
Pavagada	37.55
Kolar	39.4
Gauribidnur	30.13
ChikBallapur	35.65
Shidlagatta	36.9
Chintamani	59.9
Malur	30.4
Bangarpet	33.06
Mulbagal	39.5
Bangaluru	15.46
Bangaluru South	20.96
Anekal	27.26
Dodballapur	15.92
Devanhalli	23.9
Hoskote	21.95

### Marathi speakers

Name of the Taluk	Percentage
Khanapur	51.96
Basvakalyana	23.74
Bhalki	33.91
Aurad	36.36
Haliyal	55.99
Yellapur	16.26

### Tamil speakers

Name of the Taluk	Percentage
Bangarpet	28.2
Bangalore	18.4
Bangalore South	16.5

### Tulu speakers

Name of the Taluk	Percentage
Udupi	42.20
Mudigere	16.82
Mangalore	45.25
Bantval	53.08
Beltangadi	62.34

Puttur	55.49
Sulya	41.27

### **Konkani speakers**

<b>Name of the Taluk</b>	<b>Percentage</b>
Karwar	54.59
Supa	32.35
Yellapur	19.53
Ankola	19.67
Kumta	18.41
Honavar	32.08
Mangalore	15.84

### **Coorgi speakers**

<b>Name of the Taluk</b>	<b>Percentage</b>
Madikeri	23.19
Virajpet	25.18

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

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

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

- a. It has been stated that there are no arrangements for translation and dissemination of important Government Rules, Orders, Notifications, etc., in minority languages.
- b. It has also been stated that Orders have been issued for the receipt of and reply to the representations for redressal of grievances in minority languages.

### **29.5 Recruitment to State Services**

- a. It has been stated that those persons who do not possess proficiency in the Official Language at the time of recruitment to the state services, should acquire proficiency in the Official Language, within two years, after recruitment.
- b. It has also been stated that the minority languages are permitted to be used for answering question papers in the recruitment tests only for the minority language paper. The other general papers are required to be answered in Kannada or English.
- c. It has been informed that domiciliary restrictions apply at the time of recruitment to the State Services.

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

- a. With regard to the recognition of linguistic minority educational institution, it has been stated that the State Government has constituted a committee as per the

Government Order ED.27.Mahithi, 2012 Bangalore dated 18-06-2014. As regards the Authority designated for the recognition of the Linguistic Minority Educational Institutions, the details furnished by the State Government are as given under:

<b>S.No.</b>	<b>Authority</b>	<b>Division</b>
1	Commissioner of Public Instructions O/o the Commissioner, Department of Public Instructions K.R. Circle, Bangaluru	Bangaluru and Mysore
2	Additional Commissioner of Public Instructions O/o the Additional Commissioner, Department of Public Instructions Dharwad Division, Dharwad.	Dharwad Division
3	Additional Commissioner of Public Instructions O/o the Additional Commissioner, Department of Public Instructions Kalaburagi Division, Kalaburagi.	Kalaburagi Division

- b. It has been stated that per G.O. ED27 Mahithi, 2012, Bangalore dated 18-06-2014, 5-Tulu, 2-Telugu, 2-Tamil and 2-Konkani institutions have been declared as linguistic minorities' institutions.
- c. As regards receipt of any representation/complaint/petition from linguistic minorities, it has been stated that with regard to seeking linguistic minority status for Malayalam, Kodagu, Telugu and Tulu languages, cases are pending in the High Court of Karnataka vide W.P. No. 31831-34/2014, 8577/2015, 14145/2015, 4163/2015, respectively.

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

- a. It has been informed that grants-in-aid are sanctioned as per the Karnataka Education Act, 1983 and the Director, Primary Education Department of Public Instructions, Bangalore and the Director, Secondary Education are the competent authorities for the sanction of grants-in-aid to the Department of Public Instructions, Bangalore linguistic minority educational institutions, from class I to VII and from VIII to X respectively.
- b. It has been informed that no grants-in-aid have been sanctioned for the period under review.

### EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

<b>Language</b>	<b>Schools</b>	<b>Students</b>	<b>Teachers</b>
Urdu	2,276	2,90,865	6,770
Marathi	331	66,812	1,074
Tamil	31	6,640	114
Telugu	27	4,240	92

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

Language	Schools	Students	Teachers
Urdu	27	1,645	41

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

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

Language	Schools	Students	Teachers
Urdu	2,425	1,35,689	16,759
Marathi	696	44,323	5,515
Tamil	105	2,844	750
Telugu	59	1,514	606

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

Language	Schools	Students	Teachers
Urdu	64	4,300	167
Tamil	11	377	11
Telugu	1	54	2

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

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

Language	Schools	Students	Teachers
Urdu	535	52,612	5,073
Marathi	275	28,841	2,971
Telugu	17	542	260
Tamil	9	294	110

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

Language	Schools	Students	Teachers
Urdu	166	13,883	209
Tamil	05	80	2

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

- a. The State Government has not furnished any information about the minority language being used as a medium of instruction at the Higher Secondary stage of education.
- b. Details of the facilities for learning the minority languages as a subject at the Higher Secondary stage of education are as follows:

Language	Schools	Students	Teachers
Urdu	91	5,965	208
Telugu	1	54	2

Tamil	11	377	11
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### 29.12 Three Language Formula

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

First Language: Kannada/Urdu/Marathi/Telugu/Tamil/English  
 Second Language: English/Kannada  
 Third Language: Hindi/English/Urdu

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

First Language	Class VIII	Class X	Class XII
Urdu	38,878	26,112	-
Marathi	15,779	14,225	-
Telugu	193	149	-
Tamil	181	183	-

### 29.13 Teachers for Minority Languages

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

#### Primary School (1 to 8)

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	23,529	20,359	General	General
Marathi	6,589	5,602		
Telugu	698	568		
Tamil	684	593		

#### Secondary School (9 to 10)

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	5,073	4,513	-	-
Marathi	2,971	2,569	-	-
Telugu	26	204	-	-
Tamil	110	88	-	-

- b. It has been informed that training is provided to teachers for using minority languages as a medium of instruction and as a subject, as follows:

No. of Training Institutes	Minority Language	
	As a medium	As a subject
38	Urdu	Urdu
61	Marathi	Marathi
01	Telugu	Telugu
17	Tamil	Tamil

- c. It has been informed that there is no inter-state arrangement/ collaboration for training of minority language teachers/opening of teachers training institutes/centers.

#### 29.14 Textbooks in Minority Languages

- a. It has been informed that textbooks in minority languages and other teaching materials are made available to the linguistic minority students at the beginning of the academic session.
- b. It has also been stated that the Karnataka Textbook Society (KTBS) under the Department of Public Instruction, Government of Karnataka is the agency for procuring textbooks and other teaching materials in minority languages for linguistic minority students.
- c. It has also been informed that free textbooks are given to Government/ Aided Primary and High School students and for other students, textbooks are available at subsidized rates.

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

It has been informed that most of the schools are maintaining the 'Language Preference Registers' to record the language preferences of linguistic minority students.

#### 29.16 Promotion and Development of Minority Languages

- a. No information has been given with regard to the promotion and development of minority languages in the State.
- b. The details of the Academies set up for the promotion and development of the minority languages as reported by the State Government are as follows:

Language	Name of Academy	When Established	Budget for year 2014-15
Urdu	Karnataka Urdu Academy	1977	55 Lakhs
Konkani	Karnataka Konkani Sahithya Academy	1994	66 Lakhs
Tulu	Karnataka Tulu Sahithya Academy	1994	60 Lakhs
Beary	Karnataka Beary Sahithya Academy	2007	60 Lakhs

#### 29.17 Machinery for the Implementation of Safeguards

It has been informed that there is no Machinery/Committee at the State/District level for monitoring and reviewing the implementation of the Scheme of Safeguards for the linguistic minorities of the State. However, the Deputy Director Public Instruction (DDPI-Administration) and Deputy Director Public Instruction (DDPI-Development) are said to be the designated implementing officers only for the education department at the district level.

#### 29.18 Publicity of Constitutional Rights and Safeguards

No relevant information has been provided by the Government. However, it has been stated that if any problems emerged in linguistic institutions (Urdu, Telugu, Tamil and Marathi) in respect of academic and infrastructural matter at the block level, the BEO of the concerned block will take action and for the District level, the concerned DDPI (Admin) will take action and set things right from time to time.

## **FINDINGS/RECOMMENDATIONS**

- a. No information with regard to the Marathi speakers in the Belgaum Municipality has been provided in the reply to the Questionnaire for the 52nd Report. Whereas, during the meeting with the District Officials at Belgaum on 25-09-2014, it was informed that the Marathi speakers constitute more than 15 per cent of the population in the Belgaum Municipality. The Municipal Commissioner informed that the signboards/name boards are displayed in Marathi in addition to Kannada in the Municipal Office.
- b. Further, it is urged upon the Belgaum District/Municipal Administration to ensure the use of Marathi in addition to Kannada in the notice boards/sign boards of Public dealing Offices and destination boards of buses plying at local level, where the linguistic minorities constitute more than 15 per cent of the local population so as to meet their aspirations. It is also urged to provide Notices/Minutes of the proceedings of the Municipal Council; Agriculture Produce Marketing Committees (APMC); Ration Cards; Voters' List; Electricity Bills, correspondences with the linguistic minority institutions, etc. in Marathi in addition to Kannada.
- c. It has been informed that there is domiciliary restriction in recruitment to State Service. The State Government is, therefore, advised not to impose domiciliary restrictions for recruitment to the State Government so as to ensure equal opportunities for the linguistic minorities in matters of employment in the State.
- d. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
- e. The State Government needs to ensure level playing field in the matter of recognition and granting Minority Status Certificate to the educational institutions run by the linguistic minorities in the State. The Commissioner for Public Instruction has informed that the State Government has been considering the issue and it is, therefore, urged to take necessary action in this regard within the Constitutional provisions under Article 29 and 30.
- f. No information with regard to the Nodal Officer for Linguistic Minorities in the State has been provided in reply to the Questionnaire for the 52nd Report. However, the replies compiled by the Director, Urdu and other Minority Languages have been incomplete with respect to details other than the educational facilities, such as promotional activities, details of representations received, etc. Therefore, the Chief Secretary is urged to nominate the Nodal Officer for Linguistic Minorities in the State and ensure a

comprehensive reply to the Questionnaire so as to enable the Commissioner to assess the implementation of the safeguards for linguistic minorities in the State.

- g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the safeguards for the linguistic minorities in the State. Similarly, the District Level Committees under the Chairmanship of the District Collectors should be constituted to ensure the effective implementation of the safeguards for the linguistic minorities.

29.20 The State Government of Karnataka is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented in the State.



## LINGUISTIC PROFILE

30.1 The Census-2001 registered the population of Maharashtra as 9,68,78,627 persons and its broad linguistic profile is as follows:

Language	Speakers	Percentage
Marathi	6,66,43,942	68.79
Hindi	1,06,81,641	11.03
Urdu	68,95,501	7.12
Gujarati	23,15,409	2.39

30.2 **Official Language:** Official Language of the State is Marathi.

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

30.3 It is a matter of concern that no reply has been received from the State Government to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the State Government. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of important Rules, Regulations, Notices, etc., in the relevant minority languages, where their speakers constitute 15 per cent or more of the District/Tehsil/Municipal population.
- b. Arrangement should be made to ensure the receipt of and reply to the representations for redressal of grievances in minority languages.
- c. The facility for learning the Tribal languages is required to be furnished by the State Government so as to ensure their protection and promotion.
- d. The State Government needs to furnish detailed information regarding the sanctioned/filled up number of teacher posts and the arrangement for their training for teaching the minority languages.
- e. The State Government needs to maintain the Language Preference Register in Schools. It is also suggested to introduce necessary columns in the Application for admission to elicit the mother tongue; the first language; and the third language preferred by the parents to enable the linguistic minority children to learn in their mother tongue.
- f. The State Government is urged to revive the Sindhi Academy and to provide details of the activities of the Hindi, Gujarati and Urdu Academies. It is also urged to enhance the funds for their activities as demanded by the representatives.
- g. The State Government is urged to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for

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

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

## LINGUISTIC PROFILE

31.1 The Census-2001 registered the population of as 3,56,152 persons and its broad linguistic profile is as follows:

Languages	Speakers	Percentage
Bengali	91,582	25.71
Hindi	64,933	18.23
Tamil	62,961	17.68
Telugu	45,631	12.81
Malayalam	28,869	8.11
Nicobarese	28,651	8.05
Kurukh/Oraon	13,759	3.86
Munda	4,582	1.29
Kharia	4,090	1.15

31.2 It has been stated that there is no district wherein the speakers of minority language constitute 15 per cent or more of its population.

31.3 **Official Language:** The Official Languages of the UT are Hindi and English

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

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

### 31.4 Use of Minority Languages in the UT

- a. No information has been furnished with regard to translation and dissemination of important Rules, Regulations, Notices, etc., into the minority languages.
- b. The UT Administration of Andaman and Nicobar Islands has not provided information with regard to arrangements for the receipt of the representations for the redressal of grievances in minority languages.

### 31.5 Recruitment to UT Services

- a. No information has been provided as to whether the knowledge of Regional/Official Language is a pre-requisite for the recruitment to the UT Services.
- b. No information has been given regarding the permission to answer the question papers in minority languages for recruitment to the UT Services.
- c. No information has been furnished as to the imposition of domiciliary restrictions at the time of recruitment to the UT Services.

### 31.6 Recognition of Linguistic Minority Educational Institutions

No information has been provided about the Rules and Regulations/Guidelines or the

Competent Authority for according recognition to the linguistic minority educational institutions.

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

No information has been furnished about the Rules and Regulations/Guidelines and the Competent Authority for sanctioning the grants-in-aid to the linguistic minority educational institutions in the UT.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	75	4,458	376	12.1
Tamil	11	346	125	3.1
Telugu	8	506	80	6.1

- b. Information has not been furnished about the facility for minority languages being taught as a subject at the Primary stage of education.

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	25	3,368	150	22.1
Tamil	03	403	35	12.1
Telugu	02	445	18	15.1

- b. No information has been furnished about the facility for teaching minority languages as a subject at the Upper Primary stage of education.

### 31.10 Secondary Stage (IX to X)

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	11	2,295	96	24.1
Tamil	09	448	82	5.1
Telugu	04	391	38	10.1

- b. No information has been furnished on the minority languages being taught as a subject at the Secondary stage of education.

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Bengali	15	2,141	64	33.1
Tamil	05	468	23	20.1
Telugu	02	447	08	56.1

- b. No information has been furnished on the facility for learning minority languages as a subject at the Higher Secondary stage of education.

### 31.12 Three Language Formula

- a. It has been informed that the following languages are taught under the Three Language Formula:

First Language: Mother tongue  
 Second Language: Hindi/English  
 Third language: Sanskrit/Tamil/Telugu/Bengali

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

Language	class VIII	class X	class XII
English, Hindi, Tamil, Telugu, Bengali and Sanskrit	6,458	5,903	5,259

### 31.13 Teachers for Minority Languages

- a. No information has been provided about the sanctioned filled up strength of the teachers for the minority languages.
- b. No information has been provided about the arrangement regarding the training facility for minority language teachers in the UT.

### 31.14 Textbooks in Minority Languages

- a. No specific information has been furnished as regards the availability of textbooks and other teaching material to the linguistic minority students at the beginning of the Academic session. It has been stated that no language is declared as a minority language in the UT.
- b. No information has been provided as regards the agency responsible for the preparation, publication and procurement of textbooks in minority languages. The UT Administration has not provided any information with regard to the availability of minority language textbooks and other teaching materials to the linguistic minority students at competitive/subsidized rates.

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

No information has been furnished about the maintenance of 'Language Preference Registers' to record the preferences of the linguistic minority students in the Primary and Secondary schools.

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

No information has been furnished about the scheme for the promotion and development of minority languages in the UT. Moreover, no academy has been established for the promotion and no information on the development of the languages has been furnished.

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

No information has been provided with respect to the machinery for the implementation of safeguards.

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

The UT Administration has not provided any information on the publicity of constitutional Rights and Safeguards available to the linguistic minorities.

## **FINDINGS/RECOMMENDATIONS**

- a. The UT Administration needs to appreciate the importance of minority and tribal languages spoken in the Islands. Therefore, the UT Administration is urged to initiate steps for the preservation and promotion of these languages.
- b. The Administration needs to ensure the translation and publication of important Rules, Regulations, Notices, etc., in the languages spoken in the Islands.
- c. Necessary arrangements are required to be made to ensure the receipt of and reply to the representations for redressal of grievances in the languages spoken.
- d. The UT Administration needs to designate the Authority for the recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions.
- e. A significant reduction in the number of Schools and Teachers for teaching Bengali, Tamil and Telugu as compared to the data provided for the 50th Report of the CLM. The UT Administration is, therefore, urged to furnish detailed information on the educational facilities available at the Primary, Upper Primary, Secondary and Senior Secondary stages of education in the UT.
- f. The UT Administration needs to ensure that 'Language Preference Registers' to record the preferences of linguistic minority students are maintained in all the Primary schools in the UT to facilitate instruction in the mother tongue.
- g. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
- h. The UT Administration is required to furnish detailed information about the sanctioned strength and availability of teachers and their training facilities in the UT.

- i. The UT Administration is advised to set up a UT Level Committee under the Chairmanship of the Administrator to monitor and review the implementation of the safeguards for the linguistic minorities in the UT. Similarly, the District Level Committee under the Chairmanship of the District Collector should also be constituted to ensure effective implementation of the safeguards for the linguistic minorities at the local level.
  - j. The Nodal Officer needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 31.19 The UT Administration is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the Andaman and Nicobar Islands.

## LINGUISTIC PROFILE

32.1 The Census-2001 registered the population of Andhra Pradesh/Telangana as 7,62,10,007 persons and its broad linguistic profile is as follows:

Language	Speakers	Percentage
Telugu	6,39,04,791	83.85
Urdu	65,75,033	8.63
Hindi	24,64,194	3.23
Tamil	7,69,685	1.01

- 32.2 a. **Official Language of the State:** The Official Language of the State is Telugu.
- b. **Additional Official Language:** Urdu has been declared as an additional Official Language for the publication of Rules, Regulations, Notifications, etc. and for providing instruction in Primary and Secondary Schools in the State.

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

32.3 It is a matter of concern that no reply has been received from the State Governments of Andhra Pradesh and Telangana to the Questionnaire for this Report of the Commissioner for Linguistic Minorities in India. The status of implementation of the Constitutional and other safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Governments of Andhra Pradesh and Telangana. Therefore, the recommendations of the 51st Report are reiterated.

## RECOMMENDATIONS

- a. The State Governments are urged to identify the District/Tehsil/Taluka/Municipality, where the linguistic minorities constitute 15 per cent or more of the local population and ensure the translation and publication of Rules, Regulations, Notices, etc., in the relevant minority languages.
- b. Arrangements should be made to ensure the receipt of and reply to the representations for the redressal of grievances in minority languages.
- c. The State Governments should initiate effective steps to implement the Constitutional provisions on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
- d. The State Governments are urged to ensure that Language Preference Registers to record the language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongues/languages at the Primary and Secondary stages of education in the State.
- e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as



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

- f. The State Governments are urged to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Senior Secondary stages of education.
  - g. The State Governments are urged to furnish detailed information about the posts of minority language teachers and arrangement for their training for using/teaching of minority languages as the medium of instruction and as a subject.
  - h. The State Governments are urged to furnish detailed information on the actions taken to protect and promote the minority languages in the States.
  - i. The State Government needs to institute wide publicity of the safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
  - j. The State Governments are urged to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors should also be constituted to ensure the effective implementation of the safeguards for the linguistic minorities.
  - i. The Nodal Officers, Governments of Andhra Pradesh/Telangana, need to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President within the stipulated time.
- 32.4 The Governments of Andhra Pradesh/Telangana are urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

**LINGUISTIC PROFILE**

- 33.1 The Census-2001 registered the population of Kerala as 3,18,41,374 persons and its broad linguistic profile is as follows:

<b>Languages</b>	<b>Speakers</b>	<b>Percentage</b>
Malayalam	3,08,03,747	96.74
Tamil	5,96,971	1.87
Kannada	81,406	0.26
Konkani	61,376	0.19

- 33.2 **Official Language of the State:** Malayalam is the Official Language of the State.
- 33.3 It has been informed that there is no District in the State where a minority language is spoken by 60 per cent or more of the District population.
- 33.4 The details of the District/Tehsil/Taluka/Municipality where minority languages are spoken by 15 per cent or more of its population are as follows:

<b>District</b>	<b>Tehsil/Taluka/Municipality</b>	<b>Language</b>	<b>Percentage</b>
Kasaragod	Kasaragod Taluk	Tulu	18.04
Palakkad	Chittur Taluk	Tamil	20.03
Palakkad	Chittur-Thatmangalam Municipality	Tamil	18.41
Idukki	-	Tamil	19.64
Idukki	Devikulam Taluk	Tamil	48.53
Idukki	Peerumedu Taluk	Tamil	36.55

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

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

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

- a. It has been stated that there is no arrangement for the translation and dissemination of important government rules, regulations, notices, etc., in minority languages where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- b. However, the ration cards, electoral rolls, various application forms, notices and name boards, etc. are said to be published/issued/written in the minority languages along with Malayalam.
- c. It has also been informed that orders have been issued for the receipt of and reply to the representations for redressal of grievances in minority languages. It has also been informed that such representations, if requested, are replied to in the same minority languages.

### 33.6 Recruitment to State Services

- a. The State Government has informed that persons belonging to linguistic minorities (Tamil and Kannada speakers), who write the recruitment test in a language other than Malayalam, should pass a language test in Malayalam, conducted by the Kerala Public Service Commission for the completion of his/her probation.
- b. It has been stated that if the qualification prescribed for a particular post is below SSLC, the linguistic minority candidates will be provided with question paper in their languages (i.e. Tamil or Kannada). For written tests, the medium of question paper is fixed as per the orders of the Commission.
- c. As regards the imposition of domiciliary restrictions at the time of recruitment to the State Service, it has been stated that generally no domiciliary restrictions are imposed, but the candidates must comply with the following conditions unless specifically exempted in the notification relating to each post:

(i) The candidate must be a citizen of India; or (ii) subject of Nepal; or (iii) subject of Bhutan; or (iv) Tibetans, who have migrated to India before 01 January 1962 with the intention of permanently settling in India; or (v) Persons of Indian origin, who have migrated from Pakistan, Burma, Sri Lanka and East African Countries of Kenya, Uganda and United Tanzanian Republic (erstwhile Tanganyika and Zanzibar) with the intention of permanently settling in India. It has also been stated that persons mentioned in (ii), (iii), (iv) and (v) above, shall obtain Certificate of Eligibility from the Government of India. They will be allowed to appear at the examination and interview and in case they are appointed to any post, their appointment will be provisional, subject to production of the Certificate of Eligibility.

### 33.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the State Government is the competent authority to recognize linguistic minority educational institutions.
- b. The details of the linguistic minorities educational Institutions that have been recognized language wise as on 30 June 2015 are as given below:

Level	Name of Minority Language	Number of Schools
Primary	Tamil/Kannada	109/91
Upper Primary/Middle	Tamil/Kannada	34/45
Secondary	Tamil/Kannada	64/49
Higher Secondary	Nil	Nil

- c. It has been informed that no application is pending for recognition as linguistic minority educational institution as on 30.06.2015.

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

- a. It has been stated that the State Government is the competent authority to sanction grants-in-aid to the linguistic minority educational institutions.
- b. The details of the linguistic minority institutions that have been sanctioned grants-in-aid for the period under review are as given below:

Level	Name of Minority Language	Number of Schools
Primary	Tamil/Kannada	109/91
Upper Primary/Middle	Tamil/Kannada	34/45
Secondary	Tamil/Kannada	64/49
Higher Secondary	Nil	Nil

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

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

Language	Schools	Students	Teachers
Tamil	109	7,163	520
Kannada	91	10,721	412

- b. It has been informed that Sanskrit, Arabic and Urdu are taught as a subject at the Primary stage of education, as per the details given below:

Language	Schools	Students	Teachers
Arabic	3,162	4,27,979	3,412
Sanskrit	3	250	2
Urdu	3	41	5

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

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

Language	Schools	Students	Teachers
Tamil	34	6,847	276
Kannada	45	8,792	587

- b. It has been informed that Sanskrit, Arabic and Urdu are taught as a subject at the Upper Primary stage of education, as per the details given below:

Language	Schools	Students	Teachers
Arabic	1,619	2,36,051	1,527
Sanskrit	1,743	1,50,848	1,169
Urdu	1,089	66,533	1,042

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

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

Language	Schools	Students	Teachers
Tamil	61	7,532	350
Kannada	49	9,281	386

- b. It has been informed that Sanskrit, Arabic and Urdu are taught as a subject at the Secondary stage of education as per the following details:

Language	Schools	Students	Teachers
Arabic	1,143	2,33,959	1,404
Sanskrit	1,161	71,535	1,128
Urdu	447	35,808	423

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

- a. It has been stated that English is the medium of instruction in the Higher Secondary classes. Besides, the candidates have the option to write the examination in Malayalam and in the minority languages, viz. Tamil or Kannada.
- b. It has also been stated that the following minority languages are taught as a subject at the Higher Secondary stage of education:

Language	Schools	Students	Teachers
Tamil	26	982	20
Kannada	33	1,685	27

### 33.13 Three Language Formula

- a. The languages taught under the Three Language Formula in the State are as follows:  
 First language : Regional language (Malayalam)  
 Second language: English  
 Third language: Hindi
- b. The details of the students covered under the Three Language Formula are as under:

Language	Class VIII	Class X	Class XII
Tamil	2,555	2,955	Nil
Kannada	3,338	3,441	Nil

### 33.14 Teachers for Minority Languages

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

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

- b. The details of arrangements for training of teachers for teaching minority languages are as under:

Training Institute	Minority Language	
	As a medium	As a subject
District Institute of Educational Training (DIET)	Tamil	Tamil
	Kannada	Kannada

- c. The State Government has not provided any information about the collaboration/arrangement with neighbouring States for exchange of minority language teachers/opening of teachers training centres.

### 33.15 Textbooks in Minority Languages

- a. It has been informed that the minority language textbooks and other teaching materials are supplied to students at the beginning of the academic session.
- b. It has been informed that the SCERT has been entrusted with the task of the preparation and publication of textbooks and other teaching materials in minority languages.
- c. It has also been informed that minority language textbooks and other teaching materials are available to the students at subsidized rates.

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

With regard to maintenance of 'Language Preference Registers' to register linguistic preferences of linguistic minority pupils in the schools, the following details have been furnished:

L.P. Schools	-	232
U.P. Schools	-	90
High Schools	-	109

### 33.17 Promotion and Development of Minority Languages

There is said to be no scheme in the State for the promotion and development of minority languages.

### 33.18 Machinery for the Implementation of Safeguards

- a. It has been stated that a State Level Committee to monitor and review the implementation of safeguards for linguistic minorities under the Chairmanship of the Chief Minister has been constituted. The Members of the Legislative Assembly and the Heads of Administrative Departments are its members. The last meeting of the Committee was held on 15.07.2015.
- b. It has also been stated that the Committee to ensure the implementation of safeguards for linguistic minorities at the District level has been constituted under the Chairmanship of the District Collectors, by co-opting MPs/MLAs/District Panchayat Presidents/three representatives of the minority languages of the local area along with the Deputy Directors of Education and Collegiate Education as the Members.

### 33.19 Publicity of Constitutional Rights and Safeguards

- a. As regards the mechanism for informing the linguistic minorities about the safeguards and facilities available to them, it has been stated that brochures showing safeguards available to the linguistic minorities were distributed to the concerned officials and representatives of the linguistic minorities' organizations.

- b. It has also been stated that a booklet, “*Safeguards for Linguistic Minorities in Kerala*” was published by the State Government in 2002 for the benefit of the linguistic minorities. It has also been informed that orders have been issued directing District and Tehsil offices to exhibit the safeguards and concessions available to linguistic minorities through hoardings, banners, etc.

## **FINDINGS/RECOMMENDATIONS**

- 33.20 The Commissioner along with the Assistant Commissioner (Southern Zone) visited Thiruvananthapuram and Kochi on 3 November 2015 and 6 November 2015 and held discussions with His Excellency the Governor of Kerala, Chief Secretary, Additional Chief Secretary Education and the Secretary General Administration and Nodal Officer for Linguistic Minorities and representatives of linguistic Minorities. The CLM also visited the State Institute of Language and held discussions with the Director, the Faculty Members and representatives of the Tamil, Kannada Linguistic Minority Associations on the importance of teaching in the mother tongue and the need to ensure the facilities for education in the mother tongue at the Primary stage of education.
- 33.21. The Chief Secretary and Nodal Officer informed that the State Level Committee for Linguistic Minorities was recently held under the Chairmanship of the Hon'ble Chief Minister and deliberated on the various demands of the linguistic minorities in the State. It was also informed that in principle it has been decided to accord Minority Status to the Institutions established and administered by the Konkani speakers in the State. The CLM also urged them to extend necessary facilities for the Konkani Academy.
- 33.22 The CLM brought to the notice of the Additional Chief Secretary regarding the number of vacant posts Teachers in Kannada, Tamil and urged him to fill up on priority basis. Meanwhile, it has been reported that the Malayalam Language (Dissemination and Enrichment) Act, 2015 has been enacted by the State Government, which will erode the rights of the Linguistic Minorities provided under the Official Languages, 1969. Therefore, the State Government is urged to ensure the rights of the linguistic minorities protected as envisaged under the Constitutional and the Consensual Safeguards for Linguistic Minorities in the State.
  - a. The State Government needs to ensure the translation and publication of Rules, Regulations, Notices, etc., in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
  - b. The State Government needs to furnish the details of the designated authorities for the recognition and grant of aids to linguistic minority institutions in the State.
  - c. The status of minority languages being taught as the First Language under the Three Language Formula has not been mentioned. Hindi is mentioned as the Third Language under the Three Language Formula; however, the number of students studying Hindi has not been mentioned. It needs to be clarified. Also, the facilities for learning Konkani in the State is required to be furnished.

- d. The State Government is required to ensure that the Language Preference Register to record the language preferences of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongues/languages in the State.
  - e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit information about the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
  - f. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the State.
  - g. The Nodal Officer, Government of Kerala, is required to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to present his Report within the stipulated period of time.
- 33.23 The Government of Kerala is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented in the State.



## LINGUISTIC PROFILE

34.1 The Census-2011 registered the population of Lakshadweep as 64,473 persons and its broad linguistic profile is as follows:

Languages	Speakers	Percentage
Malayalam	54,026	84
Mahal/other languages	10,447	16

34.2 **Official Language of the UT:** English is the Official Language of the UT of Lakshadweep.

34.3 Mahal is said to be spoken in the Minicoy Island, as per the details given below:

District	Tehsil/Taluka/Municipality	Language	Percentage
Lakshadweep	Minicoy Islands	Mahal	100

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

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

### 34.4 Use of Minority Languages in the UT

- a. It has been stated that arrangements exist in the UT for the translation and dissemination of important rules, regulations, notices, etc., in minority languages.
- b. As regards the language-wise details of translation/dissemination, it has been stated that the Mahal edition of *Lakshadweep Times*, a Government Fortnightly, is published for the dissemination of information to Mahal speaking population of Lakshadweep.
- c. It has been stated that no order exists for receipt of and reply to representations in minority languages. However, it has been stated that representations in minority languages are replied to in the same language only at Minicoy.

### 34.5 Recruitment to UT Services

- a. It has been informed that the knowledge of regional language is not a pre-requisite for recruitment to the UT Services.
- b. It has been stated that minority languages are not permitted to be used in answering the question paper for recruitment to the UT Services.
- c. It is also stated that no domiciliary restrictions are imposed at the time of recruitment to the UT Administration Services.

### 34.6 Recognition of Linguistic Minority Educational Institutions

- a. No specific information has been furnished by the UT Administration of Lakshadweep on Rules, Regulations and the competent authority designated to accord recognition to linguistic minority educational institutions in Lakshadweep.

- b. It has been informed that no linguistic minority educational institutions have been recognized language-wise as on June 30, 2015. It has also been added that the UT Administration has not received any representation/ complaint/petition from linguistic minorities about recognition of their minority educational institutions.

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

No specific information has been furnished on the Rules/Regulations/Guidelines for sanction of grants-in-aid to linguistic minority educational institutions and the authority designated for the purpose.

## EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

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

- a. No information has been furnished regarding learning the minority languages as a medium of instruction at the Primary stage of education.
- b. Mahal is being taught as a subject at the Primary stage of education as follows:

Language	Schools	Students	Teachers
Mahal	J.B.S. Minicoy	138	02
Mahal	J.B.S. (C) Minicoy	83	01
Mahal	S.B.S. Minicoy	105	02

### 34.9 Upper Primary/Secondary/Higher Secondary Stage

No information has been furnished on using/teaching the minority language as a medium or as a subject at the Upper Primary/Secondary/Higher Secondary stage of education.

### 34.10 Three Language Formula

- a. The languages taught under the Three Language Formula are as under:
- |                 |   |                  |
|-----------------|---|------------------|
| First Language  | : | Malayalam/Arabic |
| Second Language | : | English          |
| Third language  | : | Hindi            |
- b. The details of the students covered under the Three Language Formula in Class VIII, Class X and Class XII are as follows:

Language	Class VIII	Class X	Class XII
English	76	71	88
Malayalam	74	15	04
Arabic	02	18	27
Hindi	76	64	57

### 34.11 Teachers for Minority Languages

- a. The details of post of Mahal language teachers are as under:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Mahal	Nil	Nil	05	03

- b. The UT Administration has not furnished any information with regard to the training of teachers for teaching minority languages as a medium or as a subject. However, it has been informed that teachers are called from Maldives.
- c. No specific information has been provided with regard to the exchange of teachers/setting up of Teachers' Training Institute/Centre.

#### **34.12 Textbooks in Minority Languages**

- a. It has been informed that the textbooks in minority languages are made available to the students at the beginning of the academic session.
- b. No specific information has been furnished with regard to the agency responsible for the preparation and publication of textbooks in minority languages.
- c. It has been stated that the textbooks and teaching materials in the minority languages are supplied free of cost to minority language students by the UT Administration of Lakshadweep.

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

- a. No information has been provided as regards the maintenance of 'Language Preference Registers' for recording the language preferences of the linguistic minority students.
- b. It has been informed that necessary columns have been introduced in the Application Form for admission to schools at the Primary level in the UT to elicit information on mother tongue and preference of first language/optional language of the children belonging to linguistic minorities groups.

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

It has been informed that the promotion and development of the minority languages are undertaken by the publication of *Lakshadweep Times* in Mahal and *Kala Tharujam* by Lakshadweep Kala Academy.

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

It has been informed that a Committee exists at UT level to monitor and review the implementation of the safeguards for linguistic minorities.

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

- a. It has been stated that the linguistic minorities are informed about the safeguards and facilities available to them by way of Notifications issued by the Lakshadweep Administration.
- b. As regards the action taken to spread awareness about the safeguards available to the linguistic minorities in the UT, it has been informed that *Lakshadweep Times* is published fortnightly.

## FINDINGS/RECOMMENDATIONS

34.17 The Commissioner along with the Assistant Commissioner (Southern Zone) visited Kavaratti from 4-5 November, 2015 and discussed with the Administrator, Director of Education and representatives of Mahal speakers the status of implementation of the safeguards for Linguistic Minorities. It is stated that the Mahal speakers are inhabited in the Minicoy Island and they are considered as linguistic minorities in the UT as a whole. Mahal or Divehi is spoken by more than ten thousand persons in Minicoy Island. It is the Official Language of Maldives and it has its own script. The efforts of the UT Administration and the Government of India, especially the CIIL, Mysore in preservation and promotion of the Mahal language is remarkable. Mahal is taught as a Language at primary level from Class I to IV in three schools with 326 children in Minicoy Island

34.18 During the course of interactions it was informed that:

- a. Out of five Mahal Teachers, three persons have retired on superannuation and two will retire soon. The UT Administration is, therefore, urged to fill up the posts of Mahal Teachers to protect and promote the Mahal language.
- b. There is no Resource Persons in Mahal for In-service Training to Mahal teachers. It was informed that Mahal teachers were trained in Maldives till 1990. Since 1991, teachers are invited from Maldives regularly to train the Mahal Teachers in Minicoy Island. However, in the recent years due to some bottlenecks in obtaining clearance of Government of India for the visiting trainers, there has been delay in arranging for Trained Mahal Teachers. The UT Administration is, therefore, urged to take up the matter with the Government of India and arrange for training of the Mahal teachers.
- c. It is suggested to constitute a Committee of Mahal Speakers to identify the proficient Mahal speakers for teaching Mahal as an interim measure till the trained teachers are appointed in the schools. It is further suggested to arrange for coaching facility for Mahal Candidates/Teachers appearing for the CETET examinations, which is a pre-requisite for appointment as teachers.
- d. The Mahal speakers demanded for Mahal as medium of instruction in at least one of the Primary Schools in Minicoy. It was suggested that it could be possible even by appointing the Mahal knowing teachers for all the subjects to facilitate the children to learn in the Mahal medium. In this regard, attention of the UT Administration is invited to the Article 350A, which provides for providing adequate facilities for teaching in mother tongue at Primary stage of education. The UT Administration is, therefore, urged to ensure adequate facilities for teaching in Mahal at the Primary stage of education as demanded by the representatives of the Mahal speakers.
- e. It was informed that the textbooks in Mahal were written years ago. A workshop was organized in Minicoy Island under the *Sarva Siksha Abhiyan* exclusively for preparation of new Mahal textbooks. The manuscripts were prepared and

submitted to the Directorate of Education; however, no action has been taken in this regard. The UT Administration is, therefore, urged to ensure that the textbooks are revised periodically and to meet the requirements of the time.

- f. It was stated that there are no Workbooks and Copybooks for teaching Mahal Language. Similarly, there are no Handbooks for Teachers in Mahal to teach Mahal. It was demanded for printing and supply of Workbooks, Copybooks and Handbooks in Mahal.
- g. It was informed that there are no books in Mahal for extra/non-detail reading. Even the children's' books on Folk songs, Tales are not available in Mahal. Therefore, it was demanded to encourage the local writers by providing financial assistance for publishing such books for children in Mahal. The UT Administration should, therefore, consider the demand and should encourage the Mahal writers by providing suitable financial assistance for works to enrich the literature for children in Mahal Language.
- h. The Mahal representatives also informed that the learning of Mahal after Class IV is stopped abruptly; as a result the children do not learn Mahal properly. So, they demanded for extending the teaching of Mahal up to Class VIII. The Commissioner, therefore, urge upon the UT Administration to consider the demand of extending teaching of Mahal up to Class VIII as a measure to promote and protect the Mahal Language.
- i. The question of change of Boards of Education and Teaching of Malayalam was also discussed during the meeting with the representatives of Mahal speakers and the Director of Education and other officials of the UT Administration. The Commissioner urge upon the UT Administration to make suitable option for the Mahal speakers to learn Mahal as per their need and demand as well as Malayalam. The Commissioner, therefore, suggested introducing necessary columns in the Application Forms for admission to schools to elicit the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues. The Commissioner also suggested collaborating with the Government of Kerala and providing and facilitating adequate training in Malayalam for the teachers as well.
- j. The representatives brought to the notice of the Commissioner that all the Offices in Minicoy Island issue public notices in Malayalam and English and publication of the Mahal edition of the *Lakshadweep Times* has been stopped recently. The representatives demanded for appointment of the Officers proficient in Mahal immediately and as Language Translator and should start the publication Mahal edition of the *Lakshadweep Times* for the benefit of the Mahal speakers in Minicoy. The UT Administration is, therefore, urged to take necessary action urgently and ensure the dissemination of information on the important, notifications, rules and orders in the minority language for the benefit of the minorities.

- k. The Mahal speakers also brought to the notice of the Commissioner that mostly Mahal is not included in the Signboards and Name boards of Offices and Public Institutions in Minicoy. The UT Administration is urged upon to include Mahal in the Signboards and Name boards of Offices dealing with public in Minicoy for the benefit of the minorities.
- 34.19 The UT Administration is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.

## LINGUISTIC PROFILE

35.1 The Census-2001 registered the population of UT of Puducherry as 9,74,345 persons and its broad linguistic profile is as follows:

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

35.2 **Official Language:** Tamil, Telugu, Malayalam and English are the Official Languages of the UT of Puducherry.

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

35.3 It is a matter of concern that no reply has been received from the UT Administration to the Questionnaire despite the visit of the Commissioner along with the Assistant Commissioner (Southern Zone) to Puducherry and Karaikal from 8-9, February, 2016. However, the following findings/ recommendations are made out of the deliberations held with the Chief Secretary, Secretary Minority Welfare Department, other Officials and representatives of linguistic minorities at Puducherry and Karaikal.

## FINDINGS / RECOMMENDATIONS

- a. The Commissioner appreciated the Government of Puducherry for creation of a separate Department of Backward Classes and Minority Welfare. However, the UT Government needs to recognize the minority languages spoken in the UT regions. Though, geographically the regions are separated it is composed of multilingual and multicultural population.
- b. It was informed that the Tamil Nadu Board of Education with Two Language Formula is followed in the Puducherry and Karaikal regions. Whereas, in Yanam and in Mahe regions the Andhra Pradesh Board and Kerala Board of Education with Three Language Formula is followed respectively; where the linguistic minorities have an opportunity to learn their mother tongue. It was informed that a large number of Bengali, French, Hindi, Kannada, Malayalam, Telugu, speakers also live in the Puducherry and Karaikal regions. The representatives of the linguistic minorities demanded for learning their mother tongues and a separate Board of Education for the UT.
- c. It was informed that there is provision to learn Arabic, French, Hindi and Sanskrit are being taught in the UT as a subject at Primary level. It was also informed that it has been decided to introduce CBSE system of Education in the Puducherry and Karaikal regions. However, it is urged to ascertain the demands of the linguistic minorities in the UT and to provide adequate facility to learn the mother tongue at the Primary stage of education as provided under Article 350 A of the Constitution.
- d. The UT Government is also urged to explore the possibilities of having its own Board of Education and to provide uniform system of education in the UT so as to ensure the demands for learning the minority languages are fulfilled.

- e. It is also suggested to introduce necessary columns in the Application Forms for admission in the schools to elicit the mother-tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother-tongues.
  - f. The UT Government is urged to set up a UT Level Committee under the Chairmanship of the Chief Secretary to monitor and review the implementation of the Safeguards for the linguistic minorities in the UT. Similarly, the District Level Committees under the Chairmanship of the respective District Collectors should also be constituted to ensure the effective implementation of the Safeguards for the linguistic minorities.
  - j. The UT Administration should provide wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the UT.
  - k. The Nodal Officer for linguistic minorities needs to ensure that comprehensive and consolidated reply is furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report within the stipulated time.
- 35.4 The UT Government of Puducherry is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.



## LINGUISTIC PROFILE

- 36.1 The Census-2001 registered the population of Tamil Nadu as 6,24,05,679 persons and its broad linguistic profile is as follows:

Languages	Speakers	Percentage
Tamil	5,57,98,916	89.41
Telugu	35,27,594	5.65
Kannada	10,45,238	1.67
Urdu	9,42,299	1.51
Malayalam	5,57,705	0.89

- 36.2 a. **Official Language of the State:** The Official Language of the State is Tamil.
- b. **Additional Official Language:** It has been informed that English has been declared as the additional Official Language for communication purpose.
- 36.3 a. It has been informed that there is no district, wherein the linguistic minorities constitute 60 per cent or more of the district population.
- b. It has also been informed that the following minority languages are spoken by 15 per cent or more of the District/Tehsil/Taluka/Municipality population (as per Census 2001):

District	Tehsil/Taluka/ Municipality	Language	Percentage
Tiruvallur	Tiruttani	Telugu	27.11
Tiruvallur	Tiruvallur	Telugu	16.21
Vellore	Vaniyambadi	Urdu	19.31
Kanniyakumari	1.Kalkulam	Malayalam	30.00
	2.Kuzhithurai		20.00
Virudhunagar	Rajapalayam	Telugu	21.07
Dindigul	Kodaikanal	Telugu	17.36
Dindigul	Palani	Telugu	16.46
Theni	Periyakulam	Telugu	20.19
Coimbatore	Mettupalayam	Kannada	53.77
Krishnagiri	Hosur	Telugu	29.07
Salem	Salem	Telugu	19.55
Coimbatore	Coimbatore	Telugu	22.82
Erode	Gobichettipalayam	Telugu	16.14

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

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

### 36.4 Use of Minority Languages in the State

- a. It has been informed that in Kanniyakumari District, electoral rolls for Padmanabhapuram, Killiyoor and Vilavancode constituencies are also being

published in Malayalam language. Language-wise details of the translation/ dissemination done during the period was not provided,

- b. It has been stated that no specific order exists for the receipt of the representations for redressal of grievances in minority languages. It has also been informed that if representations are received in minority languages immediate action would be taken to redress the grievances and the reply to the representation provided to the extent possible in the minority languages.

### 36.5 Recruitment to State Services

- a. The knowledge of regional/Official Language is stated to be a pre-requisite only for recruitment to the following posts under the State Services:
  - 1. District Educational Officers
  - 2. Assistant Public Prosecutor Grade-II
  - 3. Agriculture Officer (Extension)
  - 4. Section Officer (Translation) in Tamil Cell of the Law Department

It has been stated that the candidates with the mother tongue other than Tamil have to pass the Second Class Language test within a period of two years as per rule 12A(b) of Tamil Nadu State and Subordinate Service Rules from the date of their appointment, failing which, they will be discharged from the service.

- b. It has been stated that the candidates except those belonging to Tamil Nadu are treated as 'others', i.e., General Category candidates.
- c. As to whether minority languages are permitted to be used in answering question papers for recruitment examination to State Services, it has been stated that generally the question papers for all recruitments are set in English and Tamil. For certain posts like Assistant Medical Officer (Siddha) and (Unani), the question papers are set in Tamil/Urdu respectively, since these subjects are taught only in these languages. As per the Scheme of Examination followed by Tamil Nadu Public Service Commission, the question papers for all Technical posts contain only objective type questions.
- d. As regards the imposition of domiciliary restrictions at the time of recruitment to the State Services, it has been stated that para 12 of the Tamil Nadu State and Subordinate Service Rules is applicable as detailed below:

A candidate for the appointment to a post under the State must be:

- (a) A citizen of India, or
- (b) A subject of Nepal, or
- (c) A subject of Bhutan, or
- (d) A Tibetan refugee, who came over to India before the 01 January 1962 with the intention of permanently settling in India.

Or

- (e) A person of Indian origin, who has migrated from Pakistan, Burma, Sri Lanka, or East African countries of Kenya, Uganda, the United Republic of Tanzania (formerly Tanganyika and Zanzibar), Zambia, Malawi, Zaire and Ethiopia with the intention of permanently settling in India.

Provided that a candidate belonging to categories (b), (c), (d) and (e) shall be a person in whose favour a certificate of eligibility has been given by the State Government.

A candidate in whose case a certificate of eligibility is necessary may be admitted to an examination or interview conducted by the Tamil Nadu Public Service Commission or other recruiting authority and he may also provisionally be appointed subject to the necessary certificate being given to him by the State Government.

The candidates belonging to other States (except those belonging to Tamil Nadu) are treated as 'Others', i.e., General category for all recruitments.

It has also been stated that in Teachers Recruitment Board, no domicile restrictions are imposed at the time of recruitment to State Services.

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

- a. It has been informed that according to Tamil Nadu Recognized Private Schools (Regulation) Act, 1973, Rules 1974 and Tamil Nadu Minorities School (Recognition and Payment of Grants) Rules 1977, the recognition is granted to linguistic minorities institutions.
- b. It has also been informed that under the G.O. (Ms) No. 270 Higher Education (J1) Department dated 17-06-1998, the Government has issued Guidelines for conferring Linguistic Minority Status to the Educational Institutions. Accordingly, the Government is the Competent Authority to confer Linguistic Minority Status to the Educational Institutions.
- c. Further, under the G.O. (Ms) No. 386, Higher Education (J1) Department dated 11.12.2006 and G.O. (Ms) No. 48 Higher Education (E1) Department dated 12-03-2007, the following conditions have also been laid down for conferment and extension of minority status:
  - I) Minority status for the first time to Aided/Self Financing Arts and Science Colleges may be given for five years from 2007-08.
  - II) For those institutions, which have already been granted minority status, may be given extension of minority status for five years from 2007-08.
  - III) The Director of Collegiate Education or Regional Joint Director of Collegiate Education will do annual inspections of the institution.
  - IV) If any of the minority institutions by commission or omission of any action does anything against the minority status, the Head of Department shall bring it to the notice of the Government for the withdrawal of minority status and the Government may take further necessary action for the withdrawal of minority status, giving an opportunity to the institution concerned.
- d. It has been informed that the following linguistic minority educational institutions have been recognized in the State as on 30 June 2015:

## As per Primary School Education Report

Language	Schools
Urdu	276
Telugu	458
Malayalam	39
Kannada	56
Hindi	3
Gujarathi	2
Sourashtra	1

## School Education

Language	Secondary School	Higher Secondary School
Urdu	4	12
Telugu	37	21
Kannada	1	2
Malayalam	15	24
Hindi	1	1
Arabic	1	2

## Higher Education

Language	Higher Education (Art and Science)
Rajasthani & Gujarathi	1
Sourashtra	1
Malayalam	3
Telugu	9
Kannada	1

## Technical Education

Language	Technical Education (Engineering Colleges)
Telugu	43
Kannada	1
Hindi	1
Malayalam	2
Sourashtra	2

## Medical Education

Language	Medical	Dental	Nursing	Pharmacy	Para Medical
Telugu	2	1	1	1	1
Kannada	-	1	1	1	-
Malayalam	1	1	1	-	-

- e. The status of applications pending for recognition as linguistic minority education institution as on 30 June 2015 is as follows:

In Elementary and Higher Secondary Schools - Nil

### **Higher Education**

College	-	Malayalam	- 2
		Telugu	- 3
		Kannada	- 2
Technical Education	-	Telugu	-7
		Malayalam	-1
Medical Education	-	Malayalam	- 1

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

- It has been informed that according to the Tamil Nadu Recognized Private Schools (Regulation) Act, 1974 section 14A, after 01-06-1991, no aid is given to any new educational Institution.
- The details of the grants-in-aid sanctioned to the linguistic minority educational institutions, for the year 2014-15 in the State are as follows:

<b>Level</b>	<b>Name of Minority Language</b>	<b>No. of Schools</b>
Primary	Urdu	42
	Telugu	4
	Malayalam	31
	Kannada	5
	Hindi	5
	Gujarati	2
	Sourashtra	3
Upper Primary/Middle	Urdu	5
	Telugu	8
	Malayalam	7
	Kannada	2
	Hindi	0
	Gujarati	1
	Sourashtra	1

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

#### **36.8 Primary Stage (Class I to V)**

- Details of the facility for using minority languages as a medium of instruction at the Primary stage of education are as under:

<b>Language</b>	<b>Schools</b>	<b>Students</b>	<b>Teachers</b>
Urdu	230	22,670	604
Telugu	391	12,048	786
Malayalam	29	962	70
Kannada	47	2,403	91
Hindi	3	599	9
Gujarati	2	76	2

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

Language	Schools	Students	Teachers
Urdu	170	18,388	418
Telugu	276	7,861	421
Kannada	15	533	29
Malayalam	29	989	72
Hindi	3	219	9

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

- a. The details of the facility for using minority languages as a medium of instruction at Upper Primary stage of education (as per the Elementary School Education Report) are as given below:

Language	Schools	Students	Teachers
Urdu	46	4,089	127
Telugu	67	5,311	342
Malayalam	10	482	29
Kannada	9	970	67

The details of the facility for using minority languages as a medium of instruction at the Upper Primary stage of education (as per Secondary School and Higher Secondary Education Report) are as given below:

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	51	8,356	196	43.1
Telugu	68	3,215	45	71.1
Malayalam	74	1,879	111	17.1
Kannada	15	1,064	46	23.1
Hindi	10	1,685	24	70.1
Gujarati	10	1,685	24	70.1

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	128	15,652	339	-
Telugu	126	4,180	276	-
Kannada	1	10	1	-
Malayalam	13	637	36	-
Hindi	2	138	6	-

Details of the facility for learning the minority languages as a subject at the Upper Primary stage of education in School and Higher Secondary Schools are as under:

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	51	8,877	192	46.1
Telugu	11	245	15	16.1
Kannada	1	20	1	20.1
Malayalam	4	221	4	55.1

Hindi	8	959	14	68.1
Gujarati	8	959	14	68.1

### 36.10 Secondary Stage (IX to X)

- a. The details of the facility for using minority language as a medium of instruction at the Secondary stage of education are as follows:

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	26	5,364	101	53:1
Telugu	60	5,432	395	14:1
Malayalam	58	1,297	97	14:1
Kannada	7	1,004	36	28:1
Hindi	7	1,007	16	63:1
Gujarati	2	272	6	45:1
Arabic	3	714	16	45:1

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

#### School Education

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	2	82	2	41.1
Telugu	5	192	5	38.1
Malayalam	2	191	7	27.1
Hindi	8	819	14	58.1
Gujarati	7	819	15	55.1
Arabic	5	796	18	44.1

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

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Urdu	18	3,252	46	70.1
Telugu	12	4,617	62	74.1
Malayalam	19	1,751	25	70.1
Kannada	3	766	12	63.1
Arabic	2	311	8	39.1

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

Language	Schools	Students	Teachers	Student-Teacher Ratio
Gujarati	6	569	8	71.1
Arabic	5	459	11	42.1
Malayalam	2	368	6	61.1
Hindi	7	603	9	67.1
Telugu	5	514	8	64.1
Urdu	3	148	3	50.1

### 36.12 Three Language Formula

- a. It has been stated that Two Language formula is followed in the State.

The details are as follows:

1. First Language: Tamil / Mother tongue
2. Second Language: English

- b. It has also been stated that those, who wish to study their own language, would have to study the Third Language as an additional language.

### 36.13 Teachers for Minority Languages

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

#### Elementary School Education:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Telugu	801	698	194	-
Malayalam	95	96	95	91
Urdu	570	417	131	98
Kannada	160	114	4	4
Hindi	7	7	7	8
Gujarati	2	2	2	2
Arabic	0	0	27	23

#### Secondary School Education

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Telugu	394	332	26	24
Malayalam	144	133	127	115
Urdu	31	24	25	20
Kannada	51	29	7	7
Hindi	23	21	39	37
Arabic	4	4	-	-

#### Higher Secondary Education

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Hindi	1	1	1	1
Arabic	1	1	1	1

- b. It is stated that there is no arrangement for training of minority language teachers.
- c. No collaboration is stated to be made with the neighbouring States for exchange of minority teachers.



#### **36.14 Textbooks in Minority Languages**

- a. It has been stated that the textbooks in minority language and other teaching materials are available to linguistic minority students at the beginning of the academic session. Tamil Nadu Textbook Corporation, Educational Services Corporation printed and supplied minority language textbooks through Director of School Education, Director of Elementary Education, Regional officers of this corporation.
- b. It has been informed that minority language books are supplied to the Government and Government aided schools free of cost. Sale copies are supplied to the students of private schools at affordable rates.

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

It has been stated that the 'Language Preference Registers' are being maintained in 470 Primary Schools, 63 Upper Primary Schools, 163 Secondary, 54 Higher Secondary Schools.

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

- a. It has been stated that there is no scheme to promote minority languages in the State.
- b. No information has been furnished by the State Government with regard to the Academy set up by the Government for the promotion and development of minority languages.

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

- a. It has been informed that the State Minorities Commission is looking after the linguistic minorities' affairs. The State Minorities Commission of Tamil Nadu was lastly reconstituted on 28-12-2012. The Chairman and six Members took charge on 1-1-2013. It convened its last meeting on 23 June 2015 at Dindigul District.
- b. The State Minorities Commission makes recommendations with a view:
  - i. To ensure effective implementation and enforcement of safeguards for the linguistic minorities.
  - ii. To conduct studies, research and analysis, and suggest ways and means of avoidance of discrimination against minorities.
  - iii. To make recommendations for ensuring, maintaining and promoting communal harmony in the State.
  - iv. To suggest appropriate legal and welfare measures in respect of any minority to be undertaken by the Government.
- c. It has been stated that the District Collectors/District Backward Classes and Minorities Welfare Officers/Chief Educational Officers of respective Education Departments are entrusted with the affairs of linguistic minorities at the District level.

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

- a. It has been informed that Orders have been issued vide G.O. (Ms) No. 455 Public (Partition) Department dated 14.3.1961 to the effect that all important Government Notices, Rules, Electoral Rolls and Forms, etc. shall be published in the minority languages and facilities for the registration of documents, etc. in the minority languages shall be provided in the specified local areas where 20 per cent or more population of that area speak a language different from Tamil.
- b. It has been stated that Infrastructure Development of Minority Institutions/Schools (IDMI) Scheme at the District level has been formed by the School Education Department under the Chairmanship of the Chief Education Officer of the concerned Revenue Districts.

### **FINDINGS/RECOMMENDATIONS**

- 36.19 The Commissioner, along with the Assistant Commissioner (Southern Zone) visited Vellore and Chennai from 5 to 7 February, 2016 and met representatives of various Linguistic Minority Associations. They also referred to the previous visit and the meetings held with the Government of Tamil Nadu with regard to the implementation of the Tamil Learning Act, 2006 and the relief given by the Hon'ble Madras High Court in the matter for 7,000 linguistic minorities' students from writing the Part-I Tamil during the current Academic Year.
- 36.20 The Members of the Linguistic Minorities Forum of Tamil Nadu brought to the notice of the CLM that under the Act no provision is given for learning the mother tongue in the syllabus but an option. Without teaching the mother tongue the subjects cannot be taught in the medium of mother tongue. The option of choosing the medium of instruction in mother tongue is only illusory and nonexistent, if there is no qualifying examination and the optional subject not included in the Mark Sheet, one cannot go for higher studies in mother tongue. As a result, all the minority language sections in various colleges are on the verge of closure and the teachers would lose their jobs in due course.
- 36.21 Ironically, in reply to the Questionnaire for this Report on the permission to answer questions in minority languages for recruitment examinations to State Services, it has been stated that generally the question papers for all recruitments are set in English and Tamil. For certain posts like Assistant Medical Officer (Siddha) and (Unani), the question papers are set in Tamil/Urdu respectively, since these subjects are taught only in these languages. Therefore, the Government should ensure imparting of knowledge in the minority language not only for the posts of Medical Officer Siddha or Unani but to sustain the demands for recruitment of Teachers in minority languages.
- 36.22 While appreciating the efforts of the Government of Tamil Nadu in protecting the interests of linguistic minorities in the State, attention is invited to the Commissioner's letters 25 June 2015 and 16 October 2015 and urged to ensure that the primary education be provided in the mother tongue of the children belonging to the minority language groups in the State. Further, attention of the Government of Tamil Nadu is invited to the deliberations and the Resolution adopted in the Chief Ministers' Conference, 1961 that the right of linguistic minorities to have instruction in their mother tongue at the Primary stage of education was reaffirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary. The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in

view of certain recommendations of the States Reorganization Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptation can be made. The main objective is that no facilities previously available should be reduced and, wherever possible further facilities should be given.

36.23 Another adverse effect of the Act was the extension of the system to CBSE Schools, which have been hitherto following the "Three Language Formula". It has been stated by the Linguistic Minority Education Forum that GO Ms. No.145, dated 18-09-2014 would affect education of children of migrant parents, employees of Central Government migrate to Tamil Nadu. The imposition of the Order would deprive learning their mother tongue under the CBSE System. It has also been stated that the children of migrant parents could not learn Tamil in the middle of their academic stream unless otherwise they have already studied it previously and it may not be required once they move out of Tamil Nadu. Therefore, it is stated to be detrimental and hamper the established and time tested educational system under the CBSE.

36.24. As regards the Secondary Education, attention of the Government of Tamil Nadu is invited to the deliberations and Recommendations of the States Reorganisation Commission, 1956 (SRC). It was recommended that the Government of India should, in consultation with the State Governments, lay down clear policy in regard to education in the mother tongue at Secondary stage and take effective steps to implement it. Further, taking into consideration of the Resolution adopted in the Provincial Education Ministers' Conference, 1949 and in consultation with the States the "Three Language Formula" was adopted in the Chief Ministers' Conference, 1961. It was emphasized that 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. Since the "Two Language Formula" is being followed in the State of Tamil Nadu, there has been problem in introduction of the State Official Language and the mother tongue of the linguistic minorities. Therefore, in view of the decisions taken in the Chief Ministers Conference, 1961 and the emerging demand to provide advanced education to enable the Children to follow a vocation after School, the State Government is urged to bring in a Comprehensive policy on Education to balance the importance of the learning Tamil as well as mother tongue of the children belonging to the linguistic minorities in Tamil Nadu and ensure linguistic harmony in the State.

36.25. Further, the State is urged to:

- a. To introduce necessary columns in the Application Forms for admission in the schools to elicit the mother tongue; first language preferred; and the third language preferred by the parent at the time of admission so as to ensure that the children belonging to the linguistic minority groups are provided adequate facilities to learn their respective mother tongues.
- b. Ensure adequate number of teachers for minority languages as the Student: Teacher ratio is very high in the case of minority language teachers.
- c. Provide details with regard to the facility for training of minority language teachers in the State.
- d. Clarify the facility for learning the Sourashtra language as there is no settled script for the language.

- e. Ensure translation and publication of important Rules, Regulations, Notices, etc. in the minority languages for the benefit of linguistic minorities, where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- f. Ensure the receipt of and reply to the representations for redressal of grievances in minority languages.
- g. Revive Urdu Academy and fund for promotion and protection of Urdu in the State. To constitute academies for other minority languages also in the State.
- h. The State Government needs to institute wide publicity of the safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the safeguards for the linguistic minorities is ensured.

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

## STATES/ UNION TERRITORIES

### Identification and Declaration of Linguistic Minority Concentrated Areas

37.1 The linguistic data of the 2011 Census are likely to be released shortly. The States/UTs are therefore, directed to work out the linguistic minority population from the 2011 Census to remove the ambiguities with regard to the linguistic minority population in their States/UTs. Accordingly, the States/UTs are urged to declare/notify the areas populated with linguistic minorities, who constitute more than 15% of the local population at the local level, i.e. District/Municipality/Taluk levels to ensure implementation of the safeguards for linguistic minorities.

### Notification of Safeguards for Linguistic Minorities

37.2 The States Reorganisation Commission, 1956 (SRC, 1956) felt the provision under Article 350 to submit a representation in any of the languages used in the Union or in the States was not enough to protect the interests of the linguistic minorities and recommended for safeguards for linguistic minorities to learn their mother tongues and to use in the administration. Learning through mother tongue was more important to preserve and develop these minority languages. Accordingly, Article 350A was added to the Constitution through the Constitution (Seventh Amendment) Act, 1956. Subsequently, a Scheme of Safeguards was evolved at all India level from time to time at various fora like the Education Ministers' Conference, 1949; Government of India Memorandum, 1956; Southern Zonal Council Decisions, 1959; Chief Ministers' Conference, 1961 and Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961 to protect and promote the minority languages through a consensual mechanism. It has been observed that even after several decades most of the States/UTs have not notified the safeguards provided for linguistic minorities. It is, therefore, the States/UTs are urged to notify the safeguards provided for linguistic minorities in their respective States.

### Primary Education

37.3 The Article 350A envisages that every State and every local authority within the State should provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities. However, it has been widely reported that the Constitutional right has been neglected by the States/UTs. It has been observed that either for want of adequate number of children or the teacher for minority language as the reason for the inability of the States/UTs to provide facilities for instruction in the mother tongue at the primary stage of education. It has also been observed that a dangerous trend has been emerging to make the regional languages compulsory at the primary stage of education. Therefore, the States/UTs are urged to implement the Constitutional safeguard of the linguistic minorities in true letter and spirit and to promote linguistic harmony. It is also urged that the States/UTs should be considerate and accommodative in providing adequate facilities for learning the minority languages.

### Declaration of Mother Tongue

37.4 The Resolution adopted in Provincial Education Ministers' Conference in August, 1949 and approved by the Government of India, provides that 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. It has also been indicated that the mother tongue will be the language declared by the parents or guardian. It is, therefore, recommended that the States/UTs should issue appropriate directions to all the Schools in the States/UTs to introduce necessary columns in the Application for Admission of the students to elicit: (i) the mother tongue of the child; (ii) the first language/medium of instruction preferred; and (iii) the optional/third language preferred by the parent so as to enable the Schools to provide adequate facility to linguistic minority children to learn their mother tongue.

### **Secondary Education**

37.5 As regards the Secondary Education, the States Reorganisation Commission, 1956 recommended that the Government of India should, in consultation with the State Governments, lay down clear policy in regard to education in the mother tongue at Secondary stage. The Commission also in its wisdom observed that Secondary Education would be required to be treated differently from Primary Education and therefore, not recommended Constitutional recognition of the right to have instruction in the mother tongue at the Secondary stage. Further, taking into consideration the Resolution adopted in the Provincial Education Ministers' Conference, 1949 and in consultation with the States, the Three Language Formula was adopted in the Chief Ministers' Conference, 1961. However, the emerging trend in several States where the learning of regional language is being made compulsory at the Primary Level has resulted in unrest among the linguistic minorities. It has been reported that in Tamil Nadu learning of Tamil has been made compulsory in the Central Board Schools in gross violation of the norms and established procedure. The States/UTs are, therefore, urged to be cautious in framing the Education Policy at the Secondary stage and in consultation with the Union Government so as to ensure and meet the aspirations and demands of the linguistic minorities in their respective States/UTs.

### **Three Language Formula**

37.6 The Three Language Formula has been evolved by the Union Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed in the Chief Ministers' Conference, 1961 that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother tongue – when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

It has been followed by almost all the States/UTs in the country except in Tamil Nadu and Puducherry. It has also been observed that in most of the states, learning of the State Official Language has been made compulsory in the School curriculum. However, it is urged that every State/UT is duty bound to protect the rights of the linguistic minorities and to provide facility for learning the minority languages. The States/UTs are, therefore, urged to review their Education Policy in consultation with the Union Government and protect the rights and interests of linguistic minorities in their States/UTs.

### **Recruitment and Training of Linguistic Minority Teachers**

37.7 It has been observed from the interactions held with various linguistic minority associations

and responses received from the States/UTs that a large number of posts of linguistic minority teachers are lying vacant in the States/UTs. It has also been observed that the teacher training facilities in the minority languages are inadequate and neglected by the States/UTs. This has been a matter of great concern of linguistic minorities in most of the States/UTs. The States/UTs are, therefore, urged to ensure that adequate numbers of trained teachers are posted for the benefit of the children belonging to the linguistic minority groups in the States/UTs.

### **Separate Cadre for Minority Language Teachers**

- 37.8 It is, therefore, recommended that the States/UTs should form a separate cadre for minority language teachers and ensure that the posts are created and filled up in accordance with the requirements.

### **Textbooks and Study Materials in Minority Languages**

- 37.9 It has been reported that the Textbooks and other teaching materials in the minority languages are not promptly supplied at the beginning of the academic session. It has also been reported that differences in the syllabus of the subjects followed in different States/UTs have been causing delay in supply of the books from the inter-state arrangement. The States/UTs are expected to supply the textbooks and other teaching material in the minority languages at the subsidized price. The States/UTs are, therefore, urged to ensure inter-state arrangement for translation/ printing/procurement and supply of the textbooks at the beginning of the academic session itself for the benefit of the linguistic minority students by establishing suitable mechanism.

- 37.10 In order to meet the demand for the text books it is recommended that the funds provided under the *Sarva Siksha Abhiyan* (SSA) may be suitably utilized for preparation and publication of textbooks and study material in minority languages and the tribal languages.

### **Protection and Promotion of Minor/Minority and Tribal Languages**

- 37.11 It has been observed that the tribal and minor languages which do not have scripts are under the threat of extinction, except in few States like Madhya Pradesh, Odisha. An oft repeated argument for not introducing minor languages in the educational stream is that they do not have a script. It is well recognized that script means only symbols to represent the phonemes of the language. They are not language as such. A language can be written in more than one script and it does not change the language. Some of the states have been using the script of the Principal Language or the Roman script for these languages which is acceptable so long as the language itself is promoted and encouraged through this script. It may be mentioned that evolution of new arbitrary script is difficult and also not desirable.

- 37.12 As a result, facilities for instruction in the minor/tribal languages or learning their mother tongue as a subject, is not provided by the States/UTs. The minor/tribal languages are also in a threat due to the apathy and the policy of certain States to introduce their Official/ Principal languages at the primary stage of education. It has been proved and universally accepted that instruction in mother tongue is the best practice to develop the mental faculty of the children at their early stage of life. It is, therefore, all the States/UTs are urged to take necessary action in consultation with the Central Ministries of Human Resource Development and Tribal Affairs to protect and promote the minority and tribal languages in their respective States/UTs.

37.13 The promotion and development of languages should be given due attention and importance by all the States/UTs. The Ministry of Human Resource Development (MHRD) has set up the Central Institute of Indian Languages (CIIL) and the Tribal Research Institute (TRI) under the Ministry of Tribal Affairs to promote and protect the minor and tribal languages through a systematic method of preservation and development. In order to preserve the literary heritage of these languages and to encourage new writers, some of the States/UTs should set up academies/institutions. However, the information provided by the States on the Schemes, Academies and the Budget allocation for promotion and development of the minority languages is not encouraging. In most of States the Academies are established but are defunct. The States/UTs are, therefore, urged to ensure that adequate measures are taken to promote and develop the minor/minority/tribal languages.

### **Use of Minority Languages for Official Purposes**

37.14 In the Chief Ministers' Conference, 1961, it was agreed that the Official language of the State/UT is meant largely for official purposes. However, for communication with the public, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, it is reiterated that wherever publicity is required, other languages in use in the area should be used, even apart from official language.

37.15 It was also agreed in the Chief Ministers' Conference, 1961, that wherever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course. Therefore, the States/UTs are urged to establish facility for translation and publication of important Government notices and rules in the minority languages at the State/District levels so as to enable the linguistic minorities benefit from all the Government Schemes/ Programmes.

37.16 It has been reported that in most of the States/UTs the minority languages have not been in use of the local official transactions. The arrangement for translation and supply of important rules, orders, notifications, ration cards, voter rolls, etc., in the minority languages has been neglected. It has also been reported from several linguistic minority concentrated districts that the notice boards, signboards in public dealing offices and destination boards of the buses are not written in the minority languages in addition to the official languages. The States/UTs are therefore urged to use the minority languages at the local level in the notice boards, signboards and destination boards of the buses for the benefit of the linguistic minorities.

37.17 Article 350 provides for acceptance of representations for redress of grievances in any of the languages used in the Union or in the State. The States/UTs are, therefore, advised to ensure acceptance of representations for redress of grievances in minority languages and also to ensure necessary arrangements for reply in the same language.

### **Recruitment to State Services**

37.18 In the Chief Ministers Conference, 1961 it was agreed that the language should not come in the way of recruitment to State services. Therefore, besides the Official language of the State, option should be given of using Hindi or English as the medium of examination. A test of proficiency in the State Official language should be held after selection and before the end of probation.



- 37.19 It has been observed from the replies received from the States/UTs that knowledge of the regional language has been a pre-requisite in recruitment to the State services in most of the States/UTs. It has also been observed that the minority languages are not permitted for answering question papers for recruitment examination to State service. The knowledge of State Official language should not be insisted as a pre-requisite at the time of the entry into State services and the option of writing the examination in the minority languages should be provided. The States/UTs should also give sufficient time to the linguistic minority candidates to qualify in the State Official language as per the decision taken in the Conference of Chief Ministers, 1961, i.e. within the period of probation.
- 37.20 It has been reported that some States/UTs are still imposing the domiciliary restrictions in the recruitment to State services. It has been very emphatically stated in the Government of India Memorandum, 1956 on the proposed safeguards for linguistic minorities that it is neither necessary nor desirable to impose any restrictions, with reference to residence, in any branch or cadre of the State services. It was also observed in the Ministerial Committee of the Southern Zonal Council, 1959 on the safeguards for linguistic minorities that recruitment to the Public Services should not be limited by domiciliary restrictions. The States/UTs are, therefore, urged not to impose the domiciliary restrictions in recruitment to State services and review the policy especially in the case of recruitment of linguistic minority teachers so as to fill up the large number of vacant posts in several States/UTs.

### **Recognition and Affiliation of Linguistic Minority Institutions**

- 37.21 The question of the affiliation and recognition of the educational institutions located in the States to appropriate Universities or Boards of Education was discussed in the Recommendations of the State Reorganization Commission (SRC) and the Government of India's Memorandum, 1956 regarding the proposed safeguards for linguistic minorities. It was agreed in the Conference of Chief Ministers, 1961 that educational institutions like schools and colleges can be affiliated, with respect to the courses of study in the mother tongue, to Universities and other authorities, which are situated in the same State and in certain cases outside the State.
- 37.22 Though the facility for learning the minority languages is fairly provided by the States/UTs, the recognition of the linguistic minority institutions is required to be given due care as in the case of religious minority institutions. Articles 29 and 30 of the Constitution provide for protection of the interests of minorities and their right to establish and administer educational institutions of their choice. However, it has been reported from several States that the process of recognition of the linguistic minority institutions are not at par with the religious minority institutions. It has been an agreed fact that the Linguistic Minorities is a State-based concept and the States/UTs are, therefore, urged to establish necessary mechanism for recognition of the linguistic minority institutions at par with the religious minority institutions.
- 37.23 The States/UTs are also urged to accord recognition and Minority Status Certificates to linguistic minority institutions irrespective of their affiliation to the State or the Central Boards viz. CBSE, ICSE, etc., by bringing suitable regulations. Further, it is recommended that whenever an institute applies for grant of linguistic minority status, a decision should be taken and communicated within three months. If the decision is to reject the claim, it should be a speaking order listing the reasons for refusal.

### **Authority for issuing Linguistic Minority Certificate**

- 37.24 There has been wide spread demand for according Linguistic Minority Certificates to several linguistic minority institutions and individuals. It has also been observed that there

are no designated Authorities at the District/ Tehsil level in the States/UTs for the purpose of issuing Linguistic Minority Certificates to the Institutions working for the cause of protection and promotion of minority languages. The States/UTs are, therefore, urged to frame necessary guidelines and designate the authorities at the District/ State levels for issuing the Linguistic Minority Certificates to the individuals and institutions working for the cause of protection and promotion of minority languages. Where the powers of recognition are delegated to a lower functionary, provision should be made to appeal to the State Government against the refusal to certify.

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

37.25 The Scheme of Safeguards for Linguistic Minorities agreed at the Chief Ministers' Conference, 1961 envisages establishment of the Machinery for Implementation of the Safeguards for Linguistic Minorities, at the State/ District levels, to ensure implementation of the safeguards in true letter and spirit. It has been observed from the responses received from most of the States/UTs and during the study visits that no such machinery has been established in most of the States/UTs. It has been time and again reiterated in the Reports of the Commissioner for Linguistic Minorities in India, the need for establishment of the State/District Level Committees to redress grievances of the linguistic minorities and to remove the bottlenecks in implementation of the safeguards. It is also envisaged to ensure national integration, unity and peaceful co-existence of linguistic minorities at the local level. The States/UTs are, therefore, urged to constitute the State/District Level Committees and ensure implementation of the safeguards.

## **GOVERNMENT OF INDIA**

### **MINISTRY OF HOME AFFAIRS**

#### **Chief Ministers' Conference**

37.26 A meeting of the Chief Ministers and Central Ministers was held on the 11 and 12 August 1961, under the Chairmanship of the then Prime Minister of India, Pandit Jawaharlal Nehru. The main subject for discussion was the question of language in its various aspects. Pandit ji 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 (SRC, 1956) with regard to the safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This Memorandum was in the nature of an All-India Code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

37.27 The meeting concluded with the note that in view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realizing this objective depended on continued vigilance and the co-operation of all the States and the Union Government. In view of the vital importance of national integration, it was agreed that this should be dealt with on a national plan. For this purpose, a larger Conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men. Even after lapse of five decades, no such Conference was held. The Ministry of Home Affairs is, therefore, urged to convene a Conference of Chief Ministers under the Chairmanship of

the Hon'ble Prime Minister to reaffirm to the Scheme of Safeguards for Linguistic Minorities evolved more than fifty years ago.

### **Meetings of the National Integration Council/Zonal Councils**

37.28 While appreciating and accepting the Action Taken Report on the recommendations contained in the 51st Report received from the Ministry of Home Affairs, *vide* their letter No. I-21011/08/2016NI-II, dated 1 February, 2016 have informed that Agenda items for the next meeting of the National Integration Council have already been invited from the Ministry of Minority Affairs, and the same has been received *vide* DO No. 14-2/2015-Coord. dated 30 October 2015. It has also been informed that the Agenda item suggested by the Ministry of Minority Affairs was related to "Providing adequate facilities for instruction in mother tongue at Primary stage of education for children belonging to linguistic minorities". It is reiterated that the subject matter of the linguistic minorities should be made a regular feature in the Agenda of the National Integration Council and the Zonal Council meetings to address the problems of the linguistic minorities and to ensure linguistic harmony and peaceful co-existence. It is also urged that the Commissioner for Linguistic Minorities should be a Member of the National Integration Council (NIC) as was the practice when the first NIC was constituted.

### **Linguistic Survey**

37.29 It is appreciated and put on record the Action Take Report on the Recommendations contained in the 51 Report received from the Office of the Registrar General and Census Commissioner, India (RG & CCI) *vide* their Letter No.9/14/2015-LANG, dated 9 February, 2016 regarding the status of the Linguistic Survey of India (LSI). It has been informed that the project of LSI was approved to assess the linguistic scenario of post independence India under consideration in the context of geo political changes. It has been informed that the LSI Project is a regular activity of the RG & CCI since the Tenth Five Year Plan and the following five Volumes have been finalized and published: LSI Orissa (2002); LSI Dadra & Nagar Haveli (2006); LSI Sikkim Part-I (2012) & Part-II (2014); and LSI Rajasthan Part-I (2014). It has also been informed that the following Volumes LSI West Bengal and Bihar are in the pipeline of publication. Further, it has been informed that simultaneously, another Project entitled "Mother Tongue Survey of India" (MTSI) has been undertaken by the RG & CCI since 11<sup>th</sup> Fiver Year Plan and a new mode of MTSI is in progress during the 12<sup>th</sup> Five Year Plan Period (2012-17) with the target to survey 600 Mother Tongues, both of 2001 and 2011 Census.

37.30 Regarding the Linguistic data it has been informed that it is in general practice since beginning of Census Record that the entire population has to be cross checked for distribution of language/mother tongues based on the Returns of Mother Tongue during Census enumeration. As a result, Language Table is published after publication of General Population Table in every Census. Since, 1971 Census, the finalized language/ mother tongue data requires to be approved by Government of India. Accordingly, the language/mother tongue data of 2011 Census is under process of release.

### **Commissioner for Endangered Languages**

37.31 It is reiterated that it has been a great cause of concern for the Linguists and Educationists that several Indian languages are under threat of extinction. Especially, the Tribal and Minor languages which are not having scripts. Further, the population criteria introduced in 1971 Census and followed the following Census has wiped out many tribal languages spoken by less than 10,000 persons, which makes an impression that such languages do not exist now. The existing provision for the linguistic minorities cannot protect such

smallest population from extinction. Instead of the existing practice, such language speakers should be classified as “Endangered Languages” and a separate volume should be brought out for Minor Languages. These languages require not only special attention but also separate Constitutional Safeguards. The Ministry is, therefore, urged to create a separate institution of the “Commissioner for Endangered Languages”.

### **Use of Regional languages**

37.32 In the Ministry of Home Affairs, Department of Official Language OM No. 1/14013/01/2005-OL (Policy) dated 30 January 2006, it has been stated that the Departmental literature and forms meant for public use are required to be printed in a regional language along with Hindi and English. Such forms could either be printed in the three languages in a combined form or separately for making them available for public use. The OM No. 1/14013/07/2010-OL (Policy-1) dated 07 April 2011, it has been stated that the signboards, nameplates, etc., in the Departments should be in the three languages. However, it has been reported that the practice has been neglected by several Departments and Offices at local level. It is, therefore, urged that the Ministry of Home Affairs should reiterate the use of the regional and the minority languages at local level in the forms, signboards, nameplates, etc., in the Departments/ Offices dealing with public.

### **Linguistic Minorities Day**

37.33. Based on the Recommendations of the States Reorganisation Commission, 1956, the States in the Union of India came into existence from the 01 November 1956. This day is observed by most of the States/UTs as the State Formation Day (Rajya Divas). There is demand from various Linguistic Minority Associations in the States/UTs to declare it as “Linguistic Minorities Day”, since, the genesis of creation of the States was based on languages. It is, therefore, the Ministry of Home Affairs is urged to consider declaring “1 November” of every year as “Linguistic Minorities Day”. It will also be a gesture in protecting and promoting the interests of the linguistic minorities and national integration.

## **MINISTRY OF MINORITY AFFAIRS**

**The recommendations contained in the 51st Report with regard to the Ministry of Minority Affairs are reiterated as follows:**

### **Directions to States/ Union Territories**

37.34 It has been observed from the responses from the States/UTs and during the study visits undertaken by the Commissioner to various States/UTs that gross negligence has been shown in implementation of the Scheme of Safeguards for the Linguistic Minorities. Often the linguistic minorities are reported to be treated as secondary citizens in their own land. The apathy of the States/UTs has resulted in resentment among the linguistic minorities and leads to agitation and unrest at the local level. The Ministry of Minority Affairs is, therefore, urged to issue instructions/ directions regularly to the States/UTs to ensure the implementation of the Scheme of Safeguards for linguistic minorities.

### **Empowering the Commissioner for Linguistic Minorities**

37.35 The duties, powers and functions of the Commissioner for Linguistic Minorities in India have not been defined under any Statute except the Constitutional mandate under Article 350B. The Scheme of Safeguards for Linguistic Minorities adopted in the Chief Ministers’ Conference, 1961 have not yet been codified and cannot be enforced upon the States by the Commissioner. The Ministry of Minority Affairs, is therefore, urged to make suitable

legislation defining his duties, powers and functions to enforce implementation of the Scheme of Safeguards similar to the National Minority Commission.

- 37.36 The Article 30 of the Constitution provides for rights for the minorities to establish and administer educational institutions of their choice. In the recent past, the Office of the Commissioner and the Zonal Offices were flooded with queries and representations for Linguistic Minority Certificates to several Linguistic Minority Associations and individuals. It has also been reported that there are no designated Authorities at the local level in the States/UTs for the purpose of issuing Linguistic Minority Certificates to the individuals and bodies working for the cause of protection and promotion of minority languages. The Ministry of Minority Affairs is, therefore, urged to bring suitable legislation to confer the powers on the CLM to decide the issues with regard to the Linguistic Minority Certificates to the individuals and associations working for the cause of protection and promotion of minority languages.
- 37.37 There has also been significant increase in the demand for an Authority for recognition of Linguistic Minority Institutions similar to the “National Commission for Minority Educational Institutions” (NCMEI), for the religious minority institutions. Therefore, the recommendation of the Commissioner to bring suitable legislation to designate the CLM as the Authority for recognition of Linguistic Minority Educational Institutions, similar to NCMEI is reiterated.

### **Plan Schemes/ Programmes for Linguistic Minorities**

- 37.38 Several Linguistic Minorities Associations have put up various facts and logic, *inter alia*, the Constitutional proviso and the Apex Court’s decisions and rulings in support of their demand for status and rights at par with the religious minorities. The repeated citation given by them is the interpretation of Article 30(1) of the Constitution which speaks specifically of two minorities, viz. Religious and Linguistic minorities. The Constitution does not distinguish between the religious and linguistic minorities. However, no Plan Schemes/Programmes for the protection and promotion of the linguistic minorities have been evolved or implemented by the Ministry of Minority Affairs similar to various Plan Schemes/Programmes for the protection and promotion of religious minorities in the country. As language is a critical factor for bringing about unity and cohesion in the country and a sensitive factor as well, the demands, concerns and aspirations of the linguistic minorities need to be addressed effectively, thereby providing them equal opportunities for inclusive growth, harmony and peaceful coexistence in the country. The Ministry of Minority Affairs is, therefore, urged to consider their demands for putting them on a similar footing with the religious minorities and bring out suitable Plan Schemes/ Programmes for the protection promotion of the linguistic minorities in the country.

## **MINISTRY OF HUMAN RESOURCE DEVELOPMENT**

### **Compulsory Registration of Mother Tongue**

- 37.39 While appreciating and placing on record the Action Taken Report of the MHRD, on the recommendations contained in the 50th Report to include necessary columns record in the Application for Admission to Schools: (i) the mother tongue of the child; (ii) the first language preferred; (iii) the optional/third language preferred by the parents. It is, further urged to suitably advise the States/UTs to introduce similar columns in the application form for admission to schools in their States/UTs to elicit the information on the mother tongue of the child and the preference of the languages for study under the Three Language Formula so as to ensure that the rights of the linguistic minorities are protected.

## **Secondary Education**

- 37.40 As regards the Secondary Education, the States Reorganisation Commission, 1956 recommended that the Government of India should in consultation with the State Governments, lay down clear policy in regard to education in the mother tongue at Secondary stage. The Commission also in its wisdom observed that Secondary Education would be required to be treated differently from Primary Education and therefore, not recommended Constitutional recognition of the right to have instruction in the mother tongue at the Secondary stage. Further, taking into consideration of the Resolution adopted in the Provincial Education Ministers' Conference, 1949 and in consultation with the States, the Three Language Formula was adopted in the Chief Ministers' Conference, 1961.
- 37.41 The Central Advisory Board of Education, after taking into consideration the Report of the Secondary Education Commission and the Resolution on the subject passed by the All India Council of Secondary Education, has assigned 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 envisaged in the recommendations of the SRC, 1956, is urged 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.
- 37.42 However, the emerging trend in several States where the learning of regional language is being made compulsory at the Primary Level has resulted in unrest among the linguistic minorities. It has been reported that in Tamil Nadu learning of Tamil has been made compulsory in the Central Board Schools in gross violation of the norms and established procedure. It would not only adversely affect the linguistic minority groups within the State, but also the children of the migrant parents, who are largely the migrant labourers in the State. The MHRD is, therefore, urged to evolve an Universal System of Education at the Secondary stage to accommodate the minority languages at the Secondary level in consultation with all the States/UTs urgently, to meet the needs, demands and aspirations of the linguistic minorities in the country as a whole.

## **Three Language Formula**

- 37.43 The Three language Formula was evolved by the Union Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed in the Chief Ministers' Conference, 1961 that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:
- a. The Regional language and mother tongue when the latter is different from the Regional language;
  - b. Hindi or, in Hindi speaking areas, another Indian language; and
  - c. English or any other modern European language.

It has been followed by almost all the States/UTs, except in Tamil Nadu and Puducherry. It has also been observed that in most of the states, learning of the State Official Language has been made compulsory in the curriculum. The MHRD is, therefore, urged to suitably advise the States/UTs to review their Education Policy and to implement the Three Language Formula in their States/UTs.

## **Measures for protection of Indian Languages**

### **Observation of Mother Language Day**

- 37.44 The Commissioner for Linguistic Minorities in India has all along been reiterating the importance of protection, promotion and development of the minority languages in his reports. It is further reiterated that the MHRD should take initiatives to evolve appropriate policy and programmes aimed at protection, promotion and development of the Indian languages. The Government should recognize and celebration of “Mother Language Day” (21st February) every year to create awareness on protection and promotion of mother tongue.
- 37.45 Further, it is brought to the notice of the MHRD that several institutions like Anjuman Taraqqi Urdu (Hind) play an important role in protection and promotion of Urdu language, apart from the National Council for Promotion of Urdu Language (NCPUL). It is one of the oldest Urdu organization in India established by Sir Syed Ahmad Khan in 1886 as part of his mission to spread modern education in India. There are several branches of the organization throughout the country, particularly in the Urdu speaking States. Therefore, the Government should consider promoting the organisation as National Voluntary Organisation for Urdu and suitably fund its activities for promotion of Urdu. It can also be achieved by promoting a MoU between the Anjuman and NCPUL to work towards the common goal set by the MHRD.
- 37.46 It is suggested that the system of Distance Education can be effectively be used for teaching to protect and promote the minor/ minority languages, particularly women, who cannot join regular schools for their education. In this regard the achievements of the Aligarh based institution, Jamia Urdu in teaching Urdu can be emulated as a model. It is further, recommended that Jamia Urdu which has performed a pioneering role in this field should be accorded the status of a Deemed University, with adequate facilities to function effectively.

## **MINISTRY OF INFORMATION AND BROADCASTING**

- 37.47 The Ministry of Information and Broadcasting plays an important role in protection and promotion of the linguistic plurality of India. There has been a demand from a number of linguistic minority associations for more programmes on minor and tribal languages on All India Radio and Doordarshan. Especially the News broadcast in the minor and tribal languages needs to be increased.
- 37.48 There has also been demand for advertisements of national importance particularly advertisements for recruitment to Government and Public Sector Companies, Schemes for minorities and tribals etc., issued by the Directorate of Advertising and Visual Publicity (DAVP) in the minority and tribal languages. The Ministry of Information and Broadcasting is, therefore, urged to ensure release of important advertisements/schemes/ programmes etc. in the minority languages also by the DAVP.

## COMMISSIONER FOR LINGUISTIC MINORITIES IN INDIA

### 1. **Vision Statement**

Streamlining and strengthening implementation machinery and mechanism for effective implementation of the Constitutional Safeguards for the Linguistic Minorities, thereby, ensuring protection of the rights of speakers of the minority languages so as to provide them equal opportunities for inclusive and integrated development.

### 2. **Mission Statement**

To ensure that all the States/UTs effectively implement the Constitutional Safeguards and the nationally agreed Scheme of Safeguards for the linguistic minorities for providing them equal opportunities for inclusive development.

### 3. **Functions**

- a. To investigate all matters related to safeguards provided to the linguistic minorities.
- b. Report to H.E. President of India regarding the status of implementation of the Constitutional and the nationally agreed Scheme of Safeguards for the linguistic minorities.
- c. Monitoring status of implementation of Safeguards through Questionnaires, Visits, Conferences, Seminars, Meetings, Review Mechanism, etc.

### 4. **Key Objectives**

- a. To submit to the Hon'ble President of India, the Reports as mandated under Article 350B (2) of the Constitution on the status of implementation of the Constitutional and the nationally agreed Safeguards for the linguistic minorities.
- b. To provide equal opportunities to the linguistic minorities for inclusive development and national integration.
- c. To spread awareness amongst the linguistic minorities about the Safeguards available to them.
- d. To ensure effective implementation of the Safeguards provided for the linguistic minorities in the Constitution and other Safeguards, which are agreed to by the States/UTs.
- e. To take up the representations for redress of grievances related to the Safeguards for linguistic minorities with the States/ UTs.



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**Note:** The Office of the Commissioner for Linguistic Minorities functions from New Delhi pursuant to the Ministry of the Minority Affairs, Government of India Letter No.3-10/2013-CLM dated 6<sup>th</sup> June, 2014.

## SAFEGUARDS FOR THE LINGUISTIC MINORITIES

The safeguards for the linguistic minorities derive their authority from two sources:

- (A) The Constitution of India.
- (B) The Safeguards agreed to the national level from time to time.

### (A) CONSTITUTIONAL SAFEGUARDS FOR LINGUISTIC MINORITIES IN INDIA

#### (i) Article 29: Protection of Interests of Minorities

- (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

#### (ii) Article 30: Right of Minorities to Establish and Administer Educational Institutions

- (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1) the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under the clause.
- (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

#### (iii) Article 347: Special Provision relating to Language Spoken by a Section of the Population of a State:

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

#### (iv) Article 350: Language to be used in Representations for Redress of Grievances:

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

**(v) Article 350 A: Facilities for instruction in Mother-Tongue at Primary stage:**

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

**(vi) Article 350 B: Special Officer for Linguistic Minorities:**

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

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

**(vii) The Articles of the Constitution Guaranteeing to Citizens Certain Fundamental Rights.**

Equality before law (Article 14), prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15) and equality of opportunity in matters of public employment (Article 16) also operate as safeguards for linguistic minorities.

**(B) SAFEGUARDS FOR LINGUISTIC MINORITIES AGREED TO AT THE NATIONAL LEVEL**

In addition to the Constitutional Safeguards, the detailed scheme for the practical implementation of safeguards has been worked out on the basis of decisions arrived at various Conferences:

- a. Education Ministers' Conference, 1949
- b. Government of India Memorandum, 1956
- c. Southern Zonal Council Decisions, 1959
- d. Chief Ministers' Conference, 1961
- e. Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961

**RESOLUTION ADOPTED AT PROVINCIAL EDUCATION MINISTERS'  
CONFERENCE (AUGUST 1949, APPROVED BY GOVT.OF INDIA)**

“The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or 10 such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organized and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will; however be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different language”.

## GOVERNMENT OF INDIA, MEMORANDUM OF 1956

The safeguards proposed for the linguistic minorities vide Part IV of the States Reorganization Commission's Report have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow:

### 1. Primary Education

Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill providing for the addition of a new Article namely, 350A to the Constitution regarding facilities for instruction in the mother-tongue at the Primary stage of education. The directions which may be issued by the President under Article 350A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the Resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

### 2. Secondary Education

The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the Secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as Secondary education is concerned, it will have to be treated differently from education at the Primary stage, and has, therefore, not recommended Constitutional recognition of the right to have instruction in the mother-tongue at the Secondary school stage.

3. The Resolution adopted by the Provincial Education Ministers' Conference in August, 1949 contemplated the following arrangements in regard to Secondary education:-

- (a) If the number of pupils whose mother-tongue is a language other than the Regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organized or established by private agencies will be recognized for the purpose of grants-in-aid from Government according to prescribed rules.
- (b) The Government will also provide similar facilities in all Government and district board schools where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.
- (c) The Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The Regional language will be a compulsory subject throughout the Secondary stage.

4. The Central Advisory Board of Education, after taking into consideration the Report of the Secondary Commission and the Resolution on the subject passed by the All India Council of Secondary Education, has assigned to the mother-tongue an important position in the

curriculum at the Secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the Secondary school stage. The Government of India, as recommended by the Commission, proposed to lay down a clear policy in regard to the use and place of the mother-tongue at the Secondary stage of education in consultation with the State Government and to take effective steps to implement it.

#### **5. Affiliation of Schools and Colleges using Minority Languages**

Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganized States to appropriate Universities or Boards of Education. It is, of course, desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements, and having regard to the number of institutions of this kind, it may sometimes be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded, in fact, as a necessary corollary to the provisions contained in Article 30 of the Constitution which gives to the minorities the right to establish and administer educational institutions of their choice.

6. It is, therefore, proposed to advise the State Government that, in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grants-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the frame work of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the State in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

#### **7. Issue of Directions by the President Under Article 347 Regarding the Recognition of Minority Languages as Official Languages**

Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desires the use of any language spoken by them to be recognized by that State, direct that such languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed. Language shall also be officially recognized in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments a clear code to govern the use of different languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed.

8. The Commission has proposed that a State should be recognized as unilingual, only where one language group constitutes above 70% or more of its entire population and that where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognized as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level, that is to say, if 70 per cent or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district.

9. The Government of India are in agreement with these proposals and propose to advise the State Governments to adopt them.

10. The arrangements to be made for the purpose of recognizing two or more Official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in district or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent of the population of that area, it may be an advantage to get important government notices and rules published in the language of the minority, in addition to any other language or languages in which such documents may otherwise be published in the usual course.

12. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

**13. Recognition of Minority Languages as the Media for Examinations Conducted for Recruitment to State Services**

Attention is invited to the Commission's recommendations that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State services (not including subordinate services), English or Hindi or the language of minority constituting about 15 to 20 per cent or more of the population of State, a test of proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India proposed to advise State Governments that these suggestions should, as far as possible, be adopted. It is also proposed to recommend to the State Government that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognized as an Official language in the district should also be recognized as a medium for the purpose of competitive examination in the districts. The last mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

**14. Review of Residence Rules and Requirements**

The Commission has emphasized that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalize the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or cadre of the State services.

15. Certain exceptions may have to be made to the General rule of non-discrimination in the Telengana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16. The Government of India proposed to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State services in the light of the position stated in paragraph 14.

**17. Restriction of Private Rights in Respect of Contracts etc.**

The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

**18. Recruitment of at Least Fifty Per Cent of the New Entrants to All-India Services From Outside a State**

The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

**19. Recruitment of One-Third of the Number of Judges From Outside a State**

The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

**20. Constitution of Public Service Commissions for Two or More States**

The proposals that the Chairman and Members of the Public Service Commissions in the States should be appointed by the President, has not been welcomed by the State Governments and it is not, therefore, being pursued. There is a provision in the Constitution already for the constitution of Public Service Commissions for two or more States vide Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

**21. Agency for Enforcing Safeguards**

The States Reorganization Commission has recommended that the services of the States' Governors should be utilized for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in the Parliament on the States Reorganization Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the Centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganization Commission in the following passage of its report:-

“We wish to emphasize that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fair play on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State.”



**MINISTERIAL COMMITTEE OF THE SOUTHERN ZONAL COUNCIL, 1959,  
ON SAFEGUARDS FOR LINGUISTIC MINORITIES**

The Ministerial Committee of the Southern Zonal Council to consider safeguards for Linguistic Minorities met at Ootacamund on Saturday, the 16th and Sunday the 17th May. The following persons attended:-

- (1) Sri C. Subramaniam, Minister for Finance, Government of Madras (Convenor);
- (2) Sri E.M.S. Nambudripad, Chief Minister of Kerala;
- (3) Sri S.B.P. Pattabhirama Rao, Minister for Education, Andhra Pradesh;
- (4) Sri K.Brahmananda Reddy, Minister for Finance, Andhra Pradesh; and
- (5) Sri Anna Rao Ganamukhi, Minister for Education, Mysore.

Sri R. A. Gopaldaswami, I.C.S. Second Member, Board of Revenue, Madras, Sri K. V. Ramanathan, I.A.S. Deputy Secretary to the Government of Madras, Health, Education & Local Administration Department and Sri N. Jayaraman, Deputy Secretary to the Government of Madras, Public (Partition) Department, Sri V. Ramachandran, I.A.S. Deputy Secretary to the Government of Kerala, Education Department, and Sri Siddava Purnaik, Under Secretary to the Government of Mysore, Education Department and the Private Secretary to the Education Minister from Mysore State also attended.

**2. Item 1 of the Agenda: Provision of facilities for instruction of linguistic minorities in the medium of the mother-tongue in the Primary stage of education**

The Committee discussed the question of provision of facilities in primary and elementary schools in all States for the instruction of pupils belonging to the linguistic minorities in their own mother-tongue in the light of the Resolution adopted on this subject at the Provincial Education Ministers' Conference held in August, 1949. The question of the study of the Regional language at the Primary and post-Primary stage by pupils belonging to the linguistic minorities was also discussed. The following decisions were finally taken:-

- a. The position in respect of pupils' strength and school facilities including teachers as on 1 November, 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution in every one of the four States. Provided that in respect of Telugu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be 1 October, 1953 and not 1 November, 1956.

If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority. There is no objection to any State making provision for teachers on a more liberal scale and in special cases where demand for such provision on a more liberal scale is made; the State Government concerned should take the special features of each such case into account in passing orders.

b. In order to implement the above safeguard, it will be provided that all Primary schools shall entertain applications from parents belonging to the linguistic minority groups for the admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. Departmental arrangements should be made to see that no such applicant is refused admission for reasons that the number is insufficient in the particular school where the application is made, and that, wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils.

c. Facilities will be provided in every one of the four States for the study, by pupils belonging to the linguistic minority groups, of the Regional language as an additional optional language from the IV standard onwards so that pupils belonging to these groups may not be at a disadvantage, if at the Secondary stage they elect to study the Regional language. These facilities will be financed by Government, that is to say, the facility will be provided freely in all schools under public management i.e., Government or local body and the provision of such facilities in aided schools will be eligible for the usual grant from Government.

### **3. Item 2: Study of Languages in the Secondary Stage of Education**

The question of making provision for the study of the mother-tongue by the linguistic minorities at the Secondary stage of education without deviation from the Three-language Formula in the terms already accepted by all the States of the Southern Zone was discussed. It was noted that in every one of the four States provision was being made or would be made under the reorganized syllabus of Secondary education for the study of linguistic minorities of the mother-tongue in the Secondary stage.

In Madras, a pupil belonging to the linguistic minority can offer the mother-tongue as an alternative either to the Regional language (part I of the language course) or to Hindi or other Indian language not included in Part I (Part II of the language course). In Kerala, a pupil belonging to linguistic minority can, in practice, offer the mother-tongue as an alternative only to the Regional language. In Andhra Pradesh and Mysore he can take it as the first language, either as complete alternative to the Regional language or as a part of composite course consisting of more than one language. To the extent that the mother-tongue could be offered as an alternative to the Regional language, in all the States there was no compulsion to study the Regional language. It was decided that this position was satisfactory and should continue. The recommendation of the Government of India that compulsory provision should be made for the study of linguistic minorities at the Secondary stage of education of the Regional language in addition to the mother-tongue was considered and it was decided in view of the number of languages involved that no such compulsion was necessary, desirable or even possible.

4. The question whether such qualification as may be generally prescribed in respect of proficiency in the Regional languages for purposes of public employment need be relaxed in favour of linguistic minority pupils who elect to study their mother-tongue in lieu of the Regional language was considered as part of the question of safeguards to be provided for the linguistic minorities in the matter of recruitment to the Public Services (Item 9 below).

### **5. Item 3: Provision of facilities for linguistic minorities for instruction with the mother-tongue as the medium of Secondary stage of education**

The Committee discussed the question of provision of facilities for instruction of linguistic minorities in their mother-tongue at the Secondary stage of education. The Committee took

note of the Resolution adopted on this subject by the Provincial Education Ministers' Conference in August 1949 which contemplated (i) the opening or recognition by Government of separate schools for linguistic minorities with instruction in their mother-tongue in areas where the number of such minority pupils justified the opening of separate schools (ii) provision by Government of facilities for instruction in minority language media in all Government and Local Body schools where 1/3rd of the total number of pupils desire to be instructed in their mother-tongue and (iii) action by Government to see that aided schools also arranged for such instruction in similar circumstances. The difficulties in providing for instruction in minority language media in the different groups of optional subjects in the academic and diversified courses in the Higher Secondary stage of education were also noted by the Committee. The point of view put forward by Madras was that the reference in the Resolution of Provincial Education Ministers' Conference to 1/3rd was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large schools separate sections may become necessary and possible even if the ratio was less than 1/3rd while in small schools separate sections may be uneconomical and, therefore, impracticable even if the ratio exceeded one third. This view found general acceptance. There was considerable discussion as to the minimum strength in each class and in the school as a whole which should be insisted upon for provision of facilities for instruction in minority languages. The following conclusions were finally arrived at unanimously:-

a. The position existing on 1st November, 1956 in respect of separate Secondary schools for linguistic minorities as well as separate sections for linguistic minorities in other Secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority language should be ascertained and continued without change.

b. If the number of pupils decreases to such an extent as to justify reduction in any particular local area, such reduction may be effected; but no reduction should be made in any individual cases except under the specific orders of Government applicable to that particular case.

c. If the number of pupils increases, additional teachers should be provided in such relation to the increased pupil strength as may be justified by the rules generally applicable to all schools.

d. For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary Course and 15 pupils in each such standard will be necessary. Provided that, for the first four years after the commencement of provision of the facilities, a strength of 15 in each standard in which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic courses, and, where different groups of optional subjects are provided in the academic courses, separately for each such group of optional subjects.

**6. Item 4: Provision of facilities for instruction of linguistic minority pupils with English as the medium in the Secondary stage of education**

Is it necessary that provision for instruction in the English medium should be made at all in Secondary schools which are maintained or aided by the State? If such provision is necessary, should it be limited to any category of pupils or should it be available to all pupils without any restriction? These questions were discussed at length by the Committee. It was noted that it was the accepted policy of all the four States that the Regional language should be the medium of instruction at the Secondary stage of education and that the only exception to this general rule

was that pupils belonging to the linguistic minorities should be given instruction in the medium of their respective mother-tongue. In the guise of providing instruction in the English medium as a concession to linguistic minorities, this general policy should not be modified or deviated from. The Convenor was of the view that the children of migratory parents (whether belonging to the linguistic majority or the minorities) could be allowed to be educated in the English medium; since, at present, that was the only language in which instruction was available in all parts of India. There was no case, however, for provision of similar facilities for children of non-migratory parents. If children of non-migratory parents of the linguistic minority groups could not for any reason be given facilities for instruction in their own mother-tongue, they should be educated in the Regional language rather than in English. There was general agreement that provision should be made for imparting instruction in the English medium to children of migratory parents and that children of non-migratory parents of the linguistic majority groups in each State should be educated only in the Regional language. There was considerable discussion as to whether provision for instruction in the English medium should not be made for at least certain categories of children of non-migratory parents of the linguistic minority groups, the Andhra Education Minister expressing the view that where it was not possible to provide for instruction of linguistic minority pupils in their own mother-tongue, they should be allowed to opt for instruction in the English medium if facilities for such instruction were available. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1 July, 1958 in respect of facilities for instruction in the English medium in separate sections of recognized Secondary schools should be ascertained and continued without change.
  - b. Children of linguistic minority groups should be assured of the availability of places in such sections, in numbers not falling short of the position as on 1 July, 1958. Whether or not a similar assurance should be provided in respect of children of linguistic majority groups is a matter for each State to decide for itself.
  - c. Consistently with the foregoing, the State Government should be free to implement their policy in respect of the medium of instruction in Secondary schools effectively. They should be under no obligation to increase the facilities for instruction in the English medium Secondary schools in excess of the position existing on 1st July 1958, except in so far as the need therefor may arise as a result of future increase in the numbers of children of migratory parents (whether these belong to the linguistic majority group or linguistic minority groups).
7. **Item 5: Affiliations of schools and colleges using minority languages to bodies outside the State**

The Government of India's proposal to advise State Governments that affiliations of schools and colleges and other educational institutions to bodies outside the State in which they are functioning should be permitted without difficulty and that institutions thus affiliated should not suffer from disabilities in regard to grants-in-aid and other facilities was considered by the Committee. It was unanimously decided that there was no need to provide for affiliation of schools in any State to bodies outside the State. As for colleges, it was a matter for the Inter-University Board to consider.

8. **Item 6: Use of Minority Languages for Official Purposes**

The State Reorganization Commission has recommended that where there is a substantial minority constituting 30 per cent or more of the population of a State, the State should be recognized as bilingual for administrative purposes and that, if 70 percent or more of the total population of a district is constituted by a group which is a minority in the State as a

whole, the language of the minority group and not the State language should be the Official language in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 per cent of the population, Government notices, Electoral Rolls etc., should be printed in both the languages and documents in minority languages should be permitted to be filed in courts. These recommendations were considered by the Committee which noted that there was no single minority group in any of the four States constituting more than 30 per cent of the total population of the State or 70 per cent or more of the population of a district. It observed that neither the two safeguards contemplated by the States Reorganization Commission (viz., declaring the State to be bilingual or declaring a language other than that of the majority as the Official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specified purposes in district or a smaller area, it was decided that every municipal town, and the non-municipal area of every taluka should be treated as a separate local area for this purpose and that a list of such local areas where 20 per cent of the people of a taluka or a municipality spoke a language different from that of the majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared:-

- a. All important Government Notices and Rules, Electoral Rolls etc., should be published in the minority language or languages.
- b. Forms etc., to be used by the public should be printed both in the Regional language and in the minority languages.
- c. Facilities for registration of documents in the minority languages should be provided.
- d. Correspondence with the Government offices in the minority languages should be permitted.
- e. Permission should be given to file documents in the minority languages in the Courts in the areas.
- f. An endeavour should be made to secure, in so far as this may be found practicable with due regard to administrative conveniences, that the officers posted to work in such local areas are persons who possess adequate knowledge of the minority language.

The Andhra Pradesh Government which had originally proposed to take up the question of acceptance of the suggestions of the Commission in this matter along with the main question of prescribing the Official Language of the State agreed to fall in line with the other States in this matter.

9. **Item 9: Safeguards for Linguistic Minorities in the matter of recruitment to the Public Services of the State**

Item 9 being a general question of which items 7 and 8 were parts, it was taken up before consideration of the latter items.

10. The Committee noted that, in the matter of recruitment to the Public Services of the State, linguistic minority groups would not be put to any special difficulty where the Official language of a State continued to be English and no conditions were imposed that a knowledge of the majority language of the State was necessary for recruitment to the services or that competitive examinations for recruitment to the services should be written only in the majority language of the State. But Madras had declared Tamil to be the Official language of the State

and had provided that, to be eligible for appointment to any service by the direct recruitment, a person should have an adequate knowledge of the Official language of the State, namely, Tamil, a person with an adequate knowledge of Tamil being defined as one:-

- a. Who has acquired knowledge in Tamil in the High School course;  
or
- b. Who, whether his mother-tongue is Tamil or not, is able to speak,  
read and write Tamil;  
or
- c. Who has passed a second class language test in Tamil.

Madras had also withdrawn the option given till 1958 to candidates taking the group IV examinations conducted by the Madras Public Service Commission for recruitment of persons to the Madras Ministerial Services, Madras Judicial Ministerial Services, etc., to answer in Telugu, Kannada, Malayalam or Urdu, the papers which should be answered in the Regional language, thus making it necessary for a candidate taking this examination to answer these papers only in Tamil. This had created problems for the linguistic minorities who had suddenly been called upon to possess an adequate knowledge of Tamil as a condition precedent to State employment and to compete with Tamil speaking applicants in examinations in which Tamil was the medium. The same problems would be faced by linguistic minorities in the other States, when in due course they switched over from English to the respective State majority language as the Official language. All the States, therefore, recognized the need for defining in precise terms the people who would be affected by policy decisions such as those taken by the Madras Government in this matter and to provide special safeguards for them in the matter of possession of adequate knowledge of the Regional language and of the medium of competitive examinations for recruitment to the Public Services of the State. The Committee discussed specifically the following questions:-

- a. how the persons to whom special safeguards should be given in the matter should be defined;
- b. what special safeguards should be given to them; and
- c. for what duration these safeguards should continue to be given.

#### **11. Definition of persons eligible for safeguards**

The Government of Madras had originally proposed that safeguards in the matter of recruitment should be given to a particular class of people to be described as Linguistic Minorities for this purpose and that such Linguistic Minorities should be defined as consisting of every person whose mother-tongue is Telugu, Malayalam, Kannada or Urdu, provided that either parent of such a person was born within the present territorial limits of Madras State or has been permanent resident within such limits. While the Government of Mysore wanted that continuous residence of either parent for five years or more or specific evidence of a desire to settle permanently should be the qualification for definition of linguistic minorities, the Commissioner for Linguistic Minorities was of the view that the residential qualification prescribed in the Madras definition would contravene the provisions of the Constitution. The Government of Madras, thereupon, obtained the opinion of their Advocate General regarding the constitutional validity of the definition proposed by them. His opinion which had been received by the time the Committee met was considered by the Committee. He was of the view that while there was no objection to limiting the class of beneficiaries eligible for relaxation of recruitment rules to a limited group among linguistic minorities, it was wrong to define the expression Linguistic Minorities itself so as to include only this limited group. The place of birth of the citizen or his parent could not be made the criteria for any general definition of linguistic minorities. He, therefore, suggested that, the present objective being a strictly limited one, it was not necessary to define the term Linguistic Minorities but the persons to whom the benefit

of relaxation of the recruitment rules would be given could be termed non-Tamilian candidates or candidates having a mother-tongue other than Tamil and defined as consisting of every person whose mother-tongue is other than Tamil and who has passed the examination qualifying for the post in question through a college, school or other institutions within Madras State. The Committee decided to accept this suggestion of the Advocate-General of Madras and agreed that relaxation of the rules relating to adequate knowledge of the Regional language and medium of competitive examination in the matter of recruitment to services should be given to non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who would be defined as all persons whose mother-tongue is a language other than Tamil (or Telugu or Kannada or Malayalam, as the case may be) and who have passed the examination qualifying for the post for which recruitment is to be made from an Educational Institution within Madras (or Andhra Pradesh or Mysore or Kerala) State. Persons belonging to the linguistic minorities who have not passed the qualifying examination from an institution within the State would not be ineligible for recruitment to the services but they would not be entitled to the benefit of the relaxation of the rules referred to above.

## 12. **Nature of the Safeguards**

As regards the nature of the relaxation to be given, Madras had made the following proposals:

### a. **Adequate knowledge of Tamil as condition of eligibility for recruitment**

It should be open to any candidate belonging to the linguistic minorities of the State to apply for any post notwithstanding that at the time of such application he does not possess adequate knowledge of Tamil within the meaning of the general rules. He should be eligible for selection subject to the conditions specified in (iii) below:

### b. **Medium of examination**

Where Tamil is required to be offered as the medium of examination for any public examination held by the Madras Public Service Commission, any candidate who is a member of linguistic minority in Madras State may, if he so desires, offer his mother-tongue in lieu of Tamil subject to the conditions specified in (iii) below:

### c. **Conditions attached to the relaxation of the rules**

The relaxation of the general rules in terms in terms of (i) or (ii) above will be subject to the conditions that the selected candidate should pass the second class language test in Tamil within the time prescribed therefore as a condition precedent to completion of probation and confirmation of appointment to the permanent Public Services of the State.

The Committee approved of the above safeguards subject to the following modifications;

i. They shall be applicable to all non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who are eligible for relaxation of rules with reference to the criterion specified in the previous paragraph.

ii. The option in respect of the medium of examination should be to offer any one of the six languages namely, Tamil, Telugu, Kannada, Malayalam, Urdu and English. It should be open to each of the State to provide for option to answer the examination in other Indian languages also.

iii. The selected candidate should pass a test in the Regional language whose standard should be a matter of common agreement between all the four States..

**13. Duration of Continuance of Safeguards**

As regards the duration of these safeguards, the unanimous view was that the safeguards should be instituted now without a terminal date and a review of the question undertaken as soon after 1st July, 1964 as possible when information regarding the number of the persons availing themselves of the concessions would have become available

**14. Item No. 7: Recognition of minority languages as media in examinations conducted for recruitment to State Services**

The Committee considered the suggestion of the States Reorganisation Commission that for recruitment to services known as State Services, that is to say, superior or gazetted services by competitive examination, a candidate should have the option to elect as medium of the examination the Union Language-English or Hindi or the language of a minority constituting 15 to 20 per cent or more of the population of the State as an alternative to the main language of the State, a test of proficiency in the State language being held after selection and before the end of the period of probation. It was noted that this was only a part of the bigger problem dealt with under item 9 and that at present no linguistic minority was put to any difficulty in any of the four States in the matter of recruitment to the State Services as the medium of such competitive examinations as were held was English. It was agreed that safeguards for linguistic minorities in this matter should be provided by all the States in the following terms:

- a. Such safeguards would be applicable only to linguistic minorities whose mother-tongue is Tamil, Telugu, Kannada, Malayalam or Urdu and in Andhra and Mysore States only to Marathi.
- b. In the event of the medium of the competitive examinations for recruitment to any State service being changed from English to the Regional language of the State, the option to answer the examination in English or Hindi should be given to these minorities.
- c. There is no objection to any State extending this concession to linguistic minorities who speak languages other than those mentioned in item (i) above.

**15. Item No. 8: Recruitment to Cadres of Subordinate Services treated as Cadres for the Districts**

The Government of India propose to recommend that, where any cadre included in the subordinate services of a State is treated as a cadre for a district, any language which has been recognized as an Official language in the district should also be recognized as medium for the purposes of the competitive examinations in the districts. The Committee noted that there was no district in any of the States in the Southern Region where 70 per cent of the people spoke a language other than the language of the State, which according to the States Reorganization Commission was the condition necessary for declaration of a minority language as the Official language of a district. This recommendation of the Government of India had, therefore, no application to any of the States of the Southern Region.

**16. Item No. 10: Review of Residence Rules and Requirements**

The Committee noted that all restrictions by way of domicile qualifications for entry into the services of a State having been abolished with the enactment by the Government of India of "the Public Employment (Requirements as to Residence) Act, 1957" no action was necessary in this matter.



17. **Item No. 11: Restriction of private rights in respect of contracts etc.**

The Committee noted that there was no discriminatory treatment of minorities in the field of Commerce, trade and industry in any of the four States.

18. **Item No. 12: Recruitment of a minimum percentage of the new entrants to All- India Services from outside the State**

**Item No. 13: Recruitment of a fixed number of the judges of the High Courts of a State from outside the State**

**Item No. 14: Constitution of Public Service Commission for two or more States**

No State Government had any comments to offer on any of the questions.

19. **Item No. 15: Agency for enforcing Safeguards**

The Committee noted that a Commissioner for Linguistic Minorities had been appointed at the Centre by the Government of India to submit a report to the President on the working of the safeguards for minority language groups at such intervals as the President may direct. The Committee took the view that it was also necessary to appoint a Standing Committee of the Southern Zonal Council to be the Agency for review and coordination of the implementation of the safeguards for linguistic minorities as accepted by all the States of the South Zone. Each one of the States of the Council would be represented on this Standing Committee by one of its Ministerial representatives on the Southern Zonal Council. This Committee would discuss all problems that arose with regard to the working of the safeguards for linguistic minorities. It was unanimously agreed that such a Committee should be constituted.

20. The Commissioner for Linguistic Minorities had sent a note to the Committee in which he had referred, among other things, to the practice prevailing in certain States of insisting upon adequate knowledge of the Regional language as a condition precedent for admission to the Science courses in Arts and Science Colleges and to all courses in Professional Colleges and Polytechnics in the State and the complaints he had heard to the effect that the qualification is insisted on only in order to deny admission to linguistic minority candidates. The Committee noted that no such fanaticism existed in any of the four States of the Southern Region.

1. Modifications made to the report above at a meeting of the Southern Zonal Council held at New Delhi on 16th April, 1960 were as follows:-

a. The question whether schools in the State in the Southern Zone should be allowed to be affiliated to the institutions outside the State was discussed. Shri C. Subramaniam, Education Minister, Madras clarified that as far as colleges were concerned it was a matter for the inter-University Board to decide and not for the Governments. It was further clarified in the discussions that the examinations were held in schools in the States in the various minority languages, and not only in the Regional language of the State. Should any problem arise, it would be considered by the Standing Committee, the establishment of which the Ministerial Committee has recommended.

b. During the discussion, Shri Subramaniam stated that while any citizen of India with the requisite necessary qualifications was eligible to compete on equal terms for entry into the State Services, the Ministerial Committee had recommended the grant of certain concessions to linguistic minorities within each State. For this purpose, a candidate would be considered to be a member of linguistic minority of a State if he had passed the requisite qualifying examination from that State and his mother-tongue was

other than the Regional language of the State. Recruitment to the Public Service was not, however, limited by domiciliary restrictions which would offend against the Public Employment (Requirements as to Residence) Act, 1957. No such restriction existed in any of the four States of the Southern Zone.

It was agreed that Hindi should be added to the list of languages in which members of the linguistic minorities might answer the examination for recruitment to the Public Services.

c. After some discussion, the Council approved of the Report and it was agreed that if any difficulty arose in giving effect to the decision of the Committee, the matter should be referred to the Standing Committee. As regards the composition of the proposed Standing Committee, it was decided that each State should be represented by a Minister, and the Vice Chairman of the Zonal Council for the year should be the Convenor of the Committee. The Secretary of the Zonal Council for the year would be the Secretary of the Committee. It was also agreed that the Commissioner for Linguistic Minorities should be associated with the Committee.

## **MEETING OF THE CHIEF MINISTERS OF STATES AND CENTRAL MINISTERS (AUGUST 1961)**

The meeting of Chief Ministers of the States convened to consider the question of national integration began on August 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 10 August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad. The Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10 while coming in car from Jaipur to Delhi to attend the meeting.

### **August 10**

1. In his opening address, the Prime Minister referred to the various aspects of national integration: cultural, educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all-India approach to these questions.
2. The Union Home Minister referred to the discussions held at the last Conference of Chief Ministers held on 31st May and 1st June 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two bills to amend Section 153A of the Indian Penal Code, which had been already introduced in the Parliament and the proposal to amend the Representation of the Peoples Act.
3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from the Indian Union. This matter would be considered further later.
4. The Prime Minister referred to the recommendation of the States Reorganization Commission that more all-India Services be constituted. The Principle of having all-India Services in the Engineering, Medical and Forest departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.
5. The meeting was of the opinion that the rule of rotation of officers in existing all-India Services between the Centre and the State should be more rigorously followed.
6. The meeting also accepted the desirability of having in every High Court some judges drawn from outside the State.

### **August 11 and 12**

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11 and 12, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11 and in the morning of August, 12.
2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's Memorandum of 4 September, 1956 which had been prepared after

considering the recommendations of the States Reorganization Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This Memorandum was in the nature of an all-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this Memorandum were re-affirmed, certain variations were agreed to, as stated below:-

**a. Primary Education:** The right of linguistic minorities to have instruction in their mother-tongue at the Primary stage of education was reaffirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganization Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptation can be made. The main objective is that no facilities previously available should be reduced and, wherever possible further facilities should be given.

**b. Secondary Education:** Here also the general provisions of the 1956 Memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by the State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother-tongue formula could not be fully applied for use as the medium of instruction in the Secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for a higher education in Universities.

The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable text books in schools, both at the Primary and the Secondary stages was emphasized. Normally, these text books should be produced by the State Governments and not be left to private enterprise. The text books should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such text books should be entrusted to persons of high quality. The Central Government should prepare model text books both for the Primary and Secondary stages.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all-India language for inter-State communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfill that purpose as early as possible. Otherwise, there is a danger of no adequate connecting links, in so far as language is concerned between the different States.

6. It is important both from the point of view of international communication and the growth

of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore, is important.

7. It must be remembered that languages, if they are to be known at all well must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all-India languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

9. A Three-language Formula had been evolved by the Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother-tongue when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universities or Boards outside the State.

11. While a State may have one or more languages for its official purposes, it must be recognized that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages for education etc. An Official language is meant largely for official purposes. For communication with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from Official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the Official language of the State, this language of the minority group should be recognized as an Official language. Recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the VIII Schedule of the Constitution. Exceptions may be in regard to the hill districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the VIII Schedule may be used.

13. Whenever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the Administration, that is noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the Official language of the State or the Union Official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc., in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State Headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the District Authorities may be authorised to get it translated in the local language of the district or municipal area, as the case may be.

15. Correspondence between the State Headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the Official language of the State for correspondence between the State and District Headquarters and vice-versa. The use of the Union Official language should also be permitted for this purpose in place of the Official language of the State. This Union Official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the Official language of the State, option should be given of using Hindi or English as the medium of examination. A test of proficiency in the State Official language should be held after selection and before the end of probation.

17. For purposes of recruitment to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognized by the Central University Grants Commission should be recognized.

18. The question of the medium for University education was discussed at length. The tendency of Regional languages to become the media for University Education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasized. Such a common link can only be English or Hindi. Ultimately, it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a Regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a Regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught as long as necessary in English while other subjects may be taught with Hindi or the Regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

19. As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

20. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India Official language. This has been further confirmed in the Presidential order issued in regard to the Union Official language.

21. It was agreed that the implementation of the policy herein laid down for safeguarding of the interests of linguistic minorities and the promotion of are described in Article 350B of the Constitution. Though he cannot obviously be entrusted with executive function for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

22. The Zonal Council should pay particular attention to the implementation of this policy in their zonal areas. A Committee consisting of the Vice-Chairmen of the Zonal Councils should be set up under the Chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This Committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realizing this objective depended on continued vigilance and the co-operation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration it was agreed that this should be dealt with on a national plan. For this purpose, a larger Conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.

## FIRST MEETING OF THE COMMITTEE OF VICE-CHAIRMEN OF ZONAL COUNCILS (NOVEMBER 1961)

### Present

- |    |   |                 |
|----|---|-----------------|
| 1. | Shri Lal Bahadur Shastri,<br>Home Minister  | <b>Chairman</b> |
| 2. | Shri Pratap Singh Kairon,<br>Chief Minister, Punjab,<br>(Vice-Chairman, Northern Zonal Council)                 |                 |
| 3. | Shri Y.B. Chavan,<br>Chief Minister, Maharashtra,<br>(Vice-Chairman, Western Zonal Council)                     |                 |
| 4. | Shri B.P. Chaliha,<br>Chief Minister, Assam,<br>(Vice-Chairman, Eastern Zonal Council)                          |                 |
| 5. | Shri C.B. Gupta,<br>Chief Minister, Uttar Pradesh,<br>(Vice- Chairman, Central Zonal Council)                   |                 |
| 6. | Shri C. Subramaniam,<br>Finance Minister, Madras,<br>(Representing the Vice-Chairman of Southern Zonal Council) |                 |

### OFFICERS OF THE GOVERNMENT OF INDIA

1. Shri B.N. Jha, Secretary, Home Ministry.
2. Shri V. Vishwanathan, Special Secretary, Home Ministry.
3. Shri P.N. Kripal, Secretary, Education Ministry.
4. Shri Hari Sharma, Additional Secretary, Home Ministry.
5. Shri L.P. Singh, Additional Secretary, Home Ministry.
6. Shri R. Prasad, Joint Secretary, Home Ministry.
7. Shri R.P. Naik, Joint Secretary, Education Ministry.
8. Shri P.N. Kaul, Deputy Secretary, Home Ministry.

### 2. **Item No.1 of the Agenda. The name by which the Committee may be described:**

It was agreed that the Committee should be called "The Committee of Zonal Council for National Integration".

### 3. **Item No.2 of the Agenda. The pattern of the Agency for the Implementation of safeguards for Linguistic Minorities at (a) Zonal level, and (b) State level:**

(a) **Zonal level:** It was agreed that each Zonal Council should appoint a Standing Committee consisting of the Chief Ministers of the Zone to review from time to time the progress of implementation of the various policy decisions taken by the Chief Ministers' Conference relating to safeguards for linguistic minorities and national integration.



(b) (i) **State level:** The Committee considered that the responsibility for the co-ordination of work relating to national integration (including safeguards for linguistic minorities) should be assumed by the Chief Minister who may be assisted in this task by the Chief Secretary. It was also agreed that there should be a special officer in each state who will work under the direction of the Chief Secretary.

It was also agreed that this officer should prepare a note periodically reviewing (i) the progress of implementation of the safeguards for linguistic minorities; (ii) pending correspondence, if any, on linguistic minorities with the Government of India, the Commissioner for Linguistic Minorities and other State Governments; (iii) visits, if any, of the Linguistic Minorities Commissioner; and (iv) other matters relating to National Integration.

(c)(i) **District level:** The Committee agreed that, at the district level, responsibility for co-ordination of work relating to safeguards for linguistic minorities and national integration should vest in the district officer. It was also agreed that the State Governments might see whether any amendments are necessary to the laws governing local bodies to ensure that policy decisions relating to national integration are implemented by these bodies.

4. **Item No. 3 of the Agenda. Review of action taken by the State Governments on the decisions taken by the Chief Ministers' Conference held on August 10 to 12, 1961:**

It was noted that reports had been received so far only from 7 State Governments and 4 Union Territories and the information furnished was incomplete in some cases. The Committee reviewed the position as regards implementation of the various policy decisions embodied in the Statement issued by the Chief Ministers' Conference held on August 10 to 12, 1961 on the basis of information that was readily available, and took the following decisions:

a. **Right of linguistic minorities to have instruction in their mother-tongue at the primary and secondary stages of education (Para 3 of the Statement)**

It was agreed that the attention of all State Governments (excepting those in the Southern Zone) should be invited to the need for early implementation of the decisions taken by the States in the Southern Zone which had been accepted in Principle by the Chief Ministers' Conference.

The Committee desired further that information should be collected regarding the number of schools for minority language groups, number of pupils belonging to each such group and the number of teachers available for each group at the primary and secondary stages during the last 4-5 years in each State, so as to enable the Committee to make an objective assessment of the situation.

b. **Provision of suitable text books (Para 4 of the Statement)**

It was noted that the Union Ministry of Education had drawn up a programme for preparation of model text-books after examination of the existing text-books in use in primary and secondary stages in different States and that they also proposed to constitute a high powered Advisory Board as recommended by the National Integration Conference. It was agreed that the question of preparation of text-books should be left to be dealt with by the Ministry of Education in consultation with the State Governments, but detailed reports should be obtained of the action taken by the various State Governments for a general review by the Committee at a subsequent meeting.

**c. Teaching of English and Hindi at an early stage (Para 7 of the Statement)**

It was agreed that the State Governments should be requested to give consideration to the decision taken by the Chief Ministers' Conference in this regard.

**d. Three Language Formula (Para 9 of the Statement)**

The Committee desired that information should be collected from all States as regards the action taken or proposed to be taken by the State Governments so that the matter could be considered more fully at a subsequent meeting.

**e. Affiliation of schools and colleges to 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.

**l. Medium of University education (Para 18 of the Statement)**

This item would be considered at a subsequent meeting of the Committee.

**m. Appointment of one-third number of Judges from other States**

The Chairman informed the Committee that he had written to all the Chief Ministers on the subject on 23<sup>rd</sup> September, 1961 but a final reply had been received only from Orissa. After some discussion, it was agreed that the Chief Ministers might discuss the matter with their Chief Justices with a view to expedite the matter.

**n. Constitution of new All-India Services**

The Chairman informed the Committee that schemes for the establishment of All-India Services in Engineering, Forestry and Health had been prepared and these would be forwarded to the State Governments shortly for their comments. He expressed the hope that the State Governments would give early consideration to these schemes so that necessary action could be taken to introduce a Bill in Parliament without undue delay.

**5. Item No. 4 of the Agenda. The scope of Committee's work:**

It was agreed that the Committee should deal with all matters pertaining to national integration including safeguards for linguistic minorities.

भाषाजात अल्पसंख्यक आयुक्त  
**COMMISSIONER FOR LINGUISTIC MINORITIES**  
 52वें प्रतिवेदन हेतु प्रश्नावली  
**Questionnaire for 52<sup>nd</sup> Report**  
 (जुलाई, 2014 से जून, 2015 की अवधि हेतु)  
**(For the Period from July, 2014 to June, 2015)**

पूर्ण रूप से भरी हुई प्रश्नावली की प्राप्ति हेतु निर्धारित तिथि  
 Date for receipt of Questionnaire, duly completed in all respects  
**31 अक्टूबर, 2015**  
 31 October, 2015

राज्य/संघ राज्य क्षेत्र का नाम  
 Name of the State/UT .....

मुख्य सचिव का नाम  
 Name of the Chief Secretary .....

(दूरभाष) (Phone).....  
 (मोबाइल) (Mobile).....  
 (फैक्स) (Fax).....  
 ई मेल पता/e-mail address.....

सचिव, शिक्षा, (प्राथमिक एवं माध्यमिक)  
 का नाम  
 Name of the Secretary, Education (Primary  
 & Secondary) .....

(दूरभाष) (Phone).....  
 (मोबाइल) (Mobile).....  
 (फैक्स) (Fax).....  
 ई मेल पता/E mail Address.....

सम्पर्क/समन्वय अधिकारी का नाम व विवरण  
 Name and Particulars of the Nodal Officer .....

पदनाम/Designation: .....  
 (दूरभाष) (Phone).....  
 (मोबाइल) (Mobile).....  
 (फैक्स) (Fax).....  
 ई मेल पता/e-mail address.....

नोट : मुख्य सचिव द्वारा आई०ए०एस० अधिकारी को भाषाई अल्पसंख्यकों का नोडल अधिकारी नियुक्त किया जाना अपेक्षित है क्योंकि इनका कार्य राज्य के विभिन्न विभागों से समन्वय तथा भाषाई अल्पसंख्यकों के सुरक्षणों की योजना का प्रभावी कार्यान्वयन सुनिश्चित करते हुए प्रश्नावली का विस्तृत तथा समेकित उत्तर अपने हस्ताक्षर से समय पर अग्रसारित करना होता है।

NB : The nodal officer for Linguistic Minorities nominated by the Chief Secretary should preferably be an I.A.S. Officer as his duties involve coordination among various departments of the State and ensuring effective implementation of the Scheme of Safeguards for linguistic minorities and forwarding a comprehensive and consolidated response to the Questionnaire under his signature in time.

**सांख्यिकी**  
**Statistics**

**A. राज्य/संघ राज्य क्षेत्र का संक्षिप्त भाषाई विवरण /Linguistic Profile of the State/UT**

1. संक्षिप्त भाषाई विवरण (भाषा-भाषियों के अवरोही क्रम में)/Languages spoken (in descending order of number of speakers)

क्रम Sl. No.	भाषा Language	बोलने वालों की संख्या Number of Speakers	प्रतिशतता Percentage

2. उन जनपदों के नाम जहाँ उस क्षेत्र की जनसंख्या के 60 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं :

Name the district where minority languages are spoken by 60% or more of its population:

जिला District	भाषा Language	प्रतिशतता Percentage

3. उस क्षेत्र (जिला/तहसील/तालुका/नगरपालिका) का नाम जहाँ की जनसंख्या के 15 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं:

Name the areas (district/tehsil/taluka/municipality) where minority languages are spoken by 15% or more of the population:

जिला District	तहसील/तालुका/नगरपालिका Tehsil/Taluk/Municipality	भाषा Language	प्रतिशतता Percentage

(यदि आवश्यक हो तो अतिरिक्त पृष्ठ लगाएँ)/ Attach a separate sheet, if required.

**B. भाषाई अल्पसंख्यक/Linguistic Minorities**

4. (a) 'भाषाई अल्पसंख्यक' से आपका क्या अभिप्राय है? 'भाषाई अल्पसंख्यक' को आप कैसे परिभाषित करना चाहेंगे? कृपया अपने विचारों से अवगत कराएं।

What is your perception of the term 'Linguistic Minorities', please state as to how would you like to define the term 'linguistic minority'?

- (b) क्या अल्पसंख्यक भाषाओं के बोलने वालों की आकांक्षाओं की पूर्ति तथा उनके भाषाई अधिकारों को संरक्षित करने हेतु, भाषाई अल्पसंख्यकों के लिए विद्यमान सुरक्षाओं की योजना पर्याप्त है? यदि नहीं, तो कृपया अपने सुझाव दें।

Is the exiting Scheme of Safeguards for linguistic minorities sufficient to protect the linguistic rights and linguistic aspirations of the speakers of minority languages. If 'No' please give your suggestions.

- (c) भाषाई अल्पसंख्यकों के सुरक्षणों की योजना के कार्यान्वयन में, यदि कोई कठिनाई/कमी हुई है, तो इसका उल्लेख करें। कृपया बताएं कि भाषाई अल्पसंख्यकों के सुरक्षणों के कार्यान्वयन तंत्र को कैसे और बेहतर बनाया जाए।

Please state difficulties/short-falls, if any, in the implementation of the Scheme of safeguards for the linguistic minorities. Please state how best to improve upon the mechanism of implementation of Safeguards for the linguistic minorities.

### **C. प्रशासन में अल्पसंख्यक भाषाओं का प्रयोग Use of Minority Languages in Administration**

5. (a) क्या उन क्षेत्रों (जिला/तहसील/तालुका/नगरपालिका) में जहाँ पर अल्पसंख्यक भाषाओं के बोलने वालों की संख्या जनसंख्या की 15% या उससे अधिक है, महत्वपूर्ण सरकारी नियम, शासनादेश, अधिसूचनाएं, इत्यादि अल्पसंख्यक भाषाओं में अनूदित एवं प्रकाशित किए जाते हैं ?

Are there arrangements for translation and dissemination of important Government Rules, Orders and Notifications, etc. in minority languages where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population?

- (b) आलोच्य वर्ष में, ऐसे प्रकाशनों का भाषानुक्रम में विवरण विनिर्दिष्ट करें।  
Please specify the language-wise details of translation/dissemination during the year.

6. (a) क्या अल्पसंख्यक भाषाओं में अभ्यावेदनों/शिकायतों को स्वीकार किए जाने हेतु आदेश जारी किए गए हैं? समीक्षाधीन अवधि में, प्राप्त ऐसे अभ्यावेदनों के आंकड़े दें।

Do orders exist for receipt of representations for redress of grievances in minority languages? Please furnish statistics on such representations received during the period.

- (b) शिकायतों के निवारण हेतु अल्पसंख्यक भाषाओं में प्राप्त अभ्यावेदनों/आवेदनों का किस सीमा तक उसी भाषा में उत्तर दिया जाता है?  
To what extent, are representations for redress of grievances in minority languages, replied to in the same language?

#### **D. राज्य सेवाओं में भर्ती / Recruitment to State Service**

7. क्या राज्य की सेवाओं में भर्ती हेतु क्षेत्रीय/राजभाषा का ज्ञान होना पूर्वापेक्षित है? यदि 'नहीं' तो भर्ती के उपरांत वहाँ की क्षेत्रीय/राजभाषा में दक्षता प्राप्त करने हेतु समय-सीमा क्या है?  
Is knowledge of regional/official language a pre-requisite for recruitment to State Services? If 'No', what is the time period on recruitment for acquiring proficiency in the regional/official language of the State?
8. क्या राज्य सेवाओं की भर्ती परीक्षाओं में प्रश्नपत्रों के उत्तर अल्पसंख्यक भाषाओं में देने की अनुमति है?  
Are minority languages permitted to be used in answering Question Papers for recruitment examinations to State Services?
9. क्या राजकीय सेवाओं में भर्ती के लिए वहाँ का अधिवासी होने की बाध्यता है?  
Are there any domiciliary restrictions imposed at the time of recruitment to the State Services?

#### **E. राजभाषा(एँ) / Official Language (S)**

10. (a) राज्य/संघ राज्य क्षेत्र की राजभाषा/Official Language of the State/UT:
- (b) राज्य/संघ राज्य क्षेत्र की राजभाषा अधिनियम की प्रति उपलब्ध कराएँ।  
Please furnish copy of the Official Language Act of the State/UT.

11. उन भाषाओं का उल्लेख करें जिन्हें अतिरिक्त राजभाषा घोषित किया गया है। कृपया घोषित ऐसी अतिरिक्त राजभाषा का उल्लेख करते हुए उनके प्रयोजन एवं प्रयोग की सीमा निर्दिष्ट करें।  
Name other language(s) declared as Additional Official Language(s). Please mention the extent and purposes for which the language(s) have been so declared.

**F. भाषाई अल्पसंख्यक संस्थाओं को मान्यता**  
**Recognition of Linguistic Minority Institutions**

12. भाषाई अल्पसंख्यक शिक्षण संस्थानों को मान्यता देने वाले पदनामित सक्षम प्राधिकारी तथा तत्संबंधी नियमों और विनियमों/दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी नियमों/विनियमों/दिशा निर्देशों की प्रति उपलब्ध कराएँ)

Mention the Rules & Regulations/Guidelines for recognition of linguistic minority educational institutions and the competent authority designated for the purpose.

(Please furnish a copy of the Relevant Rules/Regulation/Guidelines)

13. (a) कितने भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को 30 जून 2014 तक भाषाई अल्पसंख्यक संस्था के रूप में मान्यता प्रदान की गई है?  
How many linguistic minority educational institutions have been recognized language-wise as on June 30, 2014?

- (b) भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को मान्यता देने हेतु उनसे क्या कोई प्रत्यावेदन/शिकायत/याचिका राज्य सरकार/संघ राज्य क्षेत्र को प्राप्त हुआ है? यदि 'हाँ' तो इस पर अनुवर्ती कार्रवाई की जानकारी दें।

Is the State Government/UT in receipt of any representations/complaints/ petitions from linguistic minorities about recognition of their minority educational institutions? If 'yes' please state the action taken in this regard.



14. भाषाई अल्पसंख्यक शैक्षणिक संस्थान के रूप में मान्यता प्राप्ति हेतु 30 जून 2014 तक भाषावार कितने आवेदन लम्बित हैं?  
How many applications, language-wise, are pending for recognition as linguistic minority educational institution, as on 30 June 2014?

**G. भाषाई अल्पसंख्यक संस्थाओं को अनुदान  
Grants to Linguistic Minority Institutions**

15. प्राथमिक तथा माध्यमिक स्तर के भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को सहायता-अनुदान स्वीकृत करने हेतु पदनामित प्राधिकारी और तत्संबंधी नयमों/विनियमों/ दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी धिनियमों/नियमों/विनियमों/दिशा-निर्देशों की प्रति उपलब्ध कराएँ)  
Mention Rules/Regulations/Guidelines for sanction of grants-in-aid to primary and secondary linguistic minority educational institutions and the authority designated for the purpose. (Please furnish a copy of the relevant Acts/Rules/Regulations/Guidelines).

16. वर्ष 2013-14 के लिए, भाषावार, कितने भाषाई अल्पसंख्यक संस्थानों को सहायता अनुदान स्वीकृत किया गया है?  
How many linguistic minority institutions, language wise, have been sanctioned grants- in-aid for the year 2013 - 14?

स्तर Level	अल्पसंख्यक भाषा Name of Minority Language	विद्यालयों की संख्या Number of Schools(s)
प्राथमिक /Primary		
उच्च प्राथमिक / मध्य Upper Primary/Middle		
माध्यमिक /Secondary		
उच्चतर माध्यमिक Higher Secondary		

**H. प्राथमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा I से V तक)  
Educational Facilities in Primary Education [Class I to V]**

17. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम है, उनके विवरण दें :  
Please give details, where minority language(s) are a medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

18. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम नहीं है किन्तु एक विषय के रूप में पढ़ाई जाती है उनके विवरण दें :  
Please give details where minority languages are taught as a subject and not as a medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

**I. उच्च प्राथमिक (मध्य) स्तर पर शैक्षणिक सुविधाएं (कक्षा VI से VIII तक)  
Educational Facilities in Upper Primary (Middle) Education [Class VI to VIII]**

19. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम हैं, कृपया उनके विवरण दें :  
Please give details, where the minority languages are the medium of instruction.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

20. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम नहीं हैं किन्तु एक विषय के रूप में पढ़ाई जाती है उनके निम्नानुसार विवरण दें :  
Please detail below where the minority languages are taught as a subject only and not as the medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

**J. माध्यमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा IX से X तक)  
Educational Facilities in Secondary Education [Class IX to X]**

21. जिन विद्यालयों में अल्पसंख्यक भाषाएं शिक्षण का माध्यम हैं कृपया उनके निम्नानुसार विवरण दें :  
Please give details, where the minority languages are the medium of instructions as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

22. जिन विद्यालयों में अल्पसंख्यक भाषाएं एक विषय के रूप में पढ़ाई जाती है तथापि शिक्षण का माध्यम नहीं है:  
Where the minority languages are taught as a subject though these are not the medium of instruction.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

**K. उच्च माध्यमिक शिक्षा (कक्षा XI से XII तक) में शैक्षणिक सुविधाएँ :  
Educational Facilities in Higher Secondary Education [Class XI to XII]**

23. जहाँ अल्पसंख्यक भाषाएं शिक्षण का माध्यम है, कृपया उनके निम्नवत् विवरण दें :  
Please give details, where the minority language is the medium of instructions, as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

24. जहाँ अल्पसंख्यक भाषाएं एक विषय के रूप में पढ़ाई जाती है तथापि यह शिक्षण का माध्यम नहीं है:  
Where the minority language is taught as a subject though it is not the medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers	छात्र-शिक्षक अनुपात Student-Teacher Ratio

**L. त्रिभाषा सूत्र / Three Language Formula**

25. "त्रिभाषा सूत्र" के अन्तर्गत पढ़ाई जाने वाली भाषाओं का उल्लेख करें :  
Please mention the languages taught under the "Three Language Formula":

1. प्रथम भाषा / First Language :
2. द्वितीय भाषा / Second Language :
3. तृतीय भाषा / Third language :

26. कक्षा VIII, कक्षा X तथा कक्षा XII में त्रिभाषा सूत्र के अंतर्गत छात्रों की संख्या  
The number of students covered under the Three Language Formula in Classes VIII, Class X and Class XII.

भाषा Language	कक्षा 8 Class VIII	कक्षा 10 Class X	कक्षा 12 Class XII

**M. अल्पसंख्यक भाषा के अध्यापक / Minority Language Teachers**

27. अल्पसंख्यक भाषाओं को एक विषय और शिक्षण के माध्यम के रूप में पढ़ाने हेतु शिक्षकों के स्वीकृत /भरे हुए पदों, का कृपया उल्लेख करें :  
Please mention the sanctioned/filled up posts of teachers to teach minority languages as a medium of instruction and as a subject:

भाषा Language	माध्यम Medium		विषय Subject	
	स्वीकृत पद Sanctioned Posts	भरे हुए पद Filled up Posts	स्वीकृत पद Sanctioned Posts	भरे हुए पद Filled up Posts

28. (a) क्या अल्पसंख्यक भाषाओं को एक विषय अथवा माध्यम के रूप में अध्यापन हेतु शिक्षकों के प्रशिक्षण की कोई व्यवस्था है? यदि हां तो निम्नानुसार विवरण दें :  
Are there any arrangements for training of teachers for teaching of minority languages as a medium and as a subject? If yes, please give details as below:

प्रशिक्षण संस्थान Training Institute	अल्पसंख्यक भाषा Minority Language	
	पढ़ाई का माध्यम As a medium	विषय के रूप में As a subject

- (b) अल्पसंख्यक भाषाओं के शिक्षकों के आदान-प्रदान / शिक्षक प्रशिक्षण संस्थान / केंद्र खोलने हेतु क्या पड़ोसी राज्यों से कोई सहयोग / व्यवस्था है? यदि 'हां' तो कृपया विवरण दें :  
Please give details of collaboration/arrangement, if any, with neighbouring States for exchange of minority language teachers/opening of teachers' training institutes/centers:

**N. अल्पसंख्यक भाषा की पाठ्य-पुस्तकें / Minority Language Text-Books**

29. (a) क्या शैक्षणिक सत्र आरम्भ होने पर अल्पसंख्यक भाषाओं की पुस्तकें तथा अन्य पाठ्य-सामग्री भाषाई अल्पसंख्यक छात्रों को मिल जाती है?  
Are text-books in minority language and other teaching material available to linguistic minority students at the beginning of the Academic Session?
- (b) भाषाई अल्पसंख्यक छात्रों के लिए अल्पसंख्यक भाषाओं की पाठ्य-पुस्तकें तथा अन्य पाठ्य-सामग्री प्राप्त करने हेतु एजेंसियों / अंतर्राज्यीय व्यवस्था, यदि कोई है, तो उसका विवरण दें।  
Please give details of the agencies/inter-state arrangements, if any, for procuring minority language(s) text-books and other teaching materials for linguistic minorities students.

30. क्या अल्पसंख्यक भाषाओं की पाठ्य-पुस्तकें व अन्य पाठ्य सामग्री भाषाई अल्पसंख्यक छात्रों को प्रतियोगी/कम दरों पर उपलब्ध कराई जाती है?

Are minority language(s) textbooks and other teaching materials available to the linguistic minority students at competitive/subsidized rates?

**O. भाषाई वरीयता पंजियों का रख-रखाव  
Maintenance of Language Preference Registers**

31. भाषाई अल्पसंख्यक छात्रों की भाषागत वरीयता पंजीकृत करने के लिए क्या 'भाषाई वरीयता पंजियों' का रख-रखाव प्राथमिक/उच्च प्राथमिक (मिडिल)/माध्यमिक/उच्च माध्यमिक विद्यालयों में हो रहा है ? भाषाई वरीयता पंजियों के रख-रखाव संबंधी आकड़े दें।

Please furnish statistics on maintenance of Language Preference Registers for registering language preference of linguistic minority pupils in the primary/upper primary (middle)/secondary/higher secondary schools? Please furnish statistics on maintenance of Language Preference Registers.

**P. अल्पसंख्यक भाषाओं का संवर्द्धन तथा विकास  
Promotion and Development of Minority Languages**

32. (a) क्या राज्य/संघ राज्य क्षेत्र में अल्पसंख्यक भाषा के संवर्द्धन हेतु कोई योजना है? कृपया विवरण दें।

Are there any Schemes to promote minority languages in the State/UT? Please furnish details.

- (b) कृपया अल्पसंख्यक भाषाओं के संवर्द्धन तथा विकास के लिए राज्य सरकार द्वारा स्थापित अकादमियों का विवरण दें।

Please give details about the Academies set up by the State Government for promotion and development of minority languages.

भाषा Language	अकादमी का नाम Name of the Academy	स्थापना की तारीख Date of Establishment	वर्ष 2014-15 के लिए बजट Budget for year 2013-14

**Q. सुरक्षकों के कार्यान्वयन के लिए तन्त्र  
Machinery for Implementation of Safeguards**

33. (a) क्या राज्य/संघ राज्य क्षेत्र स्तर पर भाषाई अल्पसंख्यकों के सुरक्षकों के कार्यान्वयन का अनुवीक्षण एवं समीक्षा के लिए कोई व्यवस्था/समिति गठित है? यदि हाँ, तो समिति की संरचना क्या है? क्या वरीयता के आधार पर भाषाई अल्पसंख्यक वर्ग के किसी क्षेत्रीय सांसद को 'विशेष अतिथि' के रूप में इस समिति में सहयोजित किया गया है? इसकी अंतिम बैठक कब हुई?  
Is there a mechanism/Committee at the State/UT level to monitor and review the implementation of the Safeguards for linguistic minorities? If so, what is the composition of the Committee? Whether any local Member of Parliament, preferably belonging to linguistic minority, has been co-opted as a 'Special Invitee' to the Committee? When did the committee hold its last meeting?
- (b) मुख्य सचिव की अध्यक्षता में भाषाई अल्पसंख्यकों की राष्ट्रीय स्तर पर सहमतिजन्य एवं संवैधानिक सुरक्षकों के कार्यान्वयन हेतु बैठकों का विवरण दें?  
Please give details of the meetings held under the Chairmanship of Chief Secretary to implement Nationally agreed and Constitutional Safeguards for linguistic minorities?
- (c) यदि राज्य में अल्पसंख्यक आयोग है तो क्या यह आयोग भाषाई अल्पसंख्यकों के मामले भी देखता है? यदि हाँ, तो कृपया विस्तृत जानकारी दें।  
In case there is a Minorities Commission in the State, does it handle the linguistic minorities' affairs? If yes, please furnish details.
34. (a) क्या भाषाई अल्पसंख्यकों के सुरक्षकों की योजना का कार्यान्वयन सुनिश्चित करने हेतु जिला स्तर पर समिति गठित है? यदि ऐसा है तो क्या वरीयता के आधार पर भाषाई अल्पसंख्यक वर्ग के, क्षेत्रीय के विधायक को उस जिला स्तरीय समिति में सहयोजित किया गया है?  
Does a Committee exist to ensure implementation of the Safeguards for the linguistic minorities at the District level? If so, has a local MLA, preferably belonging to linguistic minority been co-opted in the District Level Committee?
- (b) जिला स्तर के अधिकारी जिन्हें भाषाई अल्पसंख्यकों के मामले की जिम्मेदारी सौंपी गई है उनके नाम, पदनाम, दूरभाष/मोबाइल/फैक्स संख्या, आदि दें (आवश्यकतानुसार अलग से सीट संलग्न करें)।  
Mention the Name, designation and phone/mobile/fax no. of the officers entrusted with linguistic minorities' affairs at the district level. (Attach a separate sheet, if required.)

**R. सुरक्षणों के लिये प्रचार**  
**Publicity of the Safeguards**

35. (a) भाषाई अल्पसंख्यकों को प्रदत्त सुरक्षणों एवं उपलब्ध सुविधाओं के बारे में उन्हें जानकारी देने हेतु क्या व्यवस्था की गई है?  
What is the mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them?
- (b) राज्य में भाषाई अल्पसंख्यकों को उपलब्ध सुरक्षणों के प्रति जागरूकता के प्रसार हेतु कृत कार्रवाई की कृपया विस्तृत जानकारी दें।  
Please elaborate the action taken to spread awareness about the Safeguards available to the linguistic minorities in the State.
- (c) भाषाई अल्पसंख्यकों के सुरक्षणों से संबंधित विवरणिका अंतिम बार कब प्रकाशित हुई? क्या ये अल्पसंख्यक भाषाओं में छपी थीं? यदि हां, तो कृपया विवरण दें।  
When were the Pamphlets detailing Safeguards for the linguistic minorities last published? Were they published in minority languages? If so, please give details.
36. क्या जिला तथा तहसील कार्यालयों को निदेश दिए गए हैं कि वे भाषाई अल्पसंख्यकों के सुरक्षणों एवं उपलब्ध सुविधाओं के बारे में, प्रदर्शन, बोर्ड तथा बैनर के माध्यम से सूचना दें?  
Whether orders have been issued directing the district and tehsil offices to exhibit the Safeguards and concessions available to linguistic minorities through hoardings, banners, etc.?

**S. भाषाई अल्पसंख्यकों से प्राप्त शिकायतें**  
**Grievances/Complaints received from linguistic minorities**

37. भाषाई अल्पसंख्यकों से समीक्षाधीन अवधि में प्राप्त शिकायतों और राज्य सरकार द्वारा कृत अनुवर्ती कार्रवाई का विवरण दें।  
Detail the complaints received from linguistic minorities during the period under report and the action taken thereon by the State Government.
38. (a) राज्य में कितनी निर्बंधित भाषाई अल्पसंख्यक एसोसिएशन/समितियाँ कार्यशील हैं?  
How many registered Linguistic Minorities Associations/Societies are functioning in your State? Please furnish details of such Associations.
- (b) इन एसोसिएशन/समितियों की सूची, उनके दूरभाष, पत्राचार का पता आदि दें।  
Please, furnish a list, along with telephone numbers and postal addresses of such Associations/Societies.

**Note:-**

1. प्रश्नावली वेबसाइट :[www.nclm.nic.in](http://www.nclm.nic.in) पर भी उपलब्ध है। कोई भी प्रश्न अनुत्तरित/खाली न छोड़ें। प्रत्येक प्रश्न के उत्तर सारगर्भित व ब्यौरेवार देने पर उचित ध्यान दें।

**The Questionnaire is also uploaded in the website :[www.nclm.nic.in](http://www.nclm.nic.in). No Question should be left unanswered/ blank. Due care be taken to furnish detailed and comprehensive reply to each Question.**

2. किसी स्पष्टीकरण हेतु कृपया संपर्क करें / **For any clarification, please contact:**

**आयुक्त / Commissioner**

14 / 11 और 15 / 11, जाम नगर हाउस,  
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hqofficeclm@gmail.com (ई मेल / E-mail)  
<http://www.nclm.nic.in> (वेबसाइट / Web site)

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6. सहायक आयुक्त,  
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