



REPORT
OF THE
COMMISSIONER
FOR
LINGUISTIC MINORITIES

Forty-Sixth Report

(July, 2007 to June, 2008)

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- Note:**
- (i) The State/U.T.s have been placed zone-wise in alphabetical order of the English Alphabet.
 - (ii) Chapters on States/U.T.s contain maps, which depict the Parliamentary Constituencies. These maps, sourced from the website of Election Commission of India (ECI). www.eci.nic.in/maps.htm, are compiled by NIC and purely indicative in nature. The ECI has communicated 'NOC' for reproduction of these maps.

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Commissioner's Statement

Commissioner's Statement

- 1.1** I am happy to present this report for the year July 2007 to June 2008 which has taken on record several new phenomena and events around the world that were relevant to the linguistic minorities. The International Year of Languages 2008 declared by UNESCO prompted so many declarations and various initiatives that were announced all over the world for sustainable measures designed to secure the harmonious and fruitful co-existence of the languages of each country. The year aroused a lot of interest in the language related projects that were announced for implementation by UNESCO as also the governments of several countries in the rapidly globalizing world. The theme subjects were "Building on Diversity and Learning from each other".
- 1.2** The Constitutional office of the Commissioner for Linguistic Minorities (also known as CLM organization) continued its ongoing struggle to draw the attention of the Government of India to the apathy of the state governments to the linguistic issues affecting most linguistic minorities in several states of India. One would normally expect such a Report to list the achievements of the organization which would reflect the awakening that ought to have been caused by the *disclosure of the fact by United Nations that 2007 was the first year in human history that the world's urban population exceeded the rural population*. This trend which testifies to the importance of the reassessment of the role of the government machinery in respect of mega cities, which are developing within our federation at an unprecedented speed, having multilingual population but are being governed by monolingual governments. One would also expect the government machinery to anticipate events and propose appropriate programmes for the future. It is a matter of regret that with our present miniature size, we would not be able to fit in this pattern for the simple reason that our CLM organization has not grown with either the growth of our population or the growth of the rest of the government machinery. With our skeleton staff and frugal budgetary resources we are barely able to retrieve some information from the states and present it in the form that is practical. It is not that the organization is without any stories of its success in the field assigned to it but these are far too few to merit this Report being called the report of achievements. It cannot be said to be a triumphal report on the progress that the linguistic minorities have been able to make since the organization came into existence following the reorganization of the states on the basis of languages. The task has proved to be more daunting than was envisaged at the time of the provision of the safeguards in the Constitution by the framers and by those who tried to improve the situation by introduction of further provisions like Article 350A and 350B in the Constitution. There are those who believe that time has solved the problem, merely on account of the fact that, but for the occasional eruptions of emotions over the language issue, there have been no upheavals which would merit the attention of the powers that be. Suffice it to say that the Commission has tried in vain to repeatedly draw the attention of the Government of India for overdue restructuring of the CLM Organization. Given the growth of number of mega cities within the country the importance of these regions as the drivers of the economy and their possession and relation to other governments of States within our federal system makes them somewhat anomalous in relation to traditional federal structures. It is inconceivable why the Government of India has ignored to pay attention to the previous attempts of

CLM organization to provide more manpower and resources to enable it to restructure itself.

1.3 I have observed during my visits to the states and to the areas where the percentage of linguistic minorities is significant that there is a general sense of apathy towards this question of safeguards for the linguistic minorities. Whether the person concerned is a bureaucrat, who will, naturally, let the sleeping dogs lie and take no action to disturb the status quo so long as it is not a law and order problem; or the politician who will, again naturally, look to the strength and the resolve of the voters to consider this issue as influencing his choice of candidates; there is a general unconcern about the issue. So far as the common man is concerned, he is deeply engrossed in his every day existence and its problems. He is more worried about the job market and where, in the ever evolving world, his progeny will stand in the intense competition that is seen all around him. There is, of course, yet another category of people whose only worry is where the next meal or the meal in the next week or next month is going to come from. Unfortunately, he has not even the time to think how his progeny is going to fare in this harsh world. It is not a matter of surprise that the mother tongue question is relegated to the background.

1.4 But I have also observed that though the question may not have been perceived as of immediate importance, it does not cease to exist. I have come across a number of dedicated individuals and organizations in various places, who, in their own quiet ways, are engaged in the task of preservation of mother tongue of their community. More often than not, no help is forthcoming to them from the Government. What to say of help, there is not even appreciation of the efforts, they are making to carry into practice what the Constitution promises in Article 29: "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." They have the unenviable task of preparing the material for propagation of the language and also of persuading their own community of the need to preserve their language. I must salute their efforts with all my heart and express gratitude for their hard work. I have no doubt in my mind that their devotion will not go unanswered, for by tradition and practice, we are a tolerant people and believe genuinely in the co- existence of all communities, all languages and all cultural streams. I would like to quote my friend Mr. Amitabh Pande, former Secretary in the Inter-State Council, who said in his welcome address to the 4th International Conference on Federalism in November 2007 in Delhi and I quote "The phenomenon of human racial and cultural diversity carries different meaning for different societies across the planet earth. Some fear it and would seek to homogenize it, at times through violent means. Some accept and tolerate it. Some seek to manage and regulate it. Some are too old to respect it, to accommodate it and may be adapt to it. I believe we in India are possibly the only ones who celebrate it as our defining and even determining characteristic. Diversity is our D.N.A."

1.5 In order to bring all the persons working for the cause of minority languages, on the same platform, to exchange their experiences, we have organized annual conferences last year and this year. A number of delegates from the length and breadth of the country, representing many languages and their organizations attended these conferences. They were, to all appearance, excited about this

opportunity and a number of useful and practical suggestions came from them. We would like to briefly refer to them but before doing so, I would like to record that the apathy on the part of the officers and politicians which I referred to earlier was, somehow, evident in this effort also. The ministry which has been charged with the responsibility of looking after the linguistic minorities was conspicuous by the absence of the head of the ministry both on political and administrative side.

- 1.6** Be that as it may, it does not distract from the importance of the conference and the recommendations made therein. The safeguards for the linguistic minorities, which are detailed in **Annexures - III & VI**, fall into three major categories viz. the educational; the cultural; and the administrative. They are not mutually exclusive and one category influences and is influenced by the others and the division is merely for convenience. The conference considered all these three aspects and made recommendations for them. Only the more important of the recommendations are listed here and the details can be seen in **Annexure-IV** to this Report.
- 1.7** The conference urged that up to class V, there should be Two Language Formula in the schools, meant for the linguistic minorities, wherein mother language should be the first language and the regional language can be the second. There was a plea that adequate number of teachers who know these languages should be posted in the area. To prepare these teachers, there should be inclusion of the methodology for teaching mother language and for switchover to regional languages in the syllabus of the teachers' training institutes. It was urged that Government should establish Academies for the development and propagation of the Mother-tongue/languages. The conference strongly underlined the importance of all the languages by recommending that all languages, major or minor should be included in the Eighth Schedule of the Constitution. The delegates also wanted creation of adequate translation facilities so that those knowing and using minor languages are not in a disadvantageous position while dealing with the Government. They expected the telecasting and the broadcasting fraternity to devote attention and time to the minor languages. It was noted that the Census Commissioner has been asked by the Government to ignore all languages, the number of whose speakers do not exceed ten thousand. They requested the Government to withdraw these instructions as they amounted to neglect and consequent danger of extinction for these languages. "Out of sight, out of mind" adage works in such cases. They expected assistance from the Government, State and Central, to enable them to strengthen their efforts and to expand the scope of their activities. They thought that the false political consideration that "uniformity means unity" adversely affects the interest of the minority languages and requested that this should be given up. Regarding the administrative measures, they expected the Government to issue their important notices and orders etc. in minor languages also. They expected that only the staff which knows the local language will be posted to these areas so that they can properly interact with the people there.
- 1.8** As has been pointed out above, these are only some of the recommendations. I would, however, like to stress on some of these. First, we have got the Census Report on languages for the year 2001. It was unnecessarily delayed, probably, by a false notion that it would create bad blood between communities. It is not to

say that no mischief can be done and is not done but it deserves prompt action and not secrecy about the information. The delay in the publication of data does not solve the problem but it does reduce the utility of data. The latest data can be helpful in better planning and execution of the plans. I had pointed out some doubts about the data of linguistic minorities in a district in Punjab. I hope that the Census Commissioner would look into this and take remedial action for the next census which is due in 2011. I also hope that the linguistic data for the census 2011 would be processed and released early.

1.9 Another point that I would like to stress upon is the genuine demand from the states for central assistance for the promotion of the minor languages. There is no doubt that education, and that includes education in the minority languages also, is the duty of the states but that can not be a bar for the Central Government, coming forward to help the states to fulfill their commitment to promote these languages. So far as education is concerned, the Sarva Shiksha Abhiyan has been launched by the Central Government and quite a considerable budget has been provided for it. It aims to reach the goal of universal education at the earliest. This programme has a huge outlay despite the fact that education is a state subject. The same yardstick can be applied for the education through the minority languages. As I have often said that every language of India becomes a minority language outside its own State. There is no doubt that the lack of adequate facilities for teaching through the mother tongue leads to dropouts which defeats the objective of achieving universal education in the desired period. The use of the Sarva Shiksha Abhiyan funds for this purpose would be justified on this count. If, still, it is felt that this can not be done so, a separate scheme can be and should be started. It can be made conditional in the sense that the states can be asked to bear a part of the expenditure on account of this scheme. Further the release of the funds can be made conditional upon the fulfillment of the targets. The monitoring can be done by the Commissioner Linguistic Minorities after strengthening his organization which is at present, unfortunately, totally inadequate for any monitoring in the real sense. If, however, there are other credible organizations which would be acceptable to the linguistic minorities, there can be no objection to such an arrangement. The speed with which the rate of primary school level dropouts is rising in all naxal-affected areas speaks volumes about the length of our neglect of this Constitutional obligation. The rising numbers of migratory illiterates in the labour force of the country ought to cause alarm for a country that is poised to become a world power.

1.10 To return to our subject at hand, which was the conference of the representatives of the minor languages, one of the demands was that such conferences should be held at frequent intervals. There is very little contact between different organizations though each is working in its own way. Exchange of experiences is always stimulating especially when one is fighting an uphill fight. The narrow minded attitude which is sometimes exhibited by the petty bureaucrats is very exasperating. I have suggested in an earlier Report that there should be committees in every district, where all the stake holders including the representatives of the linguistic minorities, the local MPs and MLAs, representatives of other groups and also the officers of the concerned departments, should be members, so that the local problems can be sorted out at that level. But this requires a back-up organization, which role can be done by our

organization provided it is strengthened adequately. As it is, budgetary support is not forthcoming and the idea has not taken off. Hopefully the proposal to grant extra funds will be approved soon and we can push on with the constitution of the committees but even if that is not done, I would certainly urge that conferences should be held at the zonal level which can be more conveniently attended by the delegates and can help in stimulating these organizations to redouble their efforts. It would also be convenient for the state officers to attend these conferences. The last conference could be attended by only a few state representatives. We have to extend the outreach of the CLM organization to the Panchayati Raj System that has become the third tier of our federal structure.

1.11 Another recommendation at the conference, as recorded, is that "The Commissioner Linguistic Minorities should have a databank / Website with all the details about the minority / mother languages". In the discussions, what was emphasized at the conference went beyond this. The delegates, not only wanted to have the data bank but also expected regular dissemination of knowledge about what is being done in respect of the minority languages. It was pointed out that CLM organization has already launched a six monthly magazine known as *Bhasha Sagar* which gives some information relating to the linguistic minorities. This was appreciated but was not considered enough. The desire was expressed for regular news from the centers where minority languages were being taught or developed. It was known and appreciated that a website of this office is already created and the Reports and other information is available on it. It has a partial list of the organizations which are working for the welfare of the linguistic minorities. It was felt that the regular updating of the web site with fresh information from the linguistic minority institutes is not being done for want of adequate and trained manpower. There are newspapers in Europe which provide information about the status of the minority languages and the linguistic minorities. This is done on a regular periodical basis and we would certainly like to follow on the same path. We would also like to expand the activities to publishing, on the web, the grievances received from the linguistic minorities and which are forwarded to the concerned state governments and the Central Government. Their comments or explanations (and even promises) can also be published on the web site. This should act as a catalyst in initiating prompt action and would be a positive service to the linguistic minorities and their institutions.

1.12 These conferences, at whatever level, assist in clarifying the issues and bringing up the solutions by learning from each other. It will be recalled that I referred to the Fourth International Conference on Federalism in the previous paragraphs. Language being one of the important issues in the multi lingual countries, this topic was made the subject of discussions in one panel of the Conference on Federalism. I presented a paper on what is being done in India to deal with the multi language situation. The Constitutional provisions, the consensual safeguards to provide practical orientation to the Constitutional provisions, the steps being taken by the state governments to implement these safeguards were listed and described by me. I emphasized the role of the Commissioner Linguistic Minorities in ensuring that the safeguards are being implemented in the right spirit and that the CLM suggests ways and means of overcoming the difficulties that are faced in this context. I had brought out the special situation in India in which the majority of people are not mono-lingual. With the tolerance that we Indians practice in all aspects of life including languages, the co existence of languages and dialects is a

phenomenon which the Indians take in their stride. In fact, in such international conferences, it is revealed in the discussions with the fellow delegates that their countries do not have such traditions. The trend in these nation states has been to try to form a homogeneous group in almost every conceivable way, be it language, dress, customs or general behavior. The variety that is the spice of life is missing. It is very recently that they are waking up to the needs and aspirations of the linguistic minorities. European charter on linguistic minorities and action following the adoption thereof is a good beginning but a lot has to be done to get this attitude become part of everyday life, as it is in India.

1.13 My point in bringing out these characteristics is that many persons in India have started adopting similar attitudes from these nation states which are economically strong. They believe in the dictum "post hoc ergo propter hoc" (After this, therefore because of this). In other words, they believe that economic prosperity is going to be the result of the uniformity. Uniformity is the in thing in these countries and any diversion from it is frowned upon, if not out-rightly condemned. The immigrants are expected to quickly adopt the local customs, local mannerisms and local way of doing things. This is also expected in the realm of languages. Such an attitude merely breeds intolerance and leads to frictions. We have avoided such extreme positions in the past and we should maintain the broadness of mind which is our hallmark.

1.14 That this problem of minority languages is wide spread and world wide can be gauged from the fact that whereas the number of sovereign countries is 195 or thereabout, the number of languages is more than 7,000 with some estimates going up to 8,000 and thus majority of the languages do not have any official status. Some of the most spoken minority languages are :

- i. Javanese language: 80 million speakers, no official status but used in some schools
- ii. Cantonese: 70 million speakers, regional status in Hong Kong and Macau
- iii. Chinese dialects other than Mandarin and Cantonese: Min (70 million), Gan (some 50 million), Hakka (34 million), Xiang (30 million); no official status
- iv. Sundanese language: 27 million speakers, regional status in West Java, Indonesia
- v. Cebuano language: 20 million speakers, regional status in Central Visayas, Philippines
- vi. Hausa, Yoruba and Igbo with close to 20 million speakers each are the major languages of Nigeria, all three with regional status, and none with majority status. Uyghur language: 20 million speakers, regional status in Xinjiang, China
- vii. Zhuang language: 14 million speakers, regional status, China
- viii. Madurese language: 13 million speakers, no official status, Indonesia
- ix. Berber languages: 10 million speakers, no official status, spread over many countries of Africa in the North and West e.g. Algeria, Morocco, Mali etc. (but see below)
- x. Lombard language: 9 million speakers, also considered an Italian dialect
- xi. Neapolitan language: 8 million speakers, also considered an Italian dialect
- xii. Balochi language: 8 million speakers, regional status in Balochistan, Pakistan
- xiii. Ilokano language: 8 million speakers, regional status in Ilocos Region, Philippines

- xiv.** Hiligaynon language: 7 million speakers, regional status in Western Visayas, Philippines
- xv.** Minangkabau language: 7 million speakers, no official status, Indonesia and Malaysia
- xvi.** Bhili language: 6 million speakers, largest language of India without official status
- xvii.** Yi language: 6 million speakers, no official status, China, Vietnam, Thailand
- xviii.** Santali: 6 million speakers, no official status (see below)
- xix.** Hmong language: 4 million speakers, no official status, China, Vietnam, Thailand, Laos

1.15 Thus many of these languages do not have any official status though Santali is presently included in the Eighth Schedule of the Constitution, which incidentally does not carry with it any obligation to use it for any purpose, in education or administration. It is only an honorific recognition devoid of any benefits. Nevertheless such is the emotional need for recognition that many languages in India are demanding similar status despite being aware of its being not of much value. It will be seen that one of the recommendations of the conference held on Mother Language Day is that all languages, major or minor, should be included in the Eighth Schedule. A parallel can be seen in some South Indian languages seeking the status as *Classical Language* though the Constitution and none of the Acts carry any definition of Classical Languages nor is it clear what benefit would flow from such declaration. The agitations by speakers of Rajasthani language and Kutchhi language are other examples to which we would soon be adding host of other Indian languages in which the TV programmes are drawing huge visual support.

1.16 Another fact to be noted is that not all these languages are without script though many of them are as in Indonesia, which has ancient connections with India, without recognized script. Some of them had their own script which they lost during the intervening period. Berber language has been written at various times in various scripts, the oldest document found, belonging to year 200 B. C. is in *Tifinagh* script which was in use till 200 A.D. Between 1,000 and 1,500 A.D. it was written in Arabic script. In the modern times, Latin script was used. Algeria has now recognized a modified form of old script *Tifinagh* and it is used in some schools at the primary level. It is also used in some elementary schools of Morocco. Javanese was written in *Tjarakan* script which was derived from Brahmi script via Pallava script. Similarly Sundanese had its own script *Aksara Sunda* which is also derived from Brahmi script via Pallava and was used from 14th to 18th century. The language is used in elementary education in West Java. Presently Latin script is used but the original script is being revived. This is being discussed later again.

1.17 The facts about many of these languages would make an interesting document but the aim in this Report is not to dwell on these but show that though the problem of minority languages is widespread, it did not form a major issue in the International Conference on Federalism which was more concerned with building on and accommodating diversity and to a lesser extent on peripheral issues. Nevertheless, the agenda did include this aspect for it could not be completely neglected.

- 1.18** We are all aware that languages are born and they die, or rather they mutate to new languages. Thus Pali and Prakrit, once widespread languages, are now relics of the past but are regarded as parent of many of the presently prevailing languages. What is worrying is that now days, they are dying without leaving a trace, in form of their progeny. What is called Sanskritization has always been prevalent. The language of the elite is copied and its knowledge sought to be displayed, just as the customs of the elite are adopted and displayed. But this process has been, in the past, voluntary and never through pressure. But now the new trend seeks to exercise pressure. Some times it is direct but most of the time indirect. This is disturbing and there is an urgent need to bring it to the notice of the protagonists of these western concepts that we have our own way of dealing with situations where diversity is involved. The organizing of such conferences as done by us on the occasion of Mother Language Day on 21st February, at frequent intervals would be a vehicle for stimulation of thinking in this direction. Hence my emphasis on holding of such conferences. Within the budgetary constraints, the conferences will be held as and when feasible. If the budget can be increased, it will be of help in carrying our message further. This is the ultimate objective of the setting up an organization like ours viz. the national integration of the highest value.
- 1.19** The revival of old scripts involves, as we have noted, the revitalization of culture associated therewith. Inventing of new scripts is another matter. It does underscore the need for the manifestation of emotional identity of the people using that particular language. But we feel that the same object can be achieved by other means by using the language through a good number of publications of books or organization of cultural functions and other means involving use of that language. Inventing a script is an uphill task because there is no immediate emotional connection between the script and the language. Though in course of time, there is a possibility that such a bond can be established as has happened for some people in the case of Santali and Ol Chiki but it does not immediately promote the language. Instead it delays it while the script is sought to be accepted. Using a current script with necessary modifications is a better alternative. It makes the printing technology available and also helps in transition to the regional or national language if the concerned script is used.
- 1.20** The close connection between the language and the culture has been emphasized by our Conference held on February 21, 2009. In fact this is considered to be the main reason for preserving the language. The education, especially the education aimed at children, is the vehicle for this preservation. Koïchiro Matsuura, Director general, UNESCO, in his message for Mother Language Day 2009 i.e February 21, 2009 says, "A growing number of increasingly diverse stakeholders in governmental organizations and civil society acknowledge that languages are central to all forms of social, economic and cultural life. Links between multilingual education (involving the mother tongue, national languages and international languages), education for all and the Millennium Development Goals now constitute the pillars of any sustainable-development strategy".
- 1.21** We do indeed hope that tangible results conducive to the use of mother languages and to multilingualism will emerge under the impetus of the communication campaign conducted by UNESCO during International Year of

Languages 2008, and that these challenges will continue to be the cornerstone of action taken by governments and development agencies.

- 1.22** In addition to the interest aroused by the Year and the hundreds of language promotion projects launched in 2008, the impact of the International Year of Languages will be assessed in the coming months to gauge the importance of languages to development, peace and social cohesion. I appeal for action to ensure that the many declarations and initiatives announced in 2008 will be followed up by specific sustainable measures. I hope, in particular, that governments will introduce, in their formal and non-formal education systems and their own administrations, measures designed to secure the harmonious and fruitful coexistence of the languages of each country. We shall thus succeed in preserving and promoting multilingual environments that show due respect for all expressions of cultural diversity.
- 1.23** Here again the cultural aspect is emphasized. This is also considered to be the vehicle for social cohesion. It is sad to hear the comments of some that the propagation of a single language in a state, or a country, is essential for maintenance of unity. Nothing can be farther from truth. This point has been made before but it will bear repetition because it is ignored despite being obvious. Languages do not lose by multiplicity; rather they are enriched by co existence. English will be poorer language if it gave up all the words derived from French or German languages. We can probably say that one of the reasons for its being becoming the only international language is its free adoption of the words from other languages. Same can also be said about Hindi for India. New words are easy to be assimilated in Hindi and quickly adopted to its rules for gender, number and verbal endings. It has to be emphasized that merely using foreign words for emphasis or show off is not adoption of the word. For example, to use the word "million" while quoting figures does not mean adoption. It is merely corrupting the language. It will be recalled that our Constitution says that Hindi should adopt words from the languages mentioned in Schedule VIII (Article 351). In our view, the adoption need not be restricted to Schedule VIII languages but should be extended to any language which can provide a good adoptable word.
- 1.24** The fact that language is closely related to culture is demonstrated by another interesting experiment. Some well meaning persons evolved Esperanto language in 1887. Despite the passing of more than 120 years, the language has no more adherents than one or two million spread all over the world. Sidney S. Culbert, a retired psychology professor at the University of Washington, has concluded after a detailed survey that about 1.60 million people speak Esperanto at "professionally proficient" level (able to communicate moderately complex ideas without hesitation, and to follow speeches, radio broadcasts, etc.). Others have challenged even this figure. How many of them use it in daily life is another question. Compare this with Javanese, which has no official status in Indonesia, but is the language in daily use of 80 million people. This scientific language Esperanto, or as it is called by protagonists, planned language, is not relatable to any culture. Hence it does not and can not become the language of the people. To do that, a language must be spontaneous expression of the people carrying with it the traditions of the past and be a representative of the cultural ethos of the area and the society.

- 1.25** We have given the list of the widely spoken languages by the people but there are languages on the other extreme also, spoken by a handful of people. SIL Ethnologue (2005) lists 516 out of 6,912 living languages inventoried (7.5%) as "nearly extinct", indicating cases where "only a few elderly speakers are still living". These include 210 Pacific languages; 170 American languages; 78 Asian languages; 46 African languages and 12 European languages. In India, it is believed that Sentinelese language has only about 100 speakers left. Aka-Jetu language has about 24 speakers (year 2000); Khamyang language about 50 (year 2003) and Parenga about 767 (year 2002). It is difficult to say how many of such languages can now be revived.
- 1.26** But there is another category of languages which are not as critically placed as these languages. The number of their speakers may not be very large but they are capable of being eligible for efforts to save them and to revive them.
- 1.27** It must, however, be mentioned that in order to judge if a language is endangered, the number of speakers is less important than the age distribution. There are languages in Indonesia reported with as many as two million native speakers alive now, but all of advancing age, with little or no transmission to the young. Its decline can be foreseen. On the other hand, while there are 30,000 Ladin speakers left, almost all children still learn it as their mother tongue. Thus Ladin is not endangered in the 21st century. Incidentally Ladin is the language in two provinces in North Italy. It is taught in the primary schools. It has, even though the number of speakers is small, seven dialects, of which three are being used in school system. Similarly, the Hawaiian language has only about 1,000 speakers but it has stabilized at this number, and now has school instruction in the language. Compare this with the Bhili language with over 6 million speakers not being considered fit for introduction in educational stream on the plea that this does not have a script.
- 1.28** It is easy to continue in this vein but that is not the aim of this Report. What we are concerned with is the status of use of the minor and minority languages in various states. As we mentioned in earlier Reports also, we are exclusively dependant upon the information provided by the states in this regard. Many of the states, for whatever reason, have failed to respond to our Questionnaire and to that extent our Report is incomplete. But it was considered necessary to submit this Report, notwithstanding this deficiency because even the absence of an answer is an answer in itself. We do hope that when the states are sent the copies of this Report, it will cause questions to be asked why the information asked for could not be supplied. We would suggest that there should either be a convention or Constitutional provision that the relevant portions of the Report of the Commissioner Linguistic Minorities should be placed before both Houses (or if there in only one House, before that House) of state legislature. This would lead to some responsibility on the part of the state governments in so far as the safeguards to the linguistic minorities are concerned. Necessary directions should be issued by the Central Government to the state governments to this effect. Furthermore, the issue should be taken up in the National Integration Council. In the past, Commissioner Linguistic Minorities used to be a member of the National Integration Council. Perhaps that practice can be revived. It should form a regular subject in the meetings of the Zonal councils. I had the opportunity to

attend some meetings of the Zonal councils during my tenure and it helped in bringing this issue to the notice of the Chief Ministers.

- 1.29** As pointed out in earlier Reports, the information provided by the states is supplemented by information received during the visits by the Commissioner and other officers of this organization as also other sources, including the internet, which are available. We have also tried to access the information from Municipalities of the cities as also the District Panchayats Machinery.
- 1.30** We hope that this Report will be of some assistance to the linguistic minorities and those who are interested in their welfare.

Northern Zone

Chandigarh

Delhi

Haryana

Himachal Pradesh

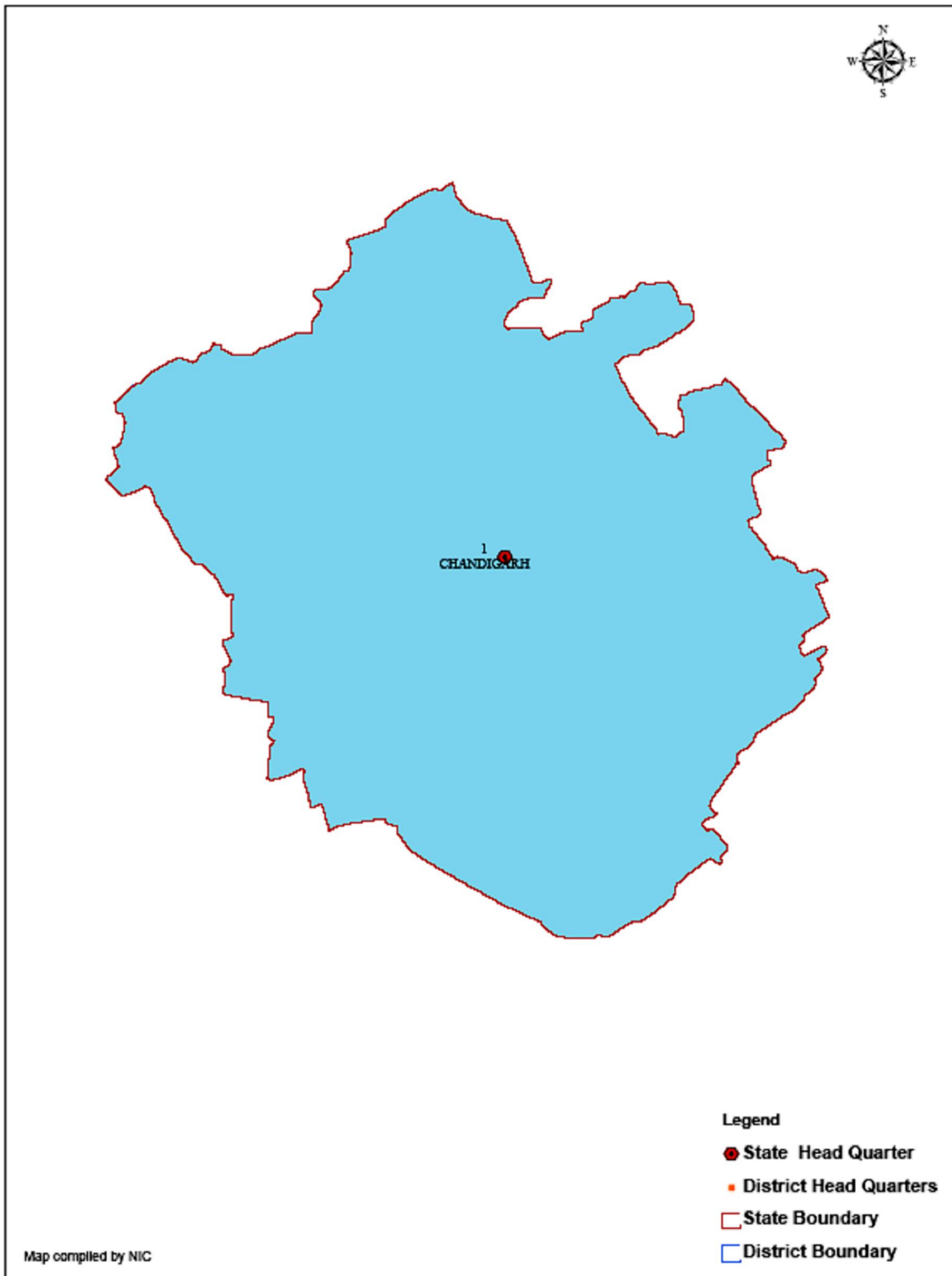
Jammu & Kashmir

Punjab

Rajasthan

2. Chandigarh

Parliamentary Constituencies Chandigarh



LINGUISTIC PROFILE:

- 2.1** The population of the Union Territory of Chandigarh according to the 2001 census is 9,00,635. The linguistic profile of the Union Territory is as under:

Language	Speakers	Percentage
Hindi	6,08,218	67.53
Punjabi	2,51,224	27.89

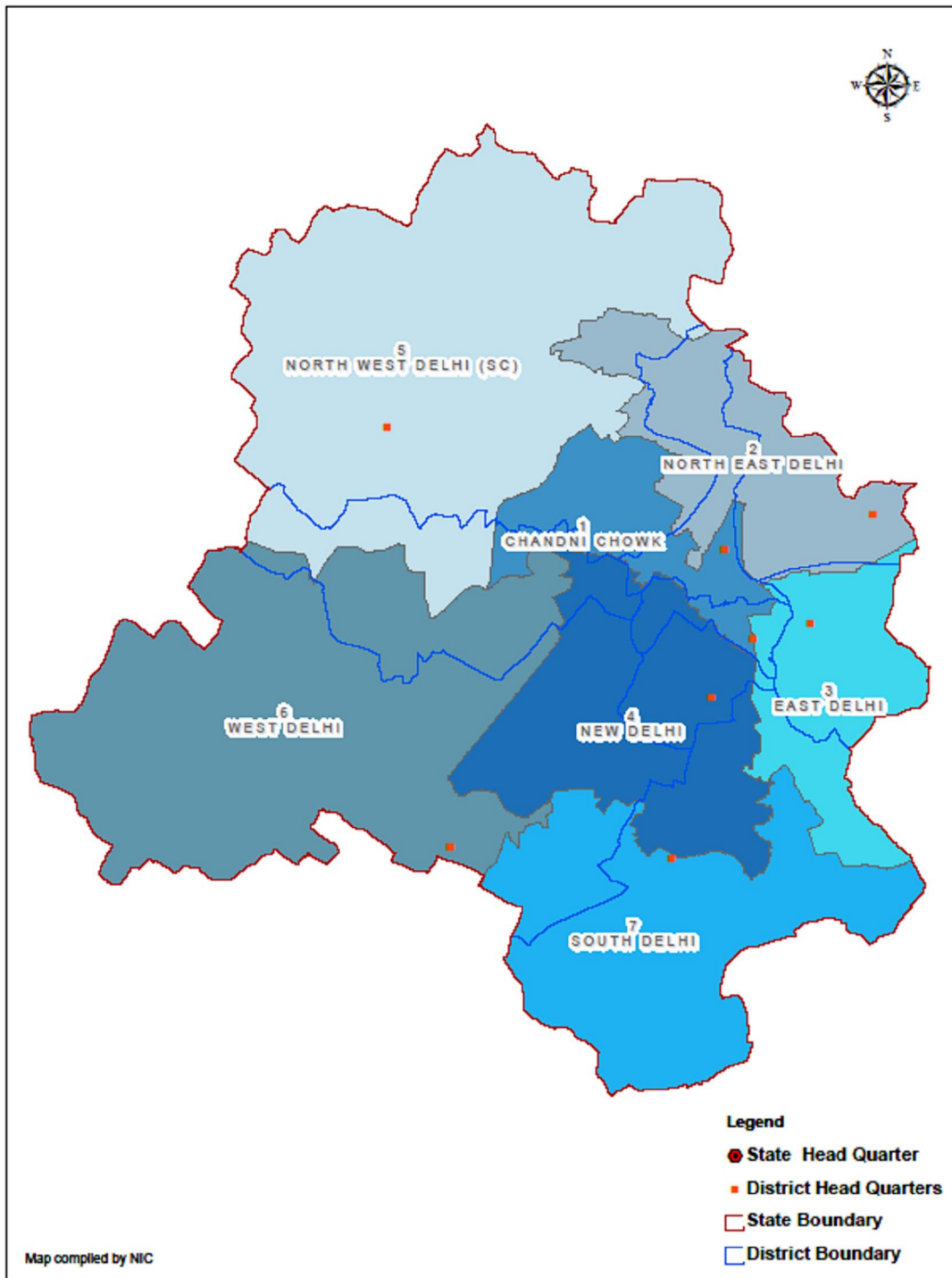
The union territory of Chandigarh is a single district area; therefore, the declaration of areas where linguistic minorities are located is not applicable.

OBSERVATIONS:

- 2.2.** In spite of repeated reminders and letter to Administrator from the Commissioner for Linguistic Minorities, the U.T. administration did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The U.T. administration is, however, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities. The constitutional rights of linguistic minorities ought to be protected to avoid conflicts in future.
- 2.3.** The CLM would like to reiterate the following suggestions of the 45th Report as below:
- i.** Hindi and Punjabi should be declared as the official languages of the Union Territory.
 - ii.** Arrangements for publication and translation of important rules, regulations and notices in minority languages should be made in the Union Territory.
- 2.4.** The CLM would also like to draw attention of the Administrator that Chandigarh is one of the rapidly expanding metropolitan cities of North India. Chandigarh was at one time the location of the regional office of CLM organization and may soon again be the location of proposed regional office of the CLM organization. The city administration ought to emulate the example of Government of Delhi which has provided facilities of academies for several minority languages.

3. Delhi

Parliamentary Constituencies
Delhi



LINGUISTIC PROFILE:

3.1. According to the 2001 census the population of Delhi is 1,38,50,507. The major languages are as under:

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. Hindi is the official language of NCT of Delhi. Punjabi and Urdu are the additional official languages.

OBSERVATIONS:

3.3. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

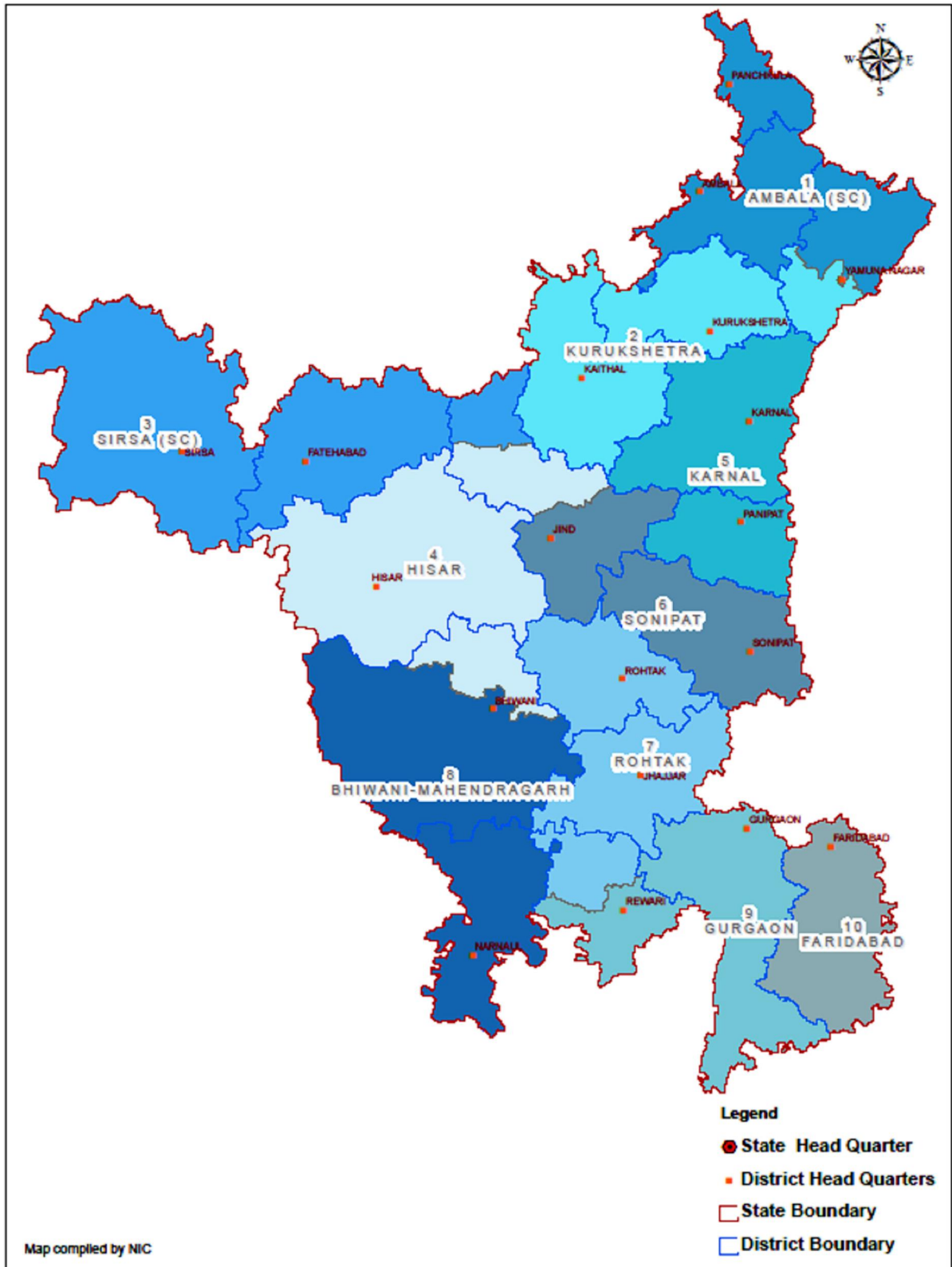
3.4. The CLM has met the Hon'ble Chief Minister on a number of occasions and has received assurances of comprehensive report which has not materialised. The Government of Delhi has been doing more than many other state governments to assuage the feelings of the linguistic minorities through the academies set up by the Government for Urdu, Punjabi, Sindhi, etc. The demands of Marathi, Gujarati, Bengali and Southern languages have been kept on the back-burner. The CLM has requested the Hon'ble Chief Minister of Delhi for comprehensive report to enable the CLM organization to make a proper report on the same.

3.5. The CLM would, in the meantime, like to reiterate the following suggestions of the 45th Report as below:

- i. The State Government will take suitable steps for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- ii. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

4. Haryana

Parliamentary Constituencies Haryana



LINGUISTIC PROFILE:

- 4.1. According to the 2001 census the population of Haryana is 2,11,44,564. The three prominent languages according to 2001 Census in Haryana are as given below:

Language	Speakers	Percentage
Hindi	1,84,60,843	87.30
Punjabi	22,34,626	10.56
Urdu	2,60,687	1.23

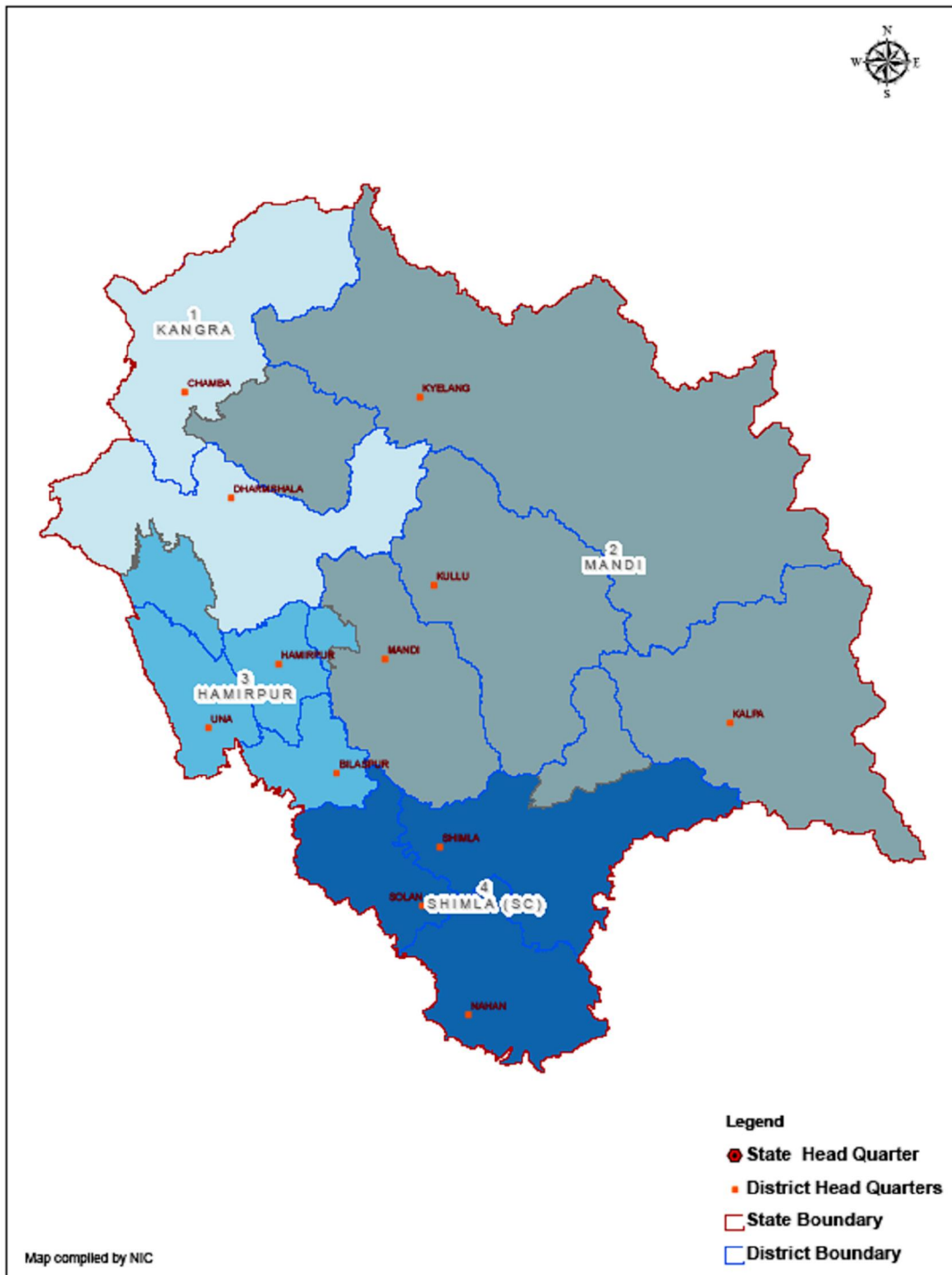
The first official language of Haryana is Hindi and the second official language has been declared as Punjabi.

OBSERVATIONS:

- 4.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The Hon'ble CLM visited Haryana on a number of occasions and was assured by the Chief Minister as also the H.E. the Governor that the information sought would be expeditiously provided. This did not produce results. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.
- 4.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:
- i. The State Government may issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students even at secondary level. It is very strange that linguistic minority institutions are not recognized in Haryana. The State Government is urged to look into the matter and if there is a case for granting recognition to such institutions, the practice should be started.
 - ii. The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population. The right course of action would be to recognize such areas on the basis of census figures for 2001 which are now available and to declare linguistic minority districts wherever feasible.
 - iii. The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
 - iv. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

5. Himachal Pradesh

Parliamentary Constituencies Himachal Pradesh



LINGUISTIC PROFILE:

5.1. Hindi is the regional language of the state with 89 % speakers. Punjabi is second most spoken language and is spoken by 5.99 % of the citizens. Kinnauri is another minority language of significance with 1.06 % speakers. As per the 2001 census, Lahauli, Bhoti and kashmiri are other significant languages with significant percentage of population speaking these languages in the districts of Lahaul & Spiti and Kullu district.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

5.2. Punjabi is, as we have noted above, the most spoken language after Hindi. It is more important in the districts of Una and Bilaspur. The percentage of the speakers of Punjabi in these two districts is respectively 16.74 and 54.60. As per the norms, the State Government and its local bodies viz. panchayats and municipal committees should run schools where Punjabi is both taught and is acceptable as the medium of instruction in the two districts. But it is noted that Punjabi is not mentioned even as the third language in the Three Language Formula. It is noted that Director Elementary Education has stated that 100 teachers have been chosen to teach Punjabi and the teaching of the subject has been started in 38 schools. This is encouraging even though the number of students benefiting from this decision is not yet intimated.

5.3. Kinnauri is the third most spoken language in the state. In Kinnaur district it speakers constitutes 70.36% of the district population and thus, qualifies to be used as an additional official language in the district. As it is, it is not used for any purpose, including that of education at the primary stage.

5.4. Lahauli is another language of significance in the state. In Lahaul & Spiti, Lahauli speakers constitute 31.63% of the districts' population. The district also has Bhoti speakers which constitute 25.74 % of its population. So far as Lahauli is concerned, there is again no mention of it being used in the schools or otherwise. Bhoti is reported to be taught in 45 schools. The location of these schools is not indicated. In the last Report, two of these schools were reported in Pangi block of Chamba district. Remaining 43 were in Lahaul and Spiti district. The number of students is not indicated but the number of teachers is 45, one for each school.

5.5. In Kullu district there are 10.74 % of residents who claim that they speak Kashmiri. Perhaps they are the refugees from disturbed areas on Kashmir and have taken temporary residence in the district. Nevertheless, it is necessary that the education of their children is not neglected and they are given facilities to undergo the education in their mother tongue.

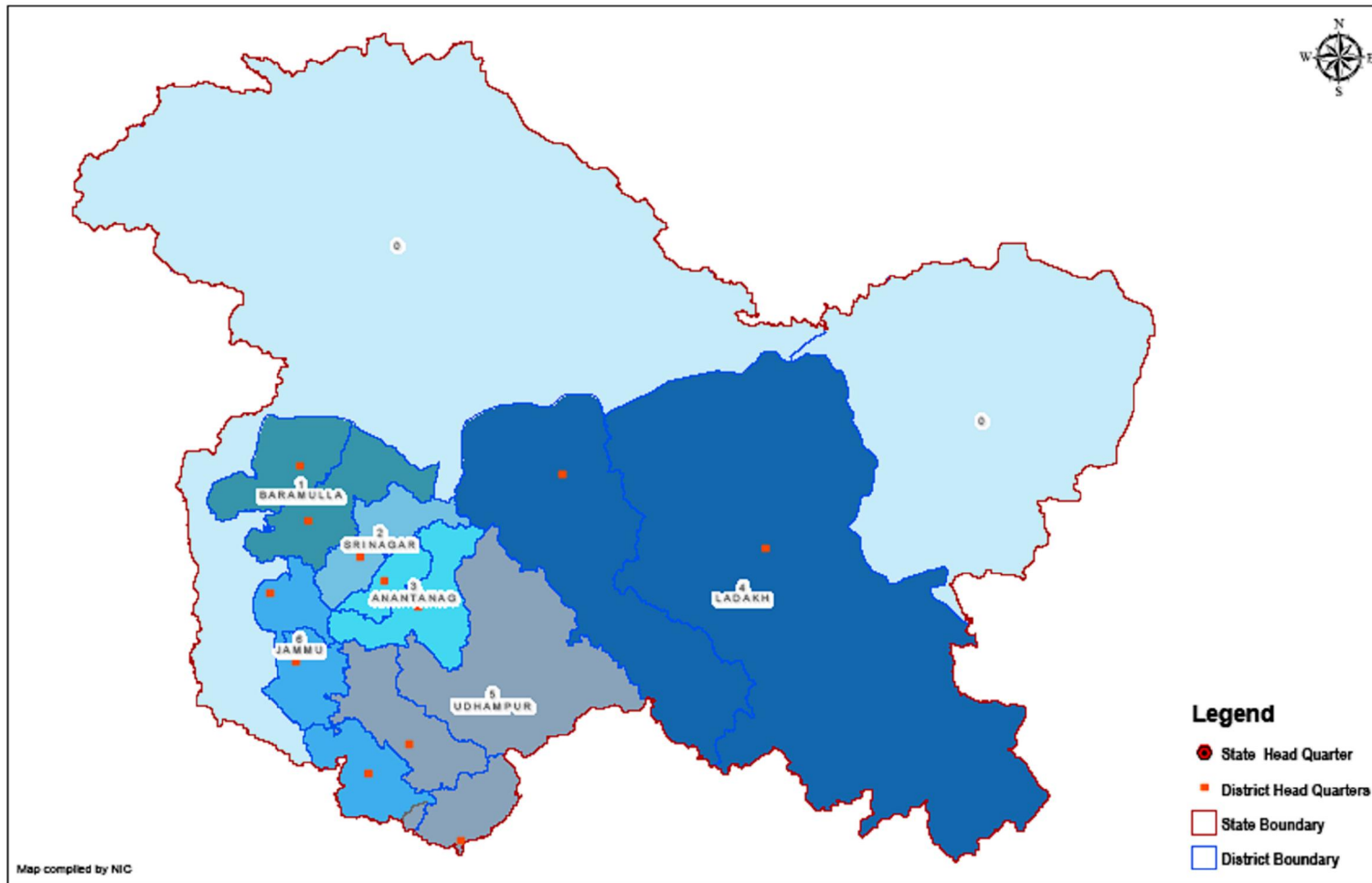
5.6. It is noted that in answer to question regarding teachers, it has been stated that a decision has been taken to select 100 Urdu teachers for teaching of Urdu. Urdu is not a very significant language in the state nor is it mentioned in the Three Language Formula. We would like to have an explanatory note regarding this decision.

OBSERVATIONS:

- 5.7.** A reply to the Questionnaire for the 46th Report has been received from Additional Director Elementary Education. He has identified the Social Justice and Empowerment Department as the Department dealing with the subject of Linguistic Minorities. But no reply has been received from that department to the Questionnaire. It was expected that the coordinating department would collect the information from all the concerned departments and send a consolidated reply to the Questionnaire after getting the approval of the appropriate authorities. It is obvious that the reply which is sent by the Additional Director, Elementary Education pertains only to his department. The other questions have not been answered. These include the question about the linguistic profile of the state. Hence the **first recommendation** is that we would like to urge upon the Government of Himachal Pradesh to ensure that all the concerned departments should participate in the endeavour to fulfill the responsibilities towards the linguistic minorities. The **second recommendation** for the State Government is to introduce Punjabi as a language subject and as a medium for students who so desire in the Districts of Bilaspur and Una . The **third recommendation** is with regard to allowing Punjabi to be chosen as the third language under the Three Language Formula. Our **fourth recommendation** is with regard to Kinnauri for which the State Government may set up an agency to prepare necessary learning material in Kinnauri and to use it in the class One of the schools and also at the pre-primary level. Once the books and other learning material is ready, schools should be identified which would use them. It is obvious that the time taken for the preparation of the books would also be used to train or retrain the teachers in using the Kinnauri language in the schools. It would, again obviously, help if the local teachers are posted there. If there are teachers knowing Kinnauri posted outside the districts, they can be brought to the district to help. Our **fifth recommendation** for the State Government would be to prepare proper learning material in Lahauli, train the teachers and use it in the schools. The **Sixth recommendation** will be for promotion of Kashmiri.
- 5.8.** We once again strongly urge the State Government and its' senior officers to note this sacred duty to provide information about the treatment meted out to the linguistic minorities and to observe, in letter and spirit, the safeguards guaranteed in the Constitution.

6. Jammu & Kashmir

Parliamentary Constituencies Jammu & Kashmir



LINGUISTIC PROFILE:

6.1. As per census of 2001 the population of Jammu and Kashmir is 1,01,43,700. The linguistic profile of four prominent languages is as follows.

Language	Speakers	Percentage
Kashmiri	54,25,733	53.48
Dogri	22,05,560	21.74
Hindi	18,70,264	18.43
Punjabi	1,90,675	1.87

OBSERVATIONS:

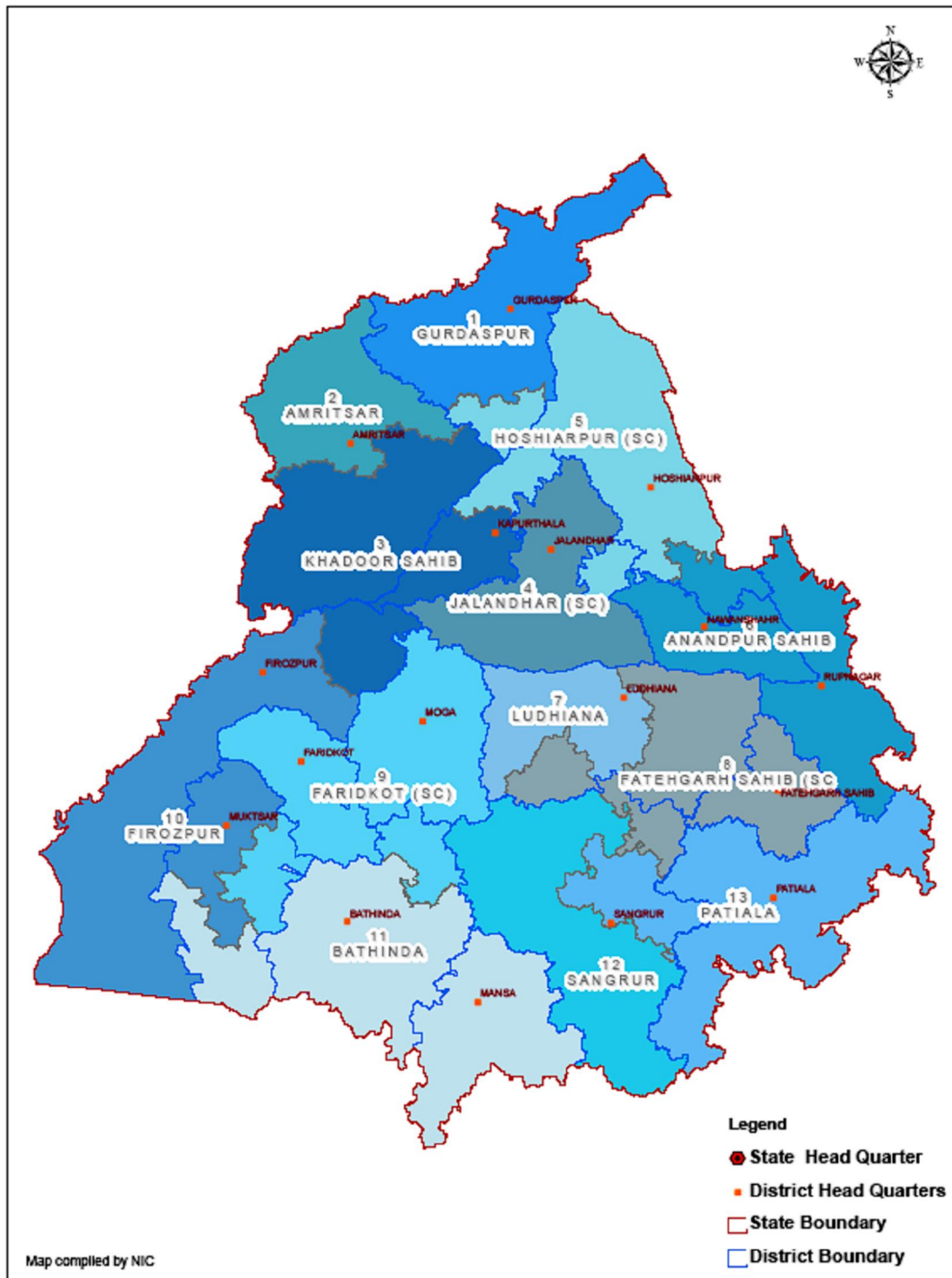
6.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities. The official language of the State is Urdu which is not the spoken language by the majority in the State.

6.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** Kashmiri should be declared as the official language or the associate official language. Dogri should also be declared as the additional official language in the districts where the percentage of Dogri speaking persons is more than sixty percent of the population. If Dogri cannot be declared official language, it can be used for specified purposes.
- ii.** CLM organization had published a letter received from Dr. Karan Singh, MP reiterating the claims of linguistic minorities for recognition of Bhutia, Pahadi and Ladakhi languages.
- iii.** Action should be taken to prepare the textbooks for instruction through the mother tongue at the primary stage of education.
- iv.** The number of teachers who have been trained to teach through the minority languages should be intimated.
- v.** Action taken to protect and promote the languages through the Arts, Culture and Language Academy should be intimated.

7. Punjab

Parliamentary Constituencies Punjab



LINGUISTIC PROFILE:

7.1. The State Government has stated that there are 1.5 crore persons who have Punjabi as their mother tongue forming 62 % of the population while Hindi speaking people are shown to be 85 lakh forming 34 % of the population. 90,000 or 4 % of people are Urdu speakers. It is not clear wherefrom these figures have been obtained. The Census 2001 gives the following figures -

Language	Speakers	Percentage
Punjabi	2,23,34,369	91.68 %
Hindi	18,51,128	7.59 %
Urdu	27,660	0.11 %

7.2. The census figures for year 2001 also show a variance from 1991 census figures to which we referred to in our last Report. We had cited the example of possible misreporting from Ferozepur district. It would be noted that Hindi speaking population in Punjab was 19.14 % in the 1991 census. In the 2001 census the number of Hindi speaking population is shown to be 2,05,242 and that of Punjabi speaking 15,27,488. The percentage of Hindi speaking population has dropped by 11.54 %. This aspect of significant fall has to be checked and it should be ensured that the correct choice of the citizens is reflected in the census figures 2011, preparations for which should be under way.

7.3. As it is there are only two areas mentioned where the percentage of linguistic minorities is said to be more than 15 %. These are Malerkotla in Sangrur district and Qadian in Gurdaspur district and both are for Urdu. It is noted from 2001 census figures that Ludhiana district has 17.24 % of those with Hindi as mother tongue. In Abohar Tehsil, those with Hindi as their mother tongue are 95,569 against 2,78,459 who have declared Punjabi as their mother tongue. This roughly works out to 27 % as speakers of other languages are very less in number. The exact percentage for other sub-district areas should also be calculated to implement necessary safeguards for linguistic minorities.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

7.4. There is no school where Urdu is the medium of instruction but it is reported that it is taught as a subject in three government schools. There are four teachers and 142 students. Besides, there are nine madrasas in Jullundur and 10 in Sangrur district. There are 514 and 3,411 students in these two districts respectively. Five teachers' posts are said to have been sanctioned and they are all filled up. Books are provided by Grover Publishing House, Delhi but this information does not mean anything. The question pertained to enquiry as to who is responsible for supply of these books to the students. Either the parents can provide them by buying in the open market or some state agencies can procure them and make them available to the students, whether on sale or by free distribution. To mention the publisher is not acceptable.

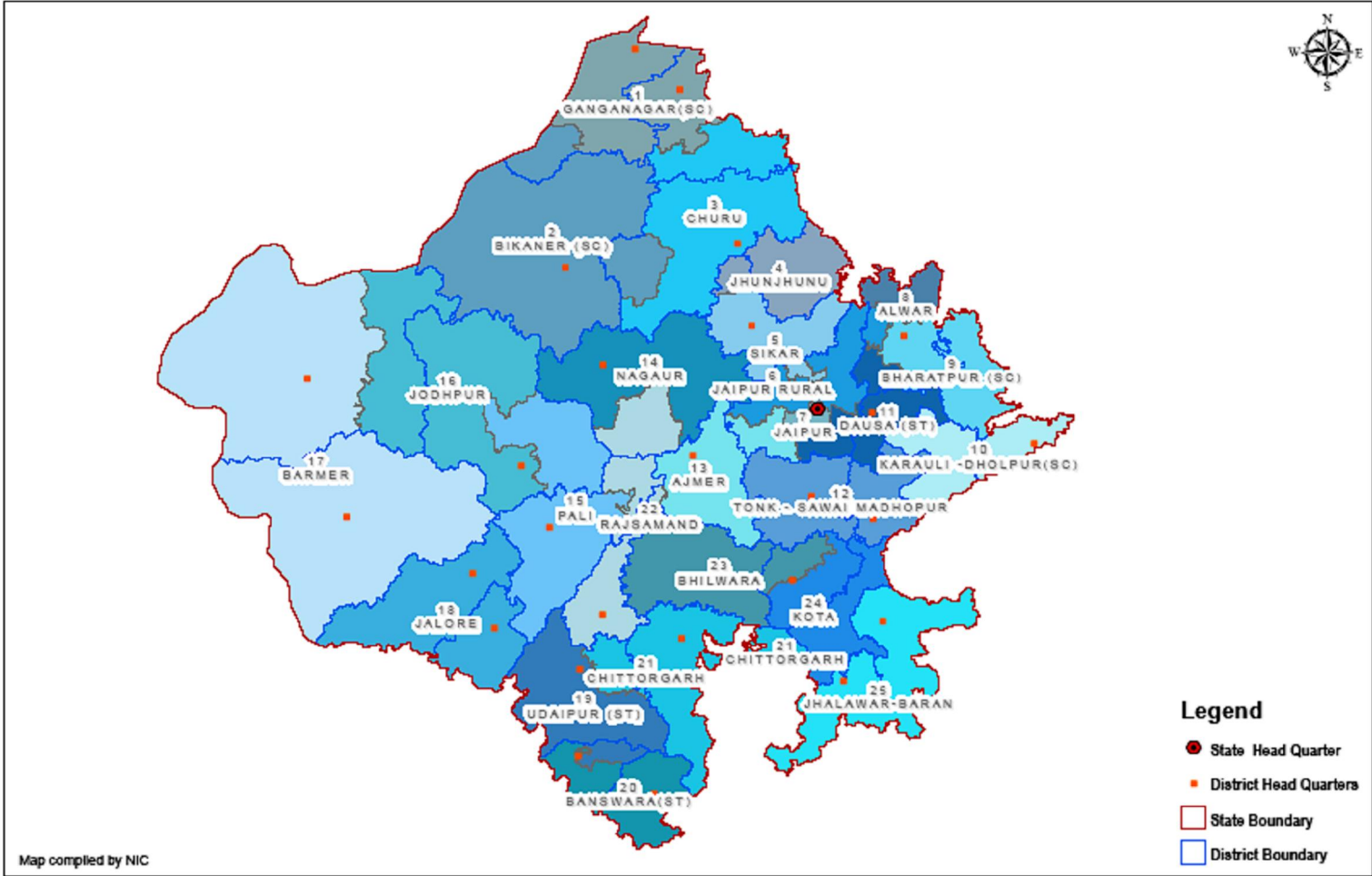
- 7.5.** Hindi is mentioned as the third language in the Three Language formula but the information regarding the number of students who took these subjects in examinations for their higher classes (class 8, 10, 12) is not mentioned.
- 7.6.** It is reported that Urdu Academy has been set up in Malerkotla in November 2006. The budget for the year under report is, however, not mentioned, nor its activities reported. There is also a scheme for assistance for individuals. Pension has been provided to one Urdu writer; three writer have been given assistance (total Rs. 15,000) for publications of theirs; and seven have been assisted otherwise (the purpose is not clear from the report).
- 7.7.** In Hindi also, pension has been given to one writer; assistance given to three who were in indigent circumstances; and four assisted for publication of their books.

OBSERVATIONS:

- 7.8.** The response of the State Government to the Questionnaire has been furnished but it is it leaves many questions unanswered and information furnished in response to other questions is sketchy and ambiguous. Such as Trinity College, Jullundur is mentioned as the authority which recognizes the minority institutions. This is not clear how an institution can give such recognition. The question was meant to know which Government organization does it and who is responsible for grants in aid, if any, for them.
- 7.9.** However, it is heartening to find that Punjab has, unlike the previous years, undertaken steps like these. It is hoped that these will be continued and expanded. The ultimate goal should be to enable the students whose mother tongue is other than Punjabi to learn through their mother tongue at the elementary education level.
- 7.10.** We will recommend that other points in the safeguards should also be considered and action be taken in respect of these.

8. Rajasthan

**Parliamentary Constituencies
Rajasthan**



LINGUISTIC PROFILE:

8.1. As per census of 2001 the population of Rajasthan is 5,65,07,188. However, four prominent languages in Rajasthan are as given below:

Language	Speakers	Percentage
Hindi	5,14,07,216	90.97
Bhili	26,00,533	4.60
Punjabi	11,41,200	2.01
Urdu	6,62,983	1.17

OBSERVATIONS:

8.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. The CLM visited Rajasthan on a number of occasions and found that the number of Sindhi speakers was reported to be larger than revealed by the census of 2001. The State Government had been supporting Sindhi language learning classes and for providing help to their cultural activities through Sindhi Academy which had the annual budget of Rs.25 lakh. The information sought from the Government of Rajasthan on status of educational institutions set up by Sindhi minority and the progress being made by Sindhi schools and colleges was not forthcoming. The State Government is, therefore, requested to accord top priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

8.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** The information about the areas where the linguistic minorities are more than 15% or 60% should be identified and notified. Such information can be worked out on the basis of Tehsil /Municipal town as a unit.
- ii.** A Proper machinery for translation and grievance redressal on representations of linguistic minorities should be set up and strengthened.
- iii.** A mechanism for grant of recognition to the linguistic minority institutions should be brought into the place. Rules should be framed for such recognition.
- iv.** Grants-in-aid to the linguistic minority groups should be given on a liberal and sustained basis.
- v.** Regular monitoring of the action taken for implementation of the safeguards provided to the linguistic minorities should be carried out at district as well as state level.

Central Zone

Bihar

Chhattisgarh

Jharkhand

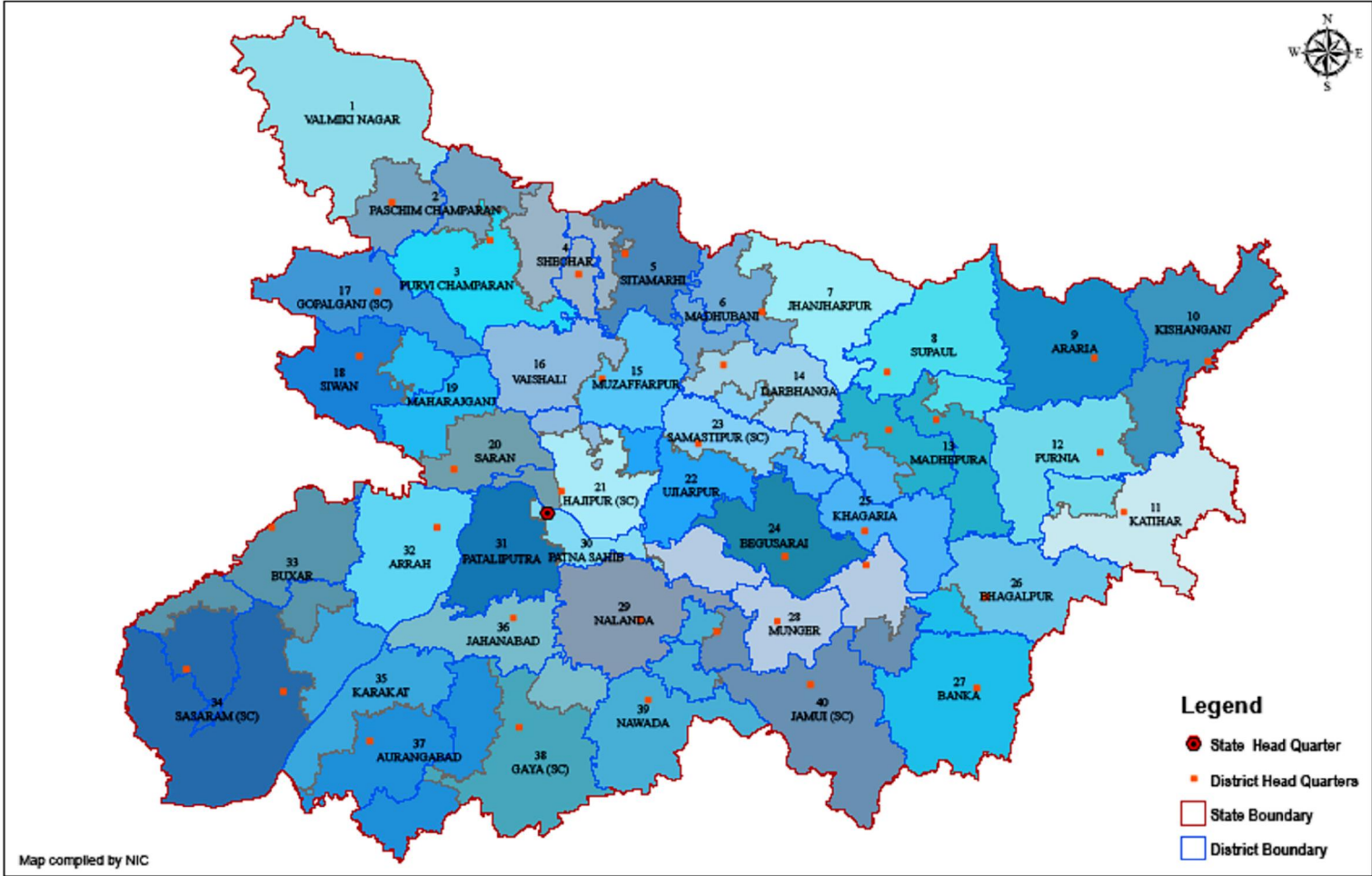
Madhya Pradesh

Uttarakhand

Uttar Pradesh

9. Bihar

**Parliamentary Constituencies
Bihar**



LINGUISTIC PROFILE:

9.1. According to 2001 census the total population of Bihar is 8,29,98,509. The four prominent languages in the state are as given below:

Language	Speakers	Percentage
Hindi	6,06,35,284	73.05
Maithili	1,18,30,868	14.25
Urdu	94,57,548	11.39
Santali	3,86,248	0.46

OBSERVATIONS:

9.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The CLM had visited Patna mainly to assess the facilities for Urdu, Santali, Maithili and other minor languages of the State. It was found that the primary level teaching of Urdu and other minority languages was on the decline with rising rate of dropouts at primary levels in most schools run by the State Government. This was bound to add to the poverty levels among the linguistic minorities who would be forced to add numbers to the already rising unskilled labour force in the State of Bihar. This trend would have to be decisively reversed. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

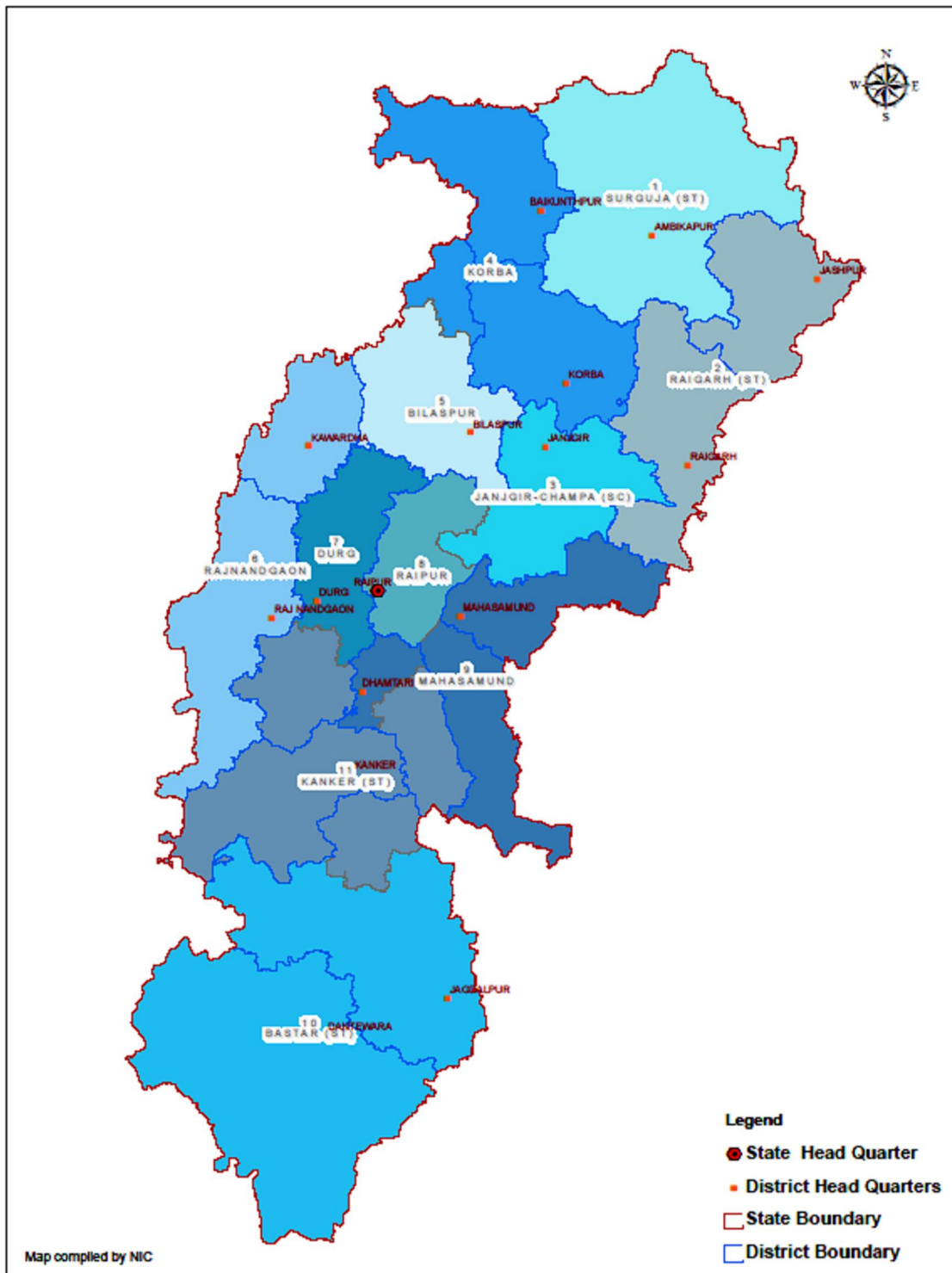
9.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i. The areas/districts where Urdu, Maithili and Bengali are spoken by more than 60% and 15% of the population should be identified and declared.
- ii. It should be ensured that orders have been issued directing the schools in the relevant districts to maintain Advance Registers (to be opened three months in advance of the admission time) where the intending students can indicate their linguistic preference which will further help the educational authorities to plan arrangements for teachers, textbooks etc.
- iii. It is felt that budget for Maithili and Bengali Academies should be adequate so that they can carry on their activities properly.

- iv. It is suggested that a State level committee under the chairmanship of the Chief Secretary should be set up for review of the implementation of the safeguards.
- v. Arrangements should also be made to inform the linguistic minorities about their rights and the concessions given by the Government.
- vi. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level.

10. Chhattisgarh

Parliamentary Constituencies Chhattisgarh



LINGUISTIC PROFILE:

10.1. The Commissioner, Public Instructions who is also the Nodal Officer for the Linguistic Minorities in Chhattisgarh, has given the linguistic profile of the state based on 1991 census. However, the linguistic profile of the state based on the 2001 census data is as follows:

Languages	Speakers	Percentage
Hindi	1,72,10,481	82.60
Gondi	8,94,806	4.29
Oriya	8,19,098	3.93
Halabi	5,44,874	2.61
Kurukh	4,44,008	2.13
Bengali	2,08,669	1.00
Telugu	1,48,131	0.71
Marathi	1,40,623	0.67

It is observed that the percentage of all the languages except Hindi and Bengali has gone down. The reason is not clear. The State Government would like to enquire into this aspect. This is important in view of the fact that the preparations for the 2011 census would be under way.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

10.2. The State Government has in its reply stated Chhattisgarhi is the official language of the state, whereas the official language is Hindi in our records. It has not, to our knowledge, been changed.

10.3. It is noted that the minority languages are not used for dissemination of knowledge about the Acts, rules and regulations, nor are they used for publishing instructions for the village level workers. There is no question of them being used in panchayats, cooperatives etc. where the records must be kept in Hindi, the official language of the State. There is also no convention that only the officers knowing the local languages are posted to these areas. But it is said that the people can give application etc. in any language. It is a different matter that they are not answered to in the same language. There is no translation agency for the minority languages.

10.4. It is said that the District Education Officer is authorized to recognize the minority language institutes. But none has been so recognized. But it is noted that grants-in-aid is given to three primary schools and one higher secondary school, where Urdu is taught; two primary and one higher secondary schools where Telugu is taught and one primary school where Oriya is taught. They would have been recognized in order to be eligible for grants, whether as minority institutes or otherwise. The position should be clarified.

10.5. The number of primary level schools where a minority language is the medium is as follows:

Language	Schools	Students	Teachers
Urdu	90	3,115	128
Telugu	4	574	20
Oriya	4	387	4

10.6. The numbers of primary level schools where the minority languages are taught as a subject are -

Language	Schools	Students	Teachers
Urdu	141	8,105	187
Telugu	1	161	4
Oriya	63	6,492	63

10.7. At the Upper Primary level, there is only one school where the medium is minority language which is Telugu. There are 121 students and three teachers. The number of schools where minority languages are subjects is as follows -

Language	Schools	Students	Teachers
Urdu	4	292	9
Telugu	1	35	1
Oriya	1	147	4
Bengali	9	1,813	9

10.8. The information about the Three Language Formula mentions a number of languages for first, second and third language. Under first language are mentioned Hindi special, English, Urdu, Punjabi (the word used is Gurumukhi which is the script, not the language), Telugu and Marathi. Hindi General and English are mentioned as second language group. The third language is Sanskrit and any classical language. It does not reflect the correct connotation of the Three Language Formula which should mention first language as the mother tongue; The second language as English and the third language as Hindi, if is not the mother tongue, or Sanskrit, etc. if Hindi is the first language. The number of students appearing in the public examination in different minority language is given as follows -

Language	Class 8	Class 10	Class 12
Urdu	700	620	45
Marathi			3
Oriya			5
Bengali	600	359	4
Malayalam	30	10	2
Gujarati		7	
Punjabi	82	80	

So far as teachers are concerned there are no earmarked teachers for minority languages except for Urdu for which there are 440 posts of which only 210 have

been filled up. There is no institute where they can be specially trained for teaching the minority language or using them as medium.

10.9. Regarding the books also, the information is for Urdu only and the publication agency is said to be Madarasa Board. So far as known, Madarasa Board is concerned with religious institutes where some extra subjects may be taught and Urdu can also be one of the subjects. But it can not cater for the books in Telugu or Bengali or other languages. There must be some arrangement for these books also. State Government is urged to give a thought to this aspect and arrange the books accordingly.

10.10 In the section related to the development of languages also, only Madarasa Board is mentioned which has an annual grant of Rs.1,12,92,000 which is a substantial amount. How this money is utilized should be intimated. Actually the whole idea is misunderstood. The question relates to the Academies set up for various languages. We were informed about the Urdu Academy in the previous years but its mention is omitted now. Looking to the information about Chhattisgarhi, it can be intimated if there is an Academy (or an institute by some other name) for development of Chhattisgarhi.

OBSERVATIONS:

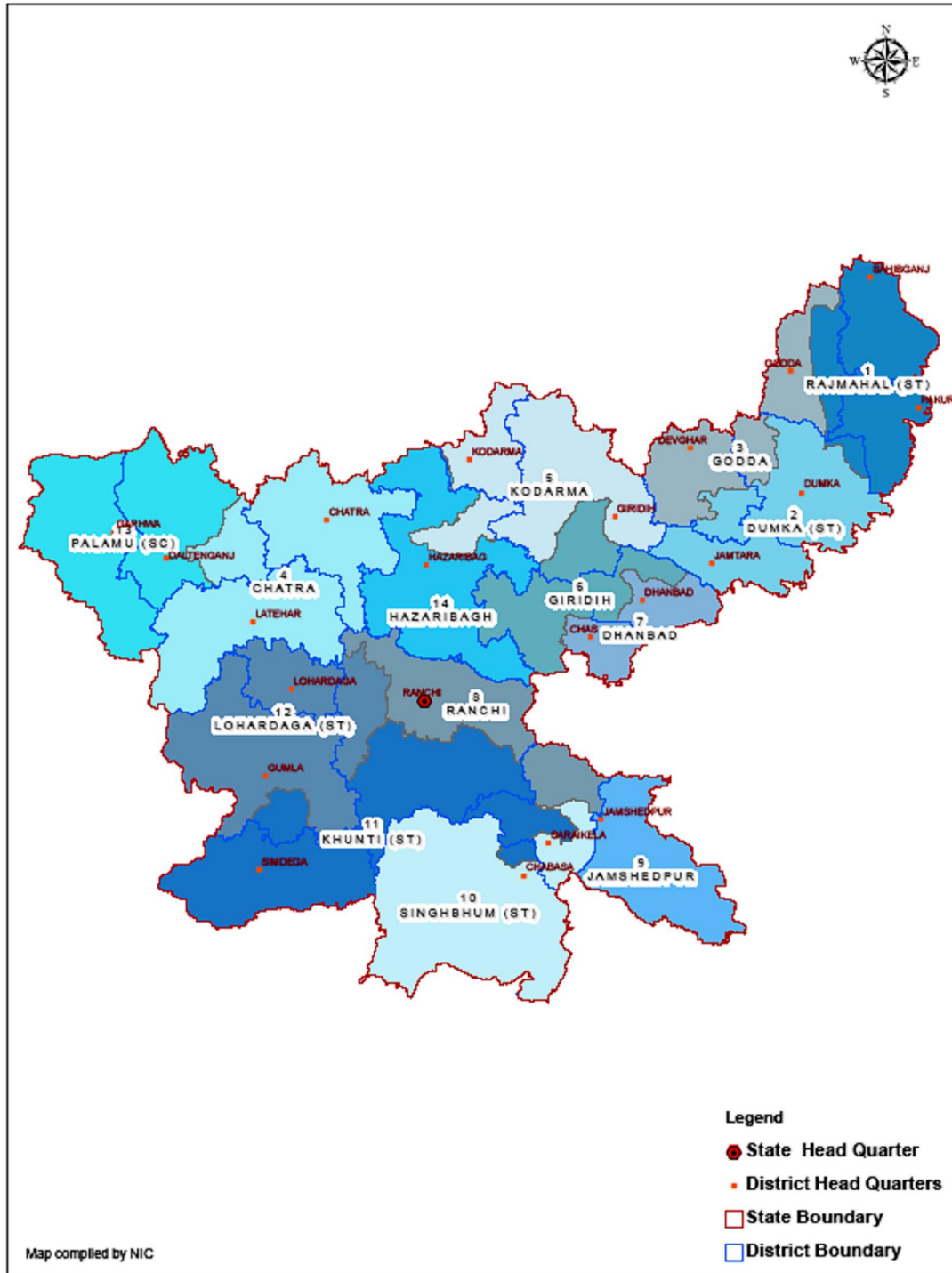
10.11. The reply to the Questionnaire for the 46th Report has been sent by the Commissioner Public Instructions who is also the Nodal Officer for the linguistic minorities.

10.12. A perusal of the forgoing paragraphs makes it amply clear that the performance of the State Government in implementation of safeguards for minority language speakers needs a lot of improvement. In particular it is recommended that the following districts be given special attention to ensure implementation of safeguards for linguistic minorities:

- i.** Dantewada for Gondi, Telugu and Halabi;
- ii.** Bastar for Oriya, Gondi and Halabi ;
- iii.** Mahasumand, Raipur and Raigarh for Oriya;
- iv.** Jashpur and Surguja for Kurukh;
- v.** Kanker for Gondi and Bengali;

11. Jharkhand

**Parliamentary Constituencies - Pre delimitation
Jharkhand**



LINGUISTIC PROFILE:

11.1. According to 2001 census the total population of Jharkhand is 2,69,45,829. The four prominent languages in the state are as given below:

Language	Speakers	Percentage
Hindi	1,55,10,587	57.56
Santali	28,79,576	10.68
Bengali	26,07,601	9.67
Urdu	23,24,411	8.62

OBSERVATIONS:

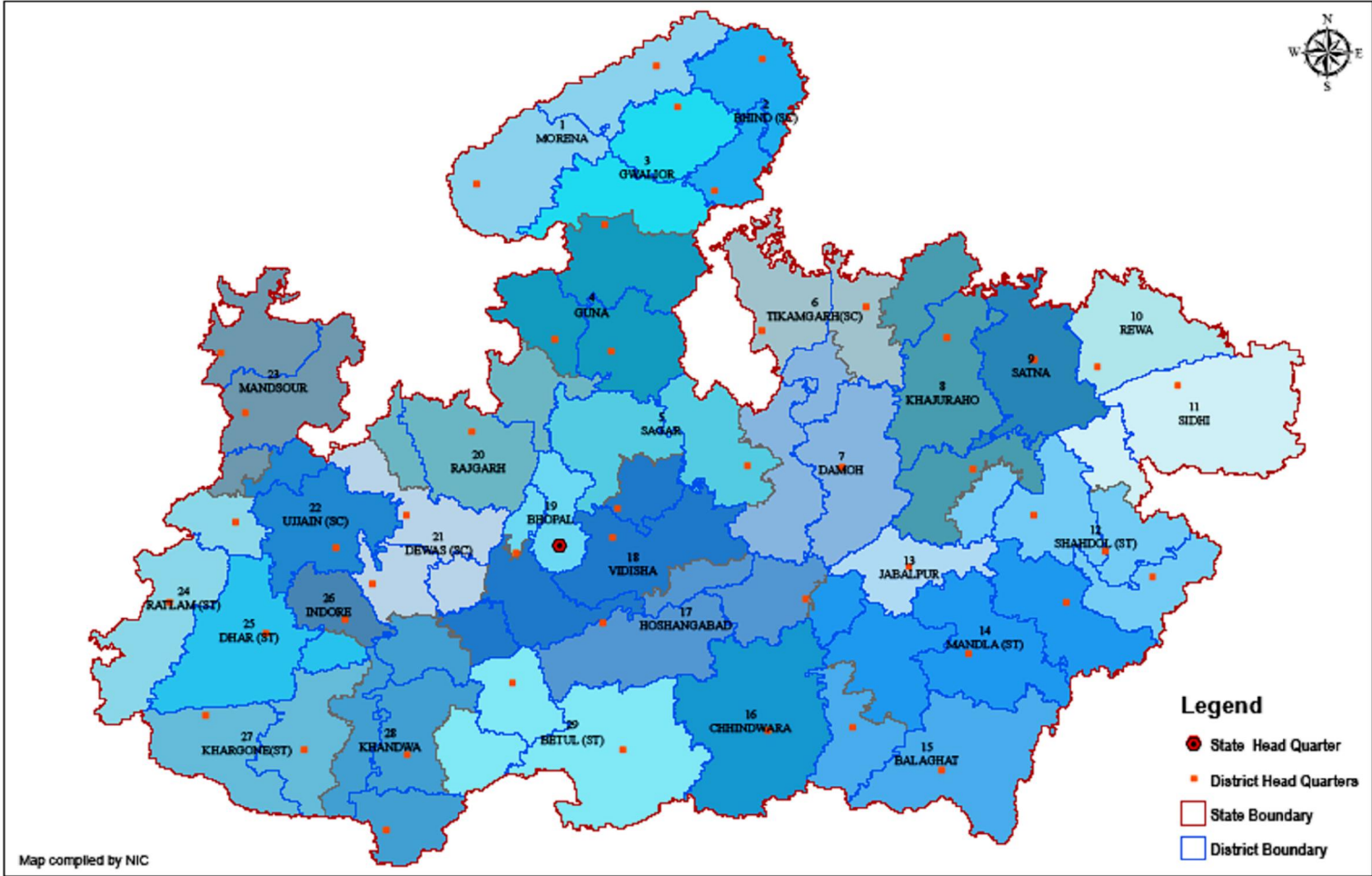
11.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

11.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** A mechanism should be set up for translation and publication of gist of important rules, regulations, notices, etc. in minority languages.
- ii.** District based cadres for teachers should be formed and the teachers should be posted in their own language areas.
- iii.** Effective arrangements for printing of textbooks should be made.
- iv.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

12. Madhya Pradesh

**Parliamentary Constituencies
Madhya Pradesh**



LINGUISTIC PROFILE:

- 12.1.** The 2001 census states that Hindi speakers constituted 87.25 % of the State's population. The speakers of Bhili and Marathi constitute 4.92% and 2.1% respectively of the State's population. Urdu speakers constituting 1.97% of the State's population are the 4th biggest group of language speakers.
- 12.2.** Bhili is spoken by 85.69 % of people of Jhabua district. This entitles it to be used as an additional official language for the district. Devnagari can be easily adopted as the script and the language promoted on that basis. Languages which are spoken by more than 15 % of the population in a district are Marathi - Balaghat; Bhili - Ratlam, Dhar, West Nimar, and Barwani; Gondi - Betul. In these areas also these languages should be adopted as the language to start the education of the children. The districts with 10 to 15 % of the people speaking a minority language are Marathi - East Nimar, Betul, Chhindwara; Urdu - Bhopal; Gondi - Dindori. The percentages at the sub district level can be more revealing and entitling linguistic minorities to more consideration.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

- 12.3.** Hindi is the main and official language of the state. The use of the minority languages, whether with or without script, are not even considered, since a flat 'no' is given to all the relevant questions. The safeguards which have been repeatedly pointed out in our Reports do not mean anything to them even though these safeguards are based on the Constitutional provisions and directives and are binding in nature. They may not be the part of the Fundamental Rights but nevertheless they are as sacred as any provision in that part. It may be the weakness of our constitutional processes that a distinction is made in constitutional provisions on the basis of their being included in different chapters.
- 12.4.** The same attitude is seen in respect of other procedures such as recognition of the linguistic minority institutions, grant in aid for such institutions, maintenance of Advance Registration Registers, declaring the specific officers for looking after these provisions and the like.
- 12.5.** Nevertheless, some institutions where minority languages are the medium of instruction or are taught as subjects continue to exist. Urdu was the medium in 285 primary schools in the year 2007 - 08 wherein there were 1123 teachers and 80,540 students. The corresponding figures for year 2006 - 07 are 134 schools, 804 teachers and 20,744 students. It is hoped that the current year figures are nearer to the existing situation and are result of better collection of data.
- 12.6.** For the Marathi language, the figures for the year 2007 - 08 are 270 schools where it is the medium. The number of teachers is 765 and the number of students 28,624. The corresponding figures for year 2006 - 07 are 98 schools, 418 teachers and 13,323 students. Once again the figures for the current year are significantly higher, hopefully due to better collection of statistics.

12.7. At the upper primary level of education, Urdu is reported as medium in 17 schools, the number of teachers being 57 and of the students 1,954. The corresponding figures for the previous year 2006 - 07 are 15 schools, 64 teachers and 1,821 students. Marathi is not the medium in any school in both the years. As a subject, the various figures for the languages are

Language	Schools		Teachers		Students	
	2006 - 07	2005 - 06	2006 - 07	2005 - 06	2006 - 07	2005 - 06
Urdu	91	85	147	145	8,727	8,521
Marathi	35	35	40	38	6,117	6,086
Sindhi	8	9	15	15	135	132

The figures are more or less the same for the two years, the difference can, probably, be traced to faulty collection of statistics.

12.8. We had also enquired about the statistics about the number of students taking up different languages under the Three Language Formula since watching over the implementation of the Formula is entrusted to us. The information about the number of students for the year 2006 - 07 is as follows

Language	Class 8	Class 10	Class 12
Urdu	5,439	2,086	1,875
Marathi	3,774	2,516	2,112

12.9. The information appears to be for the linguistic minority schools and not for the entire state which was our idea. This would have to be more clearly specified in the Questionnaire.

12.10. For the year 2005 - 06, the information was called for and has been given for class 6 to class 10 which is as follows -

Language	Class 6	Class 7	Class 8	Class 9	Class 10
Urdu	7,943	6,443	6,358	2,872	2,102
Marathi	5,156	4,159	4,008	3,284	2,506

12.11. The number of posts of teachers specific to Urdu has been shown as 1927, of which 1660 posts are said to have been filled up. It would be seen from the above that the figures do not tally with the number of teachers shown as teaching the subject or using it as medium. Information about Marathi and Sindhi is not forthcoming.

12.12. Regarding books, it is said that they are available and are delivered on time. If we refer to earlier reports, there were problems about Sindhi books since there is no publishing agency in Madhya Pradesh. We would be interested in knowing how this problem has been solved.

12.13. Maintenance of Advance Registers for registration of medium or of the desire to take a minority language is another issue on which nothing is being done. It was envisaged as a help to the administration to determine how many teachers or

books will be required. While it can be admitted that supply of teachers has a long gestation period in that they have to be recruited and / or trained, the supply of books can be planned in advance with the help of advance registration.

- 12.14.** Madhya Pradesh provides good services for the academies to promote languages. Urdu Academy, established in 1976, had a budget of Rupees 22 lakhs in year 2005 - 06 and Rs. 27 lakh in year 2006 - 07. Unfortunately, Its activities have not been intimated. There is another organization viz. Iqbal Division of Sahitya Academy which had a budget of Rupees 7.50 Lakhs this year and Rupees 6.55 Lakhs the previous year which is expected to serve the cause of Urdu. Its activities have also not being reported. We would like to know how these organizations are helping the promotion of Urdu.
- 12.15.** There used to be a Sindhi Division also in the Academy. Its budget and activities have not been reported. It is hoped that it is continuing its activities and has adequate budget support of the State Government.
- 12.16.** The efforts to promote the tribal languages should also be taken up. Either a separate organization can be set up or Tribal Research Institute charged specifically with this responsibility. Another alternative is to make it a part of the Sahitya Academy.
- 12.17.** It has been made clear by the State Government that no facilities are being given to the linguistic minorities. It is said that in view of this, there is no need to put up notice boards in the Collectorates and tehsil offices to give information about them. Some of the safeguards, like provision of educational facilities in minority languages, receiving the petitions in the minority languages are constitutional requirements which the Government is bound to follow and about which it has the democratic duty to inform the people about it. We hope that this point will be reviewed at the highest level.

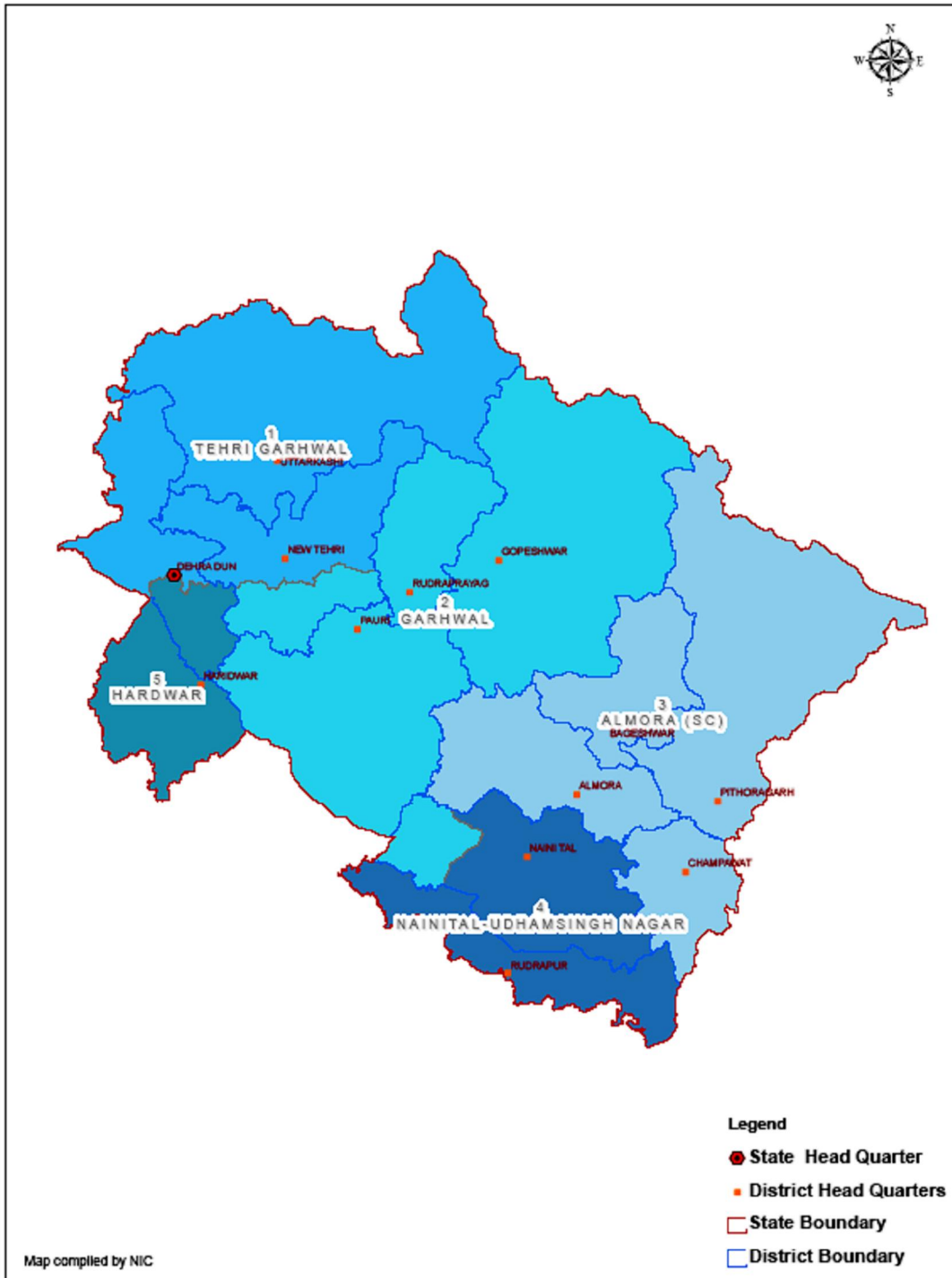
OBSERVATIONS:

- 12.18.** The State Government has furnished reply to the Questionnaire for the 46th Report of the CLM through the Commissioner for Public Education who is nodal officer. The reply does not give the basic information about the linguistic break up of the state. It was expected that the State Government would work out the percentages the percentages for the districts and the sub district areas and give publicity to this fact to enable the linguistic minorities to know what facilities will be available to them. In fact, it is disturbing to find that they persist with the percentages of linguistic minorities in certain tehsils of the state which have been repeatedly pointed out as being incorrect. It is time that some one in the Government take note of these developments and undertake the exercise to identify the areas correctly and intimate concerned officers about it.
- 12.19.** It is observed that the information about schools where these languages are not the medium but are taught as a subject is reported to be NIL. It was expected that the number of such schools will be much higher so that the students who like to take the dominant language of the state i.e. Hindi or English as the medium would also be ready to read their own languages as a subject.

- 12.20.** Another disturbing feature is that Sindhi is missing from all reporting about the primary schools. There are known to be sizeable number of Sindhi speaking population in certain isolated towns and cities. There are upper primary schools but we feel that the education in mother tongue should start from class one or even earlier.
- 12.21.** In view of the status of implementation of the safeguards in the state, as reported in the preceding paragraphs, it is clear that the State Government needs to further sensitize itself towards the problems being faced by the speakers of minority languages in the state.

13. Uttarakhand

Parliamentary Constituencies Uttarkhand



LINGUISTIC PROFILE:

13.1. According to the 2001 census the population of the Uttarakhand is 84,89,349. The four prominent languages in Uttarakhand are as given below:

Language	Speakers	Percentage
Hindi	74,66,413	87.95
Urdu	4,97,081	5.85
Punjabi	2,47,084	2.91
Bengali	1,23,190	1.45

OBSERVATIONS:

13.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

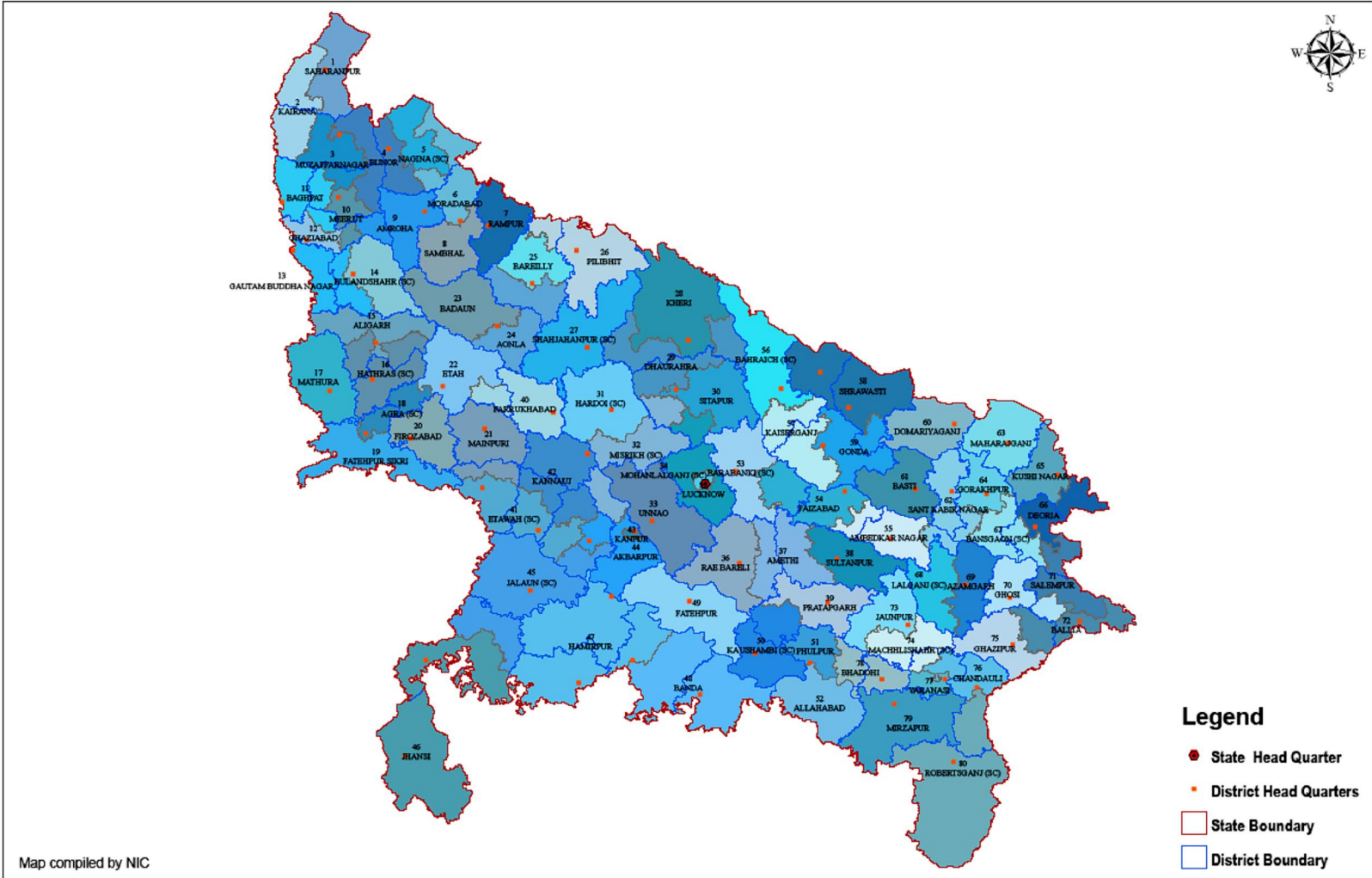
13.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** The State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- ii.** The State Government should clearly specify the 'Three Language Formula' applicable in the schools.
- iii.** The State Government should take steps to publish gist of important rules, regulations, notices etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- iv.** The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- v.** The State Government should designate an authority for grant of recognition to linguistic minority institution.

- vi.** The State Government should formulate a policy regarding Official Language Act as applicable in Uttarakhand and inform the CLM accordingly.
- vii.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers. The nodal officer should correlate and coordinate the information on linguistic minorities before forwarding the same to the CLM for inclusion in his Report.

14. Uttar Pradesh

Parliamentary Constituencies Uttar Pradesh



LINGUISTIC PROFILE:

14.1. According to the 2001 census the population of Uttar Pradesh is 16,61,97,921. The major languages of the state are as under:

Language	Speakers	Percentage
Hindi	15,17,70,131	91.31
Urdu	1,32,72,080	7.98
Punjabi	5,23,094	0.31

OBSERVATIONS:

14.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

14.3. Our nodal officer is also silent on the issues raised by the complainants through their representations that the Government of UP is alleged to have ignored the fact that the teaching of Urdu language in primary school levels has come down significantly whereas the population of Urdu speakers has been rising steadily.

14.4. There has also been no response to the queries of CLM organization from the State Government on rising demand for primary education in minor languages of UP. The Electronic Media for instance has already begun relaying the programmes in minor languages of UP like Maithili, Bhojpuri, Angika, Magahi, Avadhi, Vajjika, Khortha, Nagpuri, Bagheli, etc.

14.5. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** The State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- ii.** The State Government should clearly specify the options under 'Three Language Formula' for those whose mother tongue is Hindi and for those whose mother tongue is other than Hindi.
- iii.** The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- iv.** The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- v.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

Eastern Zone

Arunachal Pradesh

Assam

Manipur

Meghalaya

Mizoram

Nagaland

Orissa

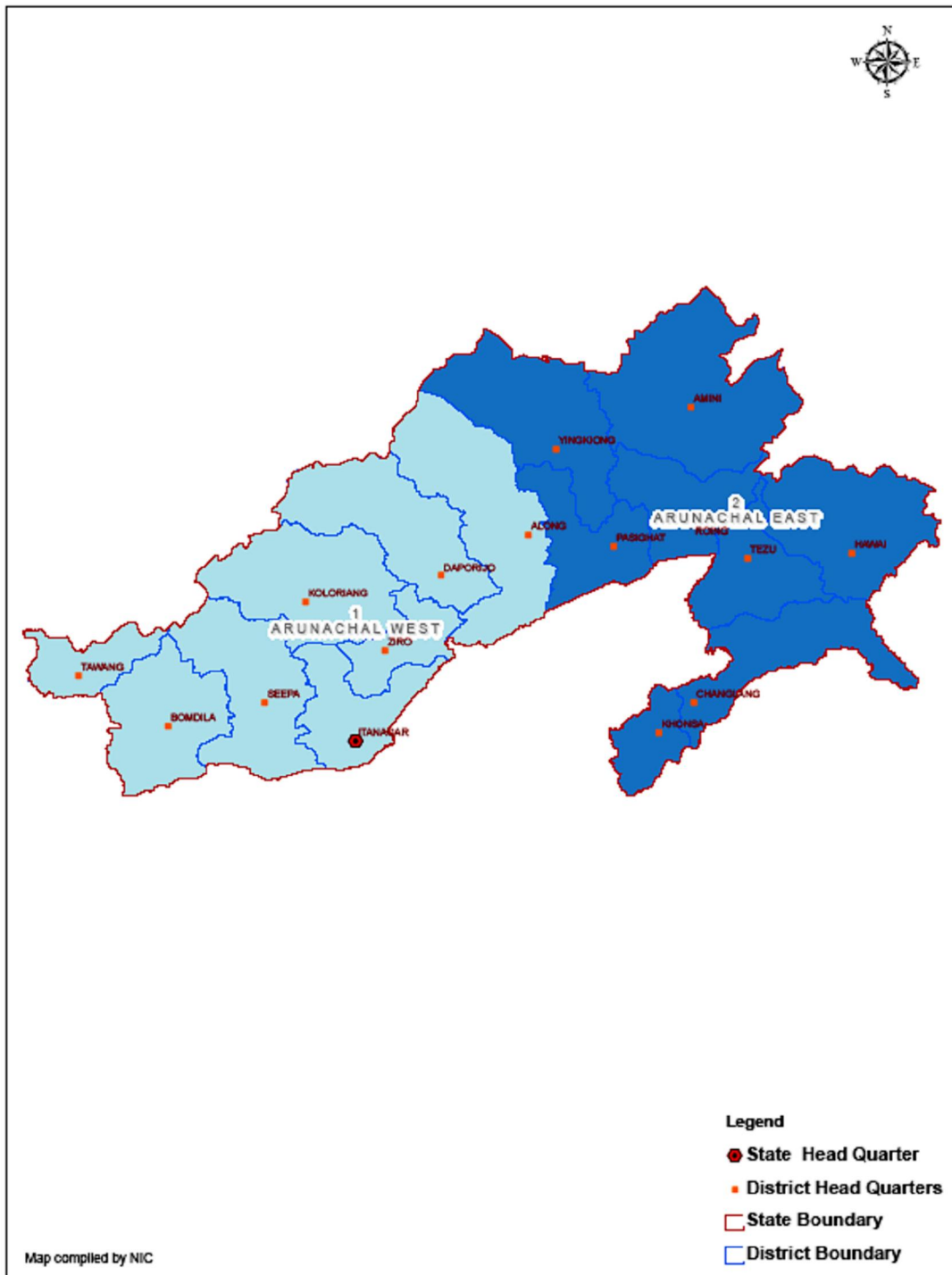
Sikkim

Tripura

West Bengal

15. Arunachal Pradesh

Parliamentary Constituencies Arunachal Pradesh



LINGUISTIC PROFILE:

15.1. Arunachal Pradesh has a total population of 1,097,968 as per the 2001 census figures. The percentage of language with 50,000 or more speakers is as under:

Language	Speakers	Percentage
Nissi	208,337	18.97
Adi	193,379	17.61
Bengali	97,149	8.84
Nepali	94,919	8.64
Hindi	81,186	7.39
Monpa	55,428	5.04
Assamese	51,551	4.69

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

15.2. The official language of the state is English. There is no other language recognized as additional official language in the state or district. No district or area has been indicated where minority languages are spoken by more than 60% of population of that district/area. Similarly the state government has marked "Not applicable" to the question on areas where minority language spoken more than 15% of the population of the area. The gist of important rules, regulations, notices etc. are not published in minority languages. There is no arrangement for translation of important documents, rules, regulations etc. in minority language. No orders have been issued by the state authorities to receive and /or give reply of applications/representations in minority languages. As regards educational facilities in Primary & Secondary education, the position is not clear as the relevant columns bear remarks like "NA" & "Does not arise". No information has been furnished about availability of text-books and recruitment of teachers in minority languages. No state or district level machinery for implementation of safeguards has been setup.

OBSERVATIONS:

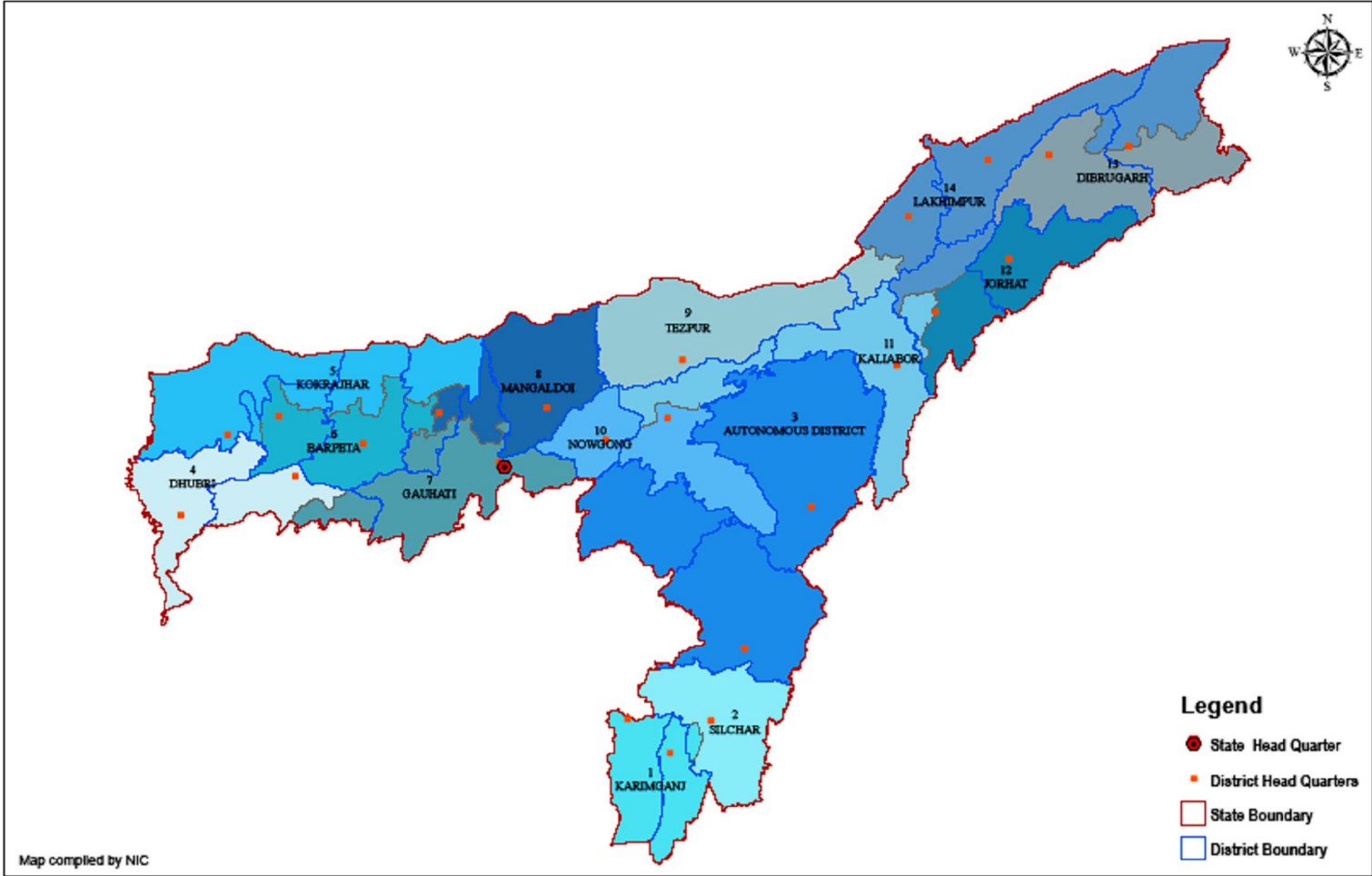
15.3. Arunachal Pradesh has responded to CLM's Questionnaire for the 46th Report. The Nodal Officer for the linguistic minorities is Director, Social Welfare who has sent the reply. The nodal officer has stated "Not applicable" and "Does not arise" in response to almost all the question. except for one comment which we quote in full. This is "Arunachal Pradesh is entirely a tribal state where people speak different local dialects which number more than 100. Even the people of some districts speak different dialects/ languages. These dialects do not have a written form or alphabet till date". Obviously the Nodal Officer has no idea about what a language is or what a dialect is. She does not even believe that a person speaking

the local language should be posted in the area concerned. If she would just go through her own answer, she will see the contradictions. In reference to the Three Language Formula, she has said that Third language is "Local dialects like Nissi, Adi, Apatani etc. as tribal dialect". If these are being taught in schools then they obviously have a written form, whatever be the script. And there would be books too unless she can explain it by saying that every thing is done orally.

- 15.4.** The CLM would recommend that the Nodal Officer and the other officers of the State Administration to at least read the earlier replies, if they are too busy to read our earlier Reports. If they do, they would never again send such inane replies.

16. Assam

Parliamentary Constituencies
Assam



LINGUISTIC PROFILE:

16.1. The population of Assam as per 2001 census is 2.66 crores. The details of the linguistic profile of the state are as given below:

Language	Speakers	Percentage
Assamese	1,30,10,478	48.80
Bengali	73,43,338	27.54
Hindi	15,69,662	5.88
Bodo	12,96,162	4.86

16.2. The State Government has informed that percentage of Bengali speaking population in the districts of Karimganj, Hailakandi, Cachar is more than 60 % of the total population. In 7 other districts viz. Barpeta, Bongaigaon, Nagaon, Goalpara, Kokrajhar, Dhubri and N. C. Hills it is more than 15 %. Bodo is said to be more than 60 % in Kokrajhar, Chiranag, Baska and Udiagiri though the exact percentage is not given except for Kokrajhar where it is said to be 39.5 % (which is less than 60). In Bongaigaon, Bodo is spoken by 16.5 % of the population. Mishing in Dhemaji district; Karbi in Karbi Anglong; and Dimasa in N. C. Hills is also spoken by more than 15 % of the population, the percentage being 26, 44 and 32 respectively. We would like the State Government to be more specific. The census 2001 also mentions that Hindi is spoken by more than 15 % in Tinsukhia district, Santali in Kokrajhar; and Mishing in Lakhimpur.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

16.3. Assamese, Bengali and Bodo are stated to be the official languages of the state. In the three districts in Cachar valley, Bengali is used as a co-official language at the district level.

16.4. The documents in local languages as well as representations etc. are accepted in local languages. There are no formal orders but the application in local languages are not refused by the officers. Reply is given in English and other official languages viz. Bengali, Assamese and Bodo. Bengali and Bodo are also used in answering questions to the examination papers in specific areas. Preference in recruitment to the district level posts is given to the people knowing the local languages.

16.5. Assamese, Bengali and Bodo are used as medium of instructions but not the other minority languages. Earlier information had shown that Hindi is also used as the medium of instruction but there is no reference to it in this year's reply. However,

this deficiency is removed in reply to other relevant questions which are about the number of schools having been recognized as linguistic minorities institutes. The number for upper primary schools is given as under:

Medium	Number
Bengali	329
Bodo	42
Manipuri	7
Hindi	8
Mixed	1

16.6. There were ten applications pending on 30th June 2008 wherein there were seven for Bengali and 3 for Bodo. There is no separate provision for giving grants-in-aid to the Linguistic Minorities institutes.

16.7. The information about the primary schools wherein there is medium other than Assamese is as follows -

Language	Schools		Students		Teachers	
	Govt schools	Aided schools	Govt schools	Aided schools	Govt schools	Aided schools
Bengali	3,813	309	6,06,796	13,950	7,626	618
Manipuri	185	4	25,242	299	370	8
Bodo	1,713	57	2,35,445	4,885	3,429	174
Garo	38	6	6,290	456	76	12
Hmar	5		1,140		10	
Nepali	5		1,020		10	
Hindi	78	12	5,695	690	156	24
Assamese + Bodo		39		2,352		78

16.8. The information about the primary schools wherein the minority languages are subjects but not the medium is as follows -

Language	Schools	Students	Teachers
Tai	200	9,123	200
Mishing	230	10,280	230
Rabha	70	26,175	70
Karbi	25	1,219	25
Nepali	100	4,120	100
Bishnupriya Manipuri	52	2,195	52

16.9. This is a welcome development. There are new languages in this group which were not reported in the previous year. Assam has shown the way to other states who are avoiding the imparting of education through minor languages. And the number of students is quite respectable. It is hoped that the programme will gather more strength in future.

- 16.10.** At the upper primary level also, the same liberal traditions have been carried out. The information is as follows –

Language	Schools		Students		Teachers	
	Govt schools	Aided schools	Govt schools	Aided schools	Govt schools	Aided schools
Bengali	994	70	85,660	6,135	5,982	350
Manipuri	68	1	75,395	1,450	408	5
Bodo	215	33	28,344	2,322	1,075	105
Garo	6	5	2,158	419	30	25
Hmar	2		859		10	
Nepali	3		5,436		18	
Hindi	14		9,078		84	
Assamese + Bodo		37		2,997		185

- 16.11.** The upper primary schools wherein minority languages are taught as a subject but are not a medium are for Hindi only. There are 5,730 such schools, the number of students being 12,75,464 and the number of teachers 7,330. This is, perhaps, due to the Three Language Formula. Information about other languages in the Formula is not given on the plea that "language wise break up is not maintained". Actually the figures would be available ready made from the Board of Secondary Education for class 10 and 12.

- 16.12.** At the secondary level, the number of schools where minority languages are the medium is as follows -

Language	Schools	Students	Teachers
Bengali	547	1,18,380	4,191
Bodo	215	32,336	1,189
Hindi	118	63,412	1,337
Manipuri	36	17,454	671

It has been stated that earmarked posts for various languages have been created but the number of posts sanctioned or filled up is not given. Regarding their training, it is informed that BTC Kokrajhar trains the teachers for Bodo while DIET in Cachar, Karimganj, Udarbong, Kaliganj and Hailakandi do the same for Bengali teachers. Other languages are not mentioned.

- 16.13.** Regarding the text books, it is informed that SCERT is the agency for preparation of the manuscripts while Assam Textbook Production and Publication Corporation does the work of printing and publication. They are able to supply the books in time. There is no need to procure books from outside. The books are available at comparative rates to the students of minority languages.
- 16.14.** Assam is probably the only state where the registers for advance registration of students regarding their linguistic preference is done. It is informed that this is done by 6,255 primary schools. It is also done by 1,411 upper primary/ secondary schools.

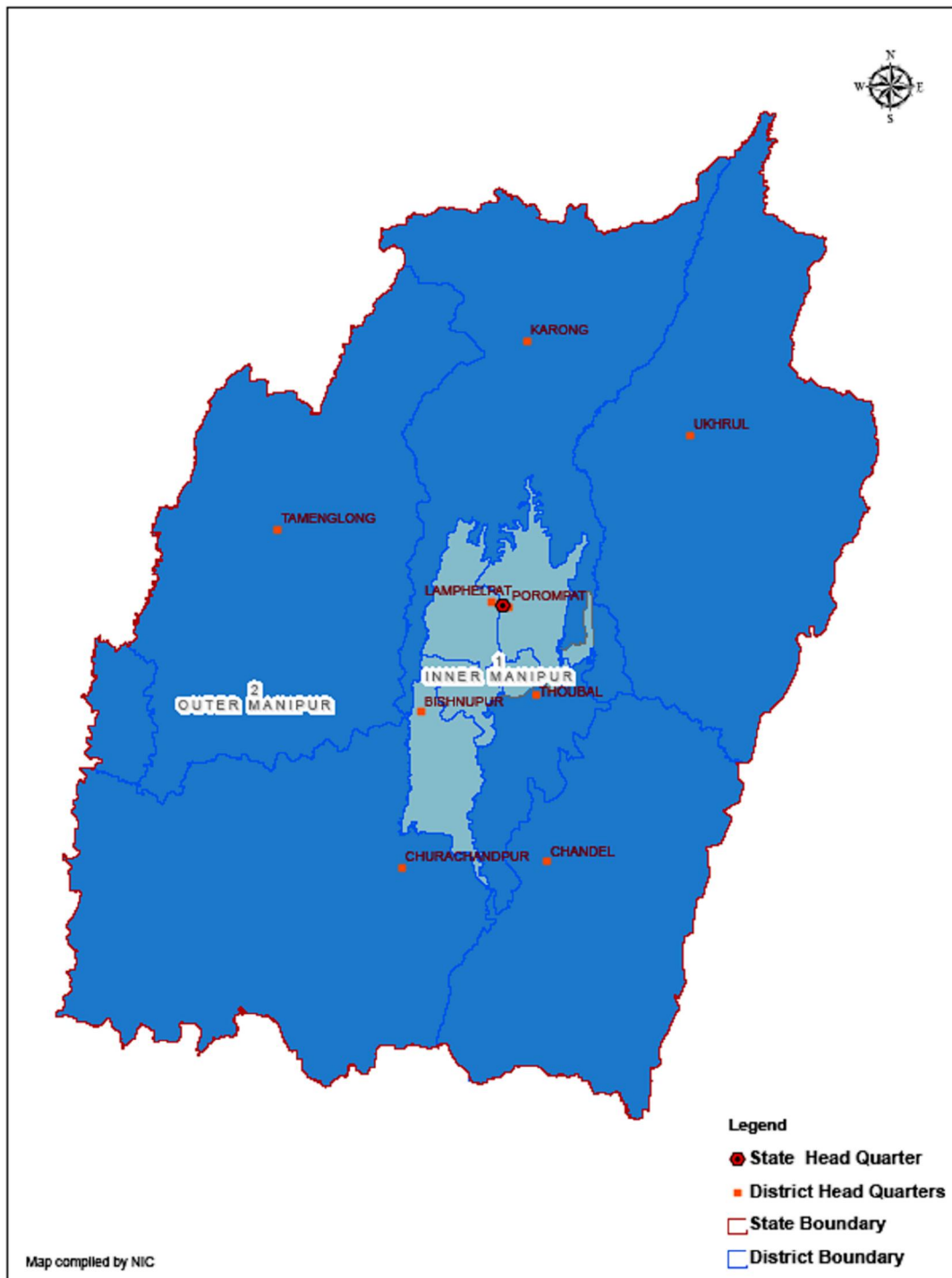
- 16.15.** No separate academies have been set up for development and propagation of the languages but there are schemes for assistance to organizations and individuals for promotion of these languages. however, the information about the number of such organizations is not forthcoming. It is said that it is being collected from various departments.
- 16.16.** To monitor the implementation of the safeguards, it has been states that State Level Assam Linguistic Minorities Board is being set up. Some years ago, it had been informed that a committee under the chairmanship of the Chief Minister has been constituted. What happened to this committee is not known. At the district level, there are no committees and none is being contemplated. It is informed that there is a Minorities Commission for the State which looks after the welfare of the linguistic minorities also. It had submitted a note in September 2008. A perusal of the note shows that there is nothing about the linguistic minorities in it. All the incidents which find mention in the note are regarding religious minorities or acts by the extremists. While the miscreants do attack tribal communities which are speakers of a particular language, there is nothing as such regarding the safeguards for the linguistic minorities. It is hoped that the proposed Board would be constituted quickly and activated so that it can look after the problems of the linguistic minorities.
- 16.17.** There is no policy regarding the publicity of the safeguards but it has been promised that it will be examined shortly. Similarly though there is no formal announcement but Secretary, Minorities Welfare department is expected to receive the complaints from the linguistic minorities. At the district level also, no separate officer has been designated for this purpose but the /deputy Commissioner can look after any complaints in this regard.
- 16.18.** It has been said that there is lack of awareness on the part of the Linguistic Minorities. There is also lack of requisite knowledge on the part of the Government officials in the field about the safeguards. It is hoped that there will be efforts to have such knowledge imparted to them. The first thing is to compile the orders in this respect and make them available to all the officers who are posted in these areas and also those officers about to be posted in these areas.

OBSERVATIONS:

- 16.19.** A reply has been received from Assam Government from the Department of Welfare of Minorities and Development. The Nodal Officer is Secretary of the Department.
- 16.20.** It would be seen from the preceding paragraphs that, as in the past, Assam has performed fairly well in the implementation of the Scheme of Safeguards for Linguistic Minorities. It is hoped that the situation will improve further in future. The CLM recommends creation of Academies for the development of languages. It can be ensured that the schemes are not all for the cultural programme for the outsiders but directed towards providing literature to the linguistic minorities in their language covering both textbooks and literary activities.

17. Manipur

Parliamentary Constituencies Manipur



LINGUISTIC PROFILE:

17.1. According to 2001 census the total population of Manipur is 21,66,788. The four prominent languages in the state are as given below:

Language	Speakers	Percentage
Manipuri	12,66,098	55.19
Thado	1,78,696	7.79
Tangkhul	1,39,979	6.10
Kabui	87,950	3.83

OBSERVATIONS:

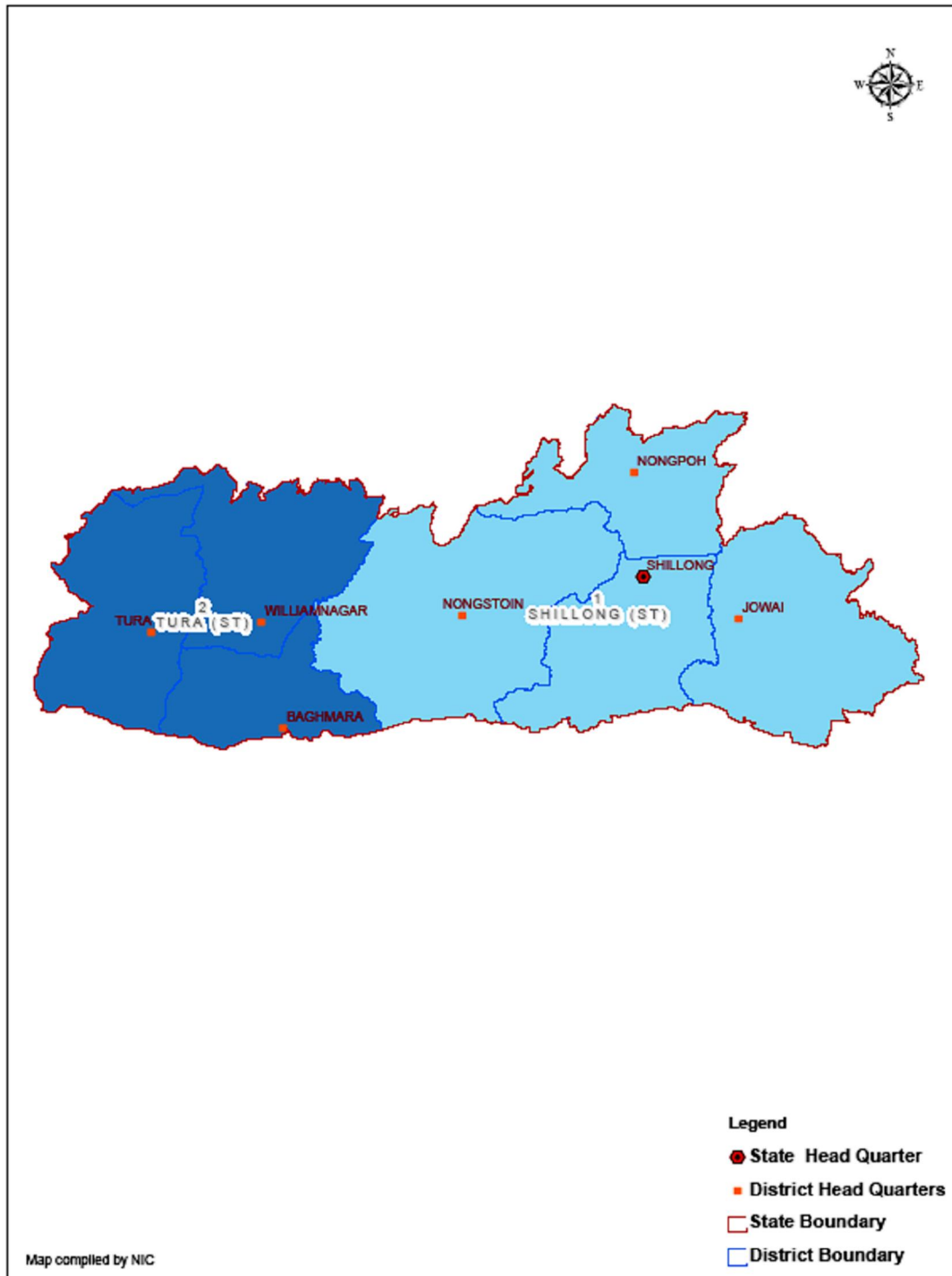
17.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for which also the State Government did not furnish any information. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

17.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** It should be examined if languages like Tangkhul can be declared for use as additional language for some purposes in their respective districts.
- ii.** In the Three Language Formula, there is no mention of regional language Manipuri. There is also expected to be a language for the linguistic minorities. How this can be done without burdening the student should be examined.
- iii.** The funds available under the Sarva Shiksha Abhiyan should be utilized for preparation of the books in the tribal languages.
- iv.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

18. Meghalaya

Parliamentary Constituencies
Meghalaya



LINGUISTIC PROFILE:

18.1. As per census of 2001 the population of Meghalaya is 23,18,822. The linguistic profile of four prominent languages is as follows.

Language	Speakers	Percentage
Khasi	10,91,087	47.05
Garo	7,28,424	31.41
Bengali	1,85,692	8.00
Nepali	52,155	2.24

OBSERVATIONS:

18.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for which also the State Government did not furnish any information. The CLM visited Meghalaya met the Chief Minister and H.E. the Governor of Meghalaya. The CLM also visited the educational facilities set up by Aurobindo Ashram Trust. The State Government was requested to furnish information in respect of the linguistic minorities at an early date which has not materialised. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

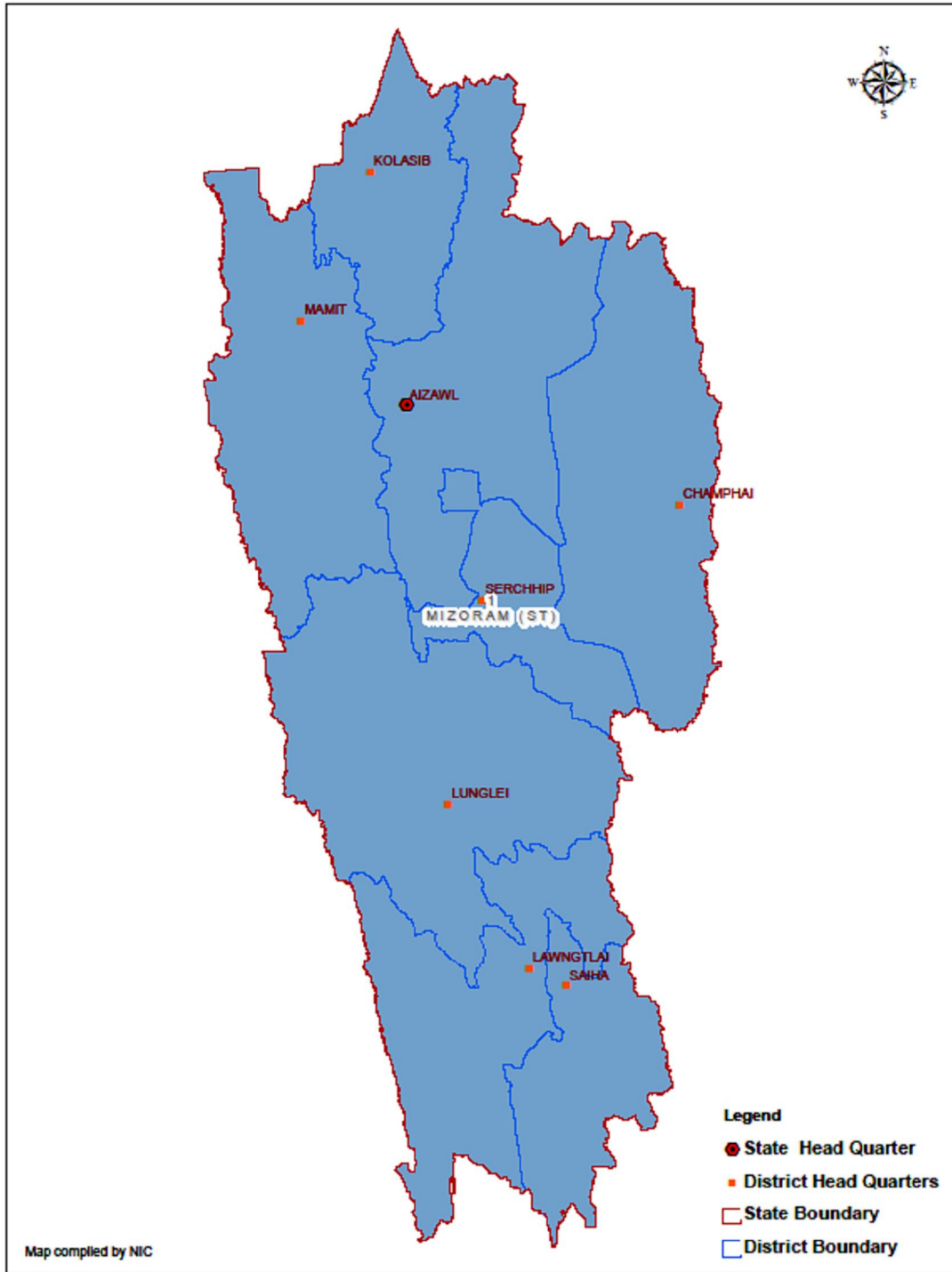
18.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** Khasi and Garo should be declared as the additional official languages and used for such purposes as the State Government deems fit.
- ii.** The applications are received in minority languages, the reply is sent in English because of the financial implications. In so far as the script used for Khasi and Garo is Roman script for which typewriters are available and the employees know these languages, there should be no problem in replying in these languages.
- iii.** Khasi and Garo have not been mentioned as languages used as medium in secondary classes. There is need to develop these languages as medium of instruction.
- iv.** Arrangements for maintenance of registers for registration of the choice of language of the students at the primary level should be made.

- v.** The first public examination is for class V (for the merit scholarship) and the medium used is English. The persons who have studied in any medium other than English (including Khasi and Garo) are placed at a disadvantage. This discrimination discourages the adoption of the mother tongue as a medium of instruction. This practice should be stopped and the examination should be held in all the languages which are media of instruction at the primary level.
- vi.** At the secondary stage, the language is taught but the books for them are not prepared by any agency of the Government. It does not appear that the syllabi of the State Government recommend any books for adoption. There should be an approved list of books and directions to the schools to select books out of this list even if books are not published by the government agency.
- vii.** The orders regarding the Three Language Formula specify the rules for upper primary stage only. A copy of rules for Secondary and Senior Secondary stages should also be sent for information.
- viii.** It appears that there is need for an agency of the Government for development of the languages in the State.
- ix.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

19. Mizoram

Parliamentary Constituencies
Mizoram



LINGUISTIC PROFILE:

19.1. According to the 2001 census the population of Mizoram is 8,88,573. The four prominent languages according to 2001 Census in Mizoram are as given below:

Language	Speakers	Percentage
Lushia/Mizo	6,50,605	73.21
Bengali	80,389	9.04
Pawi	24,900	2.80
Tripuri	17,580	1.97

Mizo is the regional language. It is also known as Lushai and spoken by 73.21% of the state's population. English is the official language of the state. Mizo is the second official language of the state.

OBSERVATIONS:

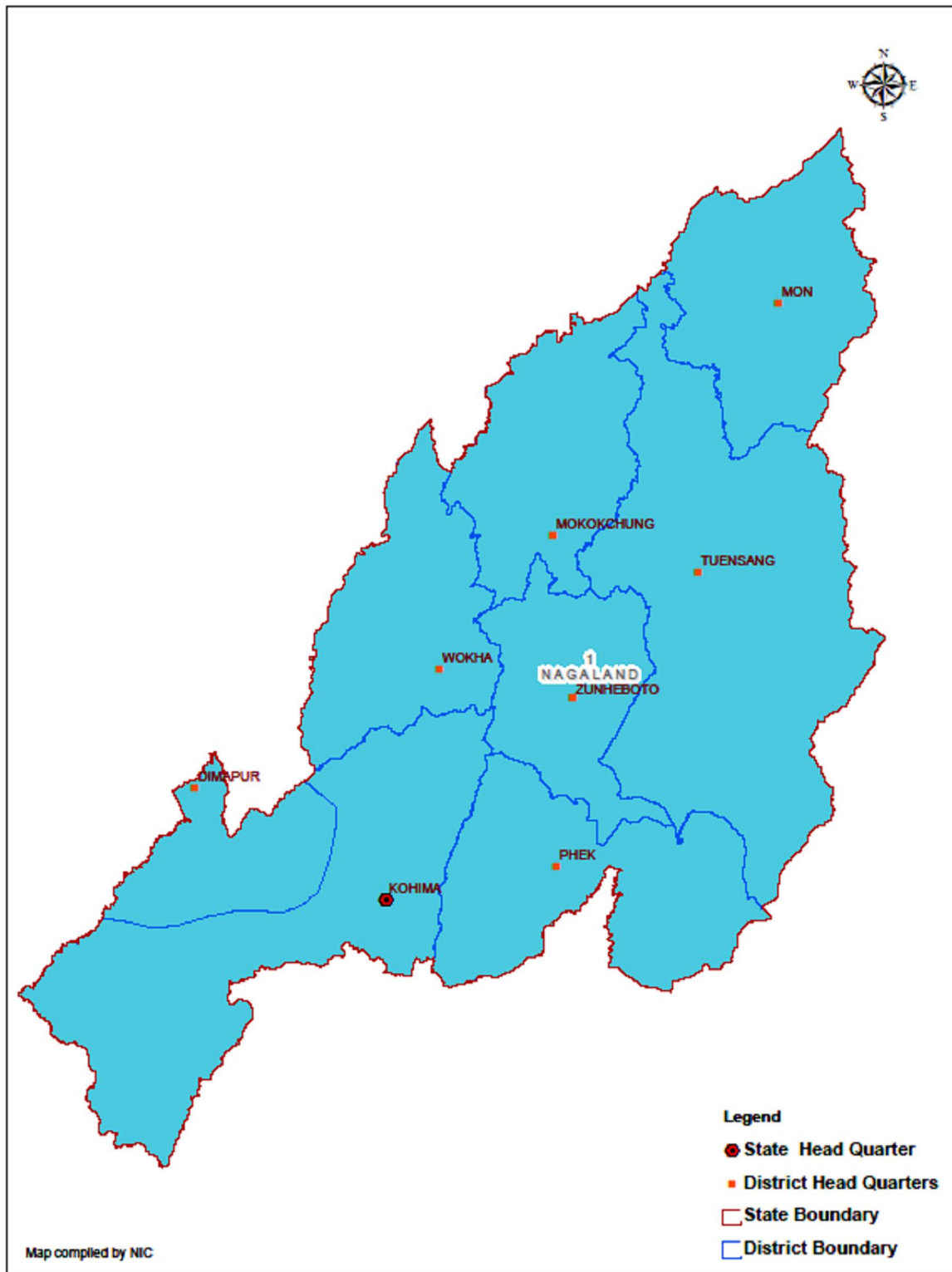
19.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

19.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** The State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- ii.** It should make efforts to develop expertise in languages other than Mizo. It should also help in preparing the books in Lai, Mara Chakma, Paite and Hamar.
- iii.** The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- iv.** The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- v.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

20. Nagaland

Parliamentary Constituencies Nagaland



LINGUISTIC PROFILE:

20.1. According to the 2001 census the population of Nagaland is 19,90,036. The major languages of the state are as under:

Language	Speakers	Percentage
Ao	2,57,500	12.93
Konyak	2,48,002	12.46
Lotha	1,68,356	8.45
Angami	1,31,737	6.61

OBSERVATIONS:

20.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaires for the 45th and 46th Report of the CLM. Therefore, the CLM had visited Nagaland and met the Chief Minister and H.E. the Governor of Nagaland who had assured that the information sought would be forwarded at an early date. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

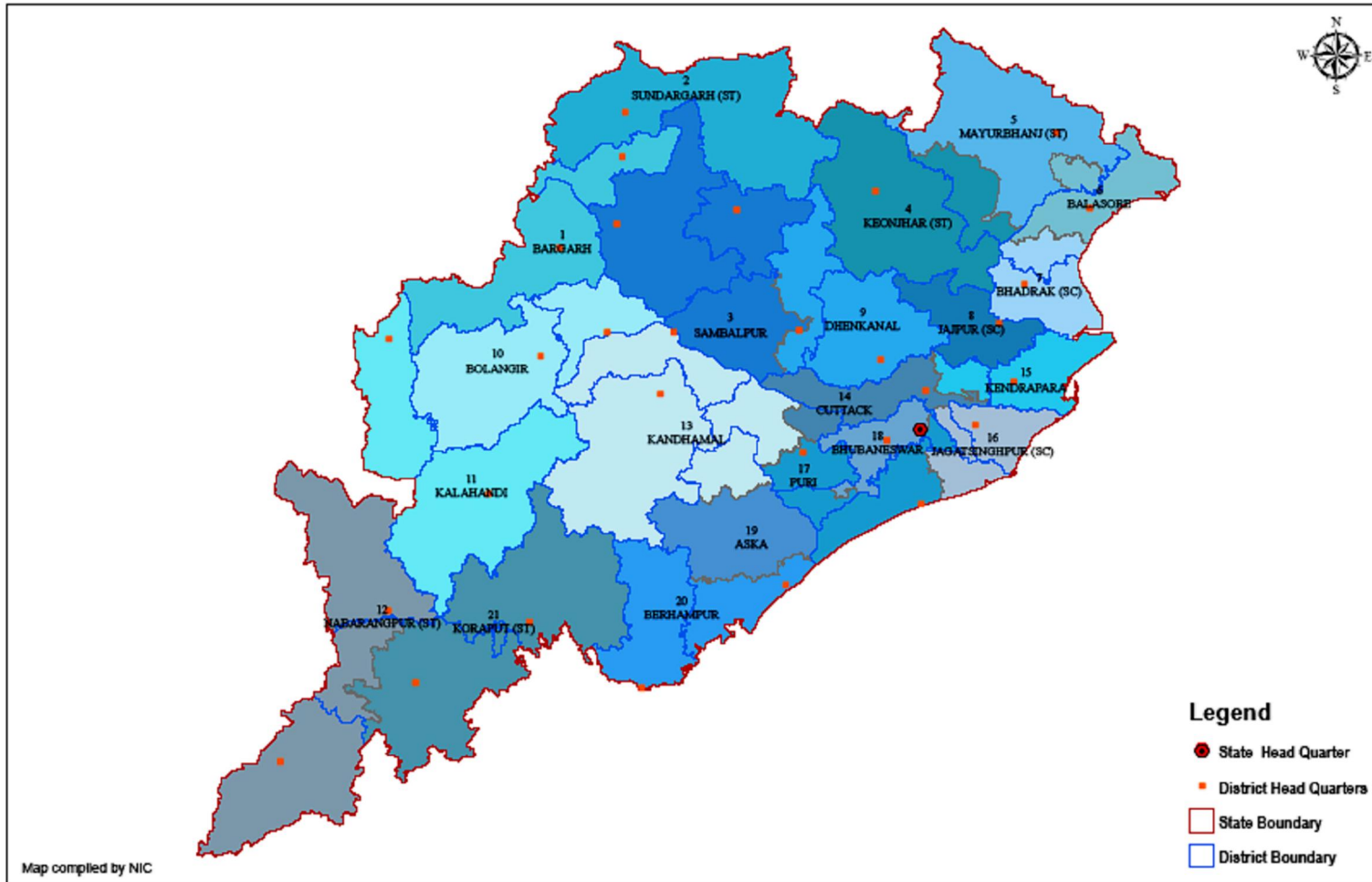
20.3. Based on observations of the CLM during his visits to the state following suggestions are made here, the State Government may go through the suggestions vigilantly and take the desired action.

- i.** The CLM had received an incomplete reply from Nagaland for the Questionnaire for the 44th Report. Almost all the questions had been answered with the word 'NIL'.
- ii.** The information about schools where minority languages are taught should be furnished.
- iii.** State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- iv.** The State Government should clearly specify about the implementation of 'Three Language Formula' in the state.
- v.** The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- vi.** The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.

- vii.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

21. Orissa

Parliamentary Constituencies
Orissa



LINGUISTIC PROFILE:

21.1. The population of Orissa is 3,68,04,660 as per 2001 census. The major languages of the state are as under:

Language	Speakers	Percentage
Oriya	3,05,63,507	83.04
Hindi	10,43,243	2.83
Kui	9,14,953	2.48
Telugu	7,12,614	1.93

English and Oriya are the official languages of the State

OBSERVATIONS:

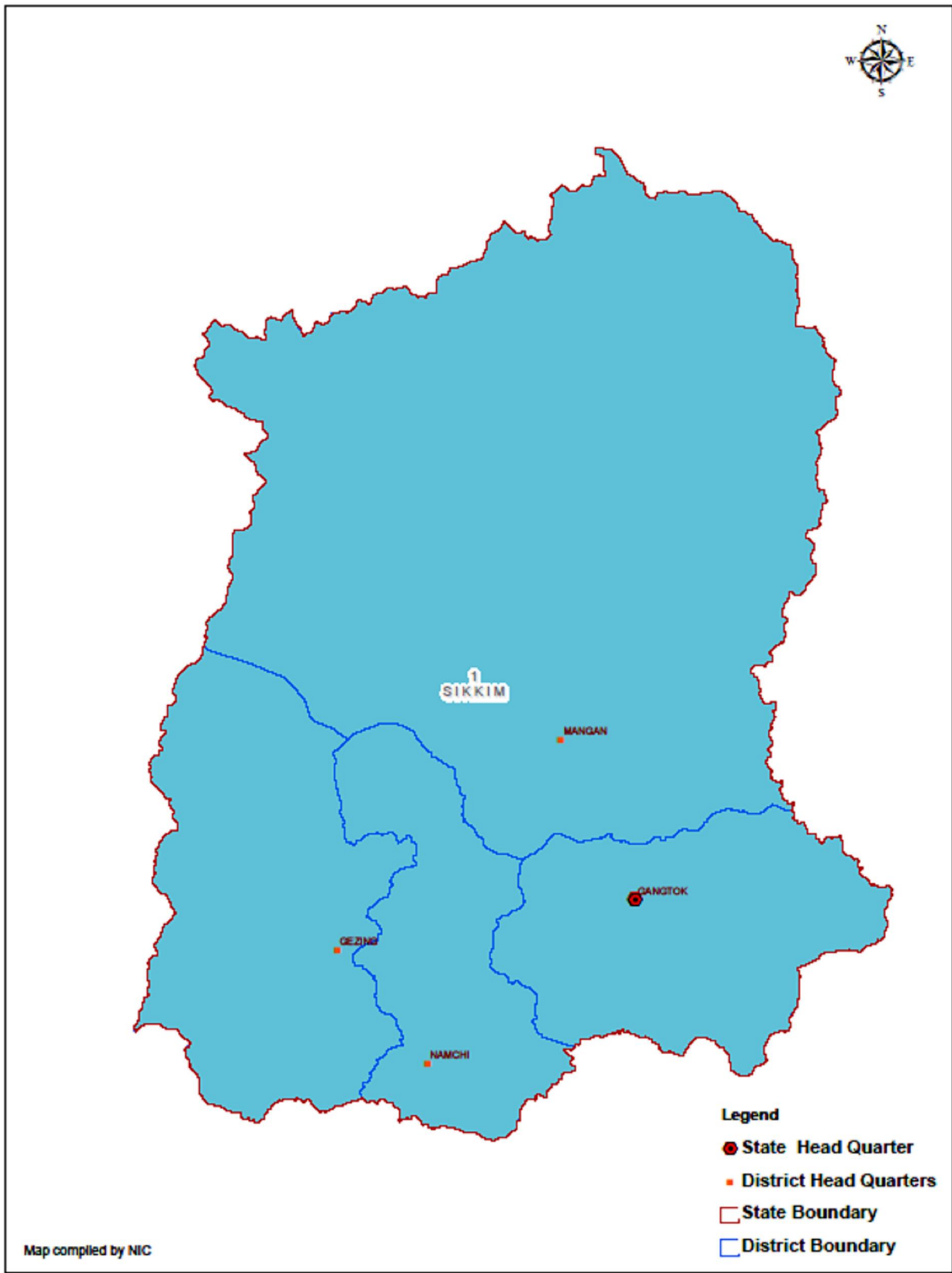
21.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. The CLM visited Orissa and met the Chief Minister, Chief Secretary and also H.E. the Governor of Orissa, all of whom were impressed to cooperate with the CLM organization and pay attention to the repeated complaints of linguistic minorities particularly Telugu fishermen, Santali adivasis, Bengali minorities and those who were living in inaccessible areas. This was necessary to avoid conflict situations and alleviate the poverty from the lowest strata. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

21.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i. The State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- ii. The State Government should clearly specify about the implementation of 'Three Language Formula' in the state.
- iii. The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- iv. The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- v. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

22. Sikkim

Parliamentary Constituencies Sikkim



LINGUISTIC PROFILE:

22.1. According to the 2001 census the population of Sikkim is 5,40,851. The four prominent languages in state are as given below:

Language	Speakers	Percentage
Nepali	3,38,606	62.60
Bhotia	41,825	7.73
Hindi	36,072	6.66
Limbu	34,292	6.34

The State Government in its reply has stated that there are no areas in the State where minority language speakers constitute 60% or more of the local population. According to State Government there are no areas where speakers on Minority languages constitute 15% or more of the local population. However, this seems to be a doubtful proposition, as speaker of Bhotia, Lepcha, Limbu and Hindi constitute approximately 5% to 10% each, of the population of the State.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

22.2. English is the official language of the State.

22.3. There is no publication of important rules, regulation, notices, etc. in minority language in any area. The State has informed that there is no language identified as minority language.

22.4. In reply to Questions on use of minority languages in administration; in matters of recruitment; recognition of linguistic minority institutions; Grants-in-aid to them; educational facilities available to linguistic minorities at the Primary and Secondary stages of education; Three Language Formula and maintenance of Advance Registers, the standard response of the State Government has unfortunately been 'No' or 'NA' (Not applicable).

22.5. Regarding teachers in minority languages, no specific reply has been furnished. However, in their reply to CLM's Questioner for the 45th Report, the State had informed that 2 posts each of the minority language teachers for Bhutia, Lepcha, Limboo, Gurung, Mangar, Mukhia, Newari, Rai Sherpa and Tamang had been created. There are no separate training institutions for minority language teachers.

22.6. The State Government has informed that Text Book Unit of the HRD Department, Government of Sikkim is the designated agency for preparation and publication of text books and the text books are distributed to the students in time.

22.7. It has been stated that the following associations/organizations engaged in the development of languages in the state have been given grants-in-aid as under:

Language	Name of the Organisation/Association	Grants for year 2006-07
Bhutia	Denzong Kayrab Yargay Tsogpo	Rs.27,272/-
Lepcha	Rengjong Mutanchi Ringmom Kurmom	-do-
Limboo	Yakthung Spasok Songjubho	-do-
Gurung	All Sikkim (Tamu) Buddhist Association	-do-
Manger	Akhil Sikkim Mangar Sangh, Gangtok	-do-
Mukhia	Sikkim Sunawar (Mukhioa) Koinchbu	-do-
Newari	Sikkim Newar Guthi Namthang Sough	-do-
Rai	Akhil Kirat Rai Sangh	-do-
Sherpa	Denjong Sherpa Association, Gangtok	-do-
Tamang	Sikkim Tamang Buddhist Association, Gangtok	-do-

22.8. The State Government has set up a Committee with Chief Secretary, Home Secretary, Secretary (IPR), Principal Secretary Social Justice, Empowerment & Welfare Department, Secretary HRD department and Joint Secretary II/Home Secretary as Member. No further information with regard to meetings of the committee of officers entrusted with linguistic minority affairs at the State/district levels has been furnished. The State Government has replied in the negative, to all questions on publication of safeguards available to linguistic minorities and their grievance redressal mechanism, though it has stated time and again that no minority language has been identified in the State.

OBSERVATIONS:

22.9. The Nodal Officer, Special Secretary, Department of Home has furnished reply to the Questionnaire for 46th Report of the CLM. However, the reply hardly furnishes any information on the status of implementation of safeguards for linguistic minorities, but for repeatedly stating that "No language has been identified as minority language in the State so far". The CLM recommends immediate steps to identify the speakers of minority languages in the State and ensure that linguistic minorities are provided all the safeguards constitutionally ordained to them.

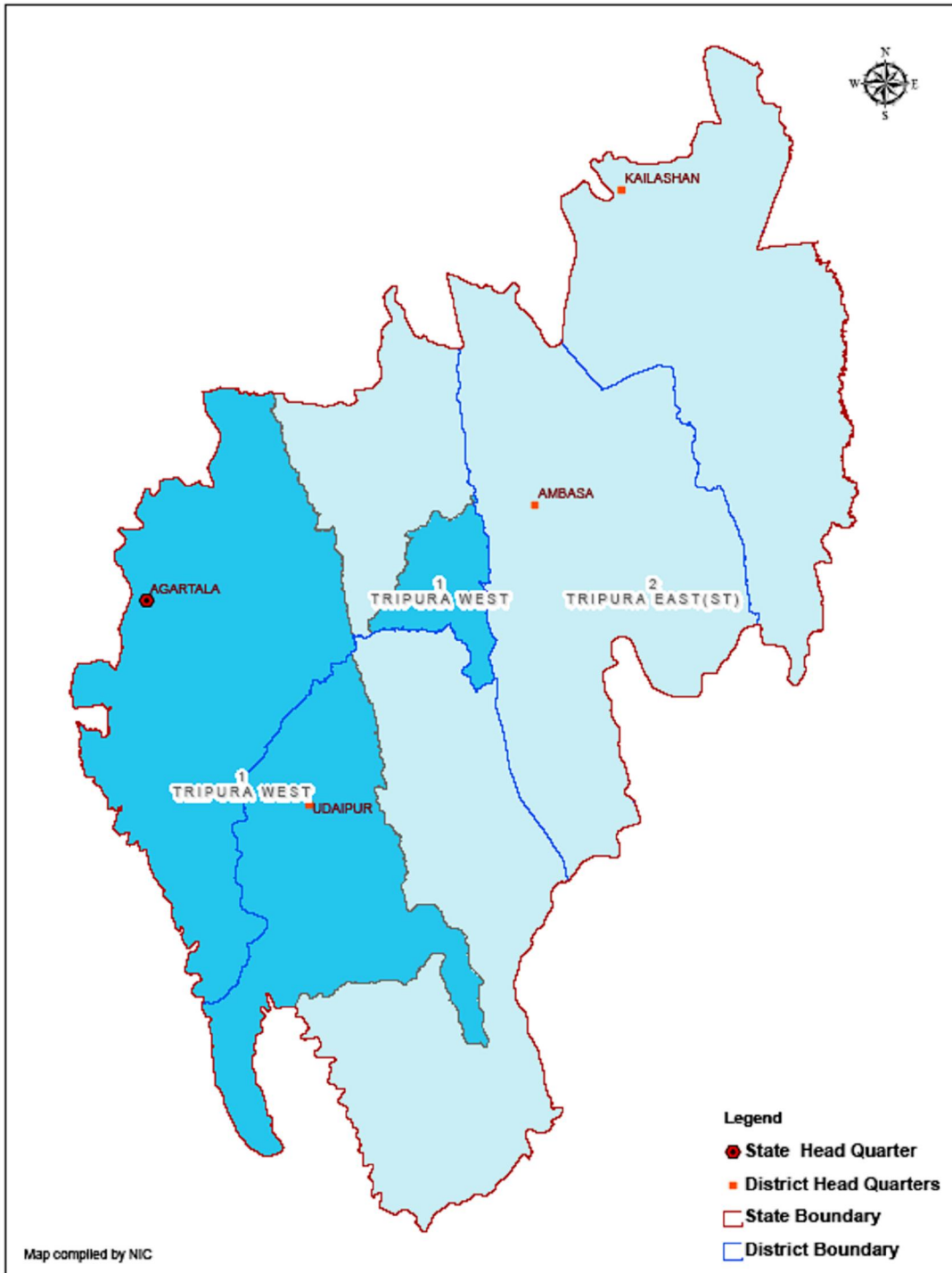
22.10. In addition, the CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population. The areas having more than 15% or 60% population of linguistic minority have not been earmarked.
- ii.** The State Government should ensure that the provision for registration or recognition of linguistic minority institutions is well established.

- iii.** The State Government should clearly specify the option under Three Language Formula. The status of Nepali has not been clarified under the three language formula.
- iv.** The State Government should establish separate training institutions for minority language teachers.
- v.** The State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.
- vi.** The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- vii.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district levels.

23. Tripura

Parliamentary Constituencies
Tripura



LINGUISTIC PROFILE:

23.1. Population of Tripura is mentioned as 31,99,203 as per census 2001 but the linguistic break up given is for the census 1991. The data for census 2001 has also been available for quite some time. It does not seem to have caught the attention of Tripura Government. The data is as follows -

Language	Speakers	Percentage
Bengali	21,47,994	67.14
Kok Borok	8,14,375	25.46
Chakma	64,690	2.55
Mogh	28,850	0.90
Manipuri	20,716	0.64
Bishnupriya Manipuri	21,716	0.68
Halam Kuki	17,990	0.56

The census 2001 lists two more languages Hindi and Oriya which have 53,691 and 23,899 persons respectively which means 1.67 % and 0.74 % of the total population for the two languages

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

23.2. Bengali and Kok Borok are the co-official languages of the state. It is said that notifications, etc. are published in Kok Borok also. Training material is also made available in this language. The local bodies are permitted to use Kok Borok in their deliberations and records. Representations are received and replied to in Kok Borok. A translation Bureau exists for the translation. Such facilities do not exist for other minority languages but, then, there are no areas where their population is more than 15 % of the local population.

23.3. Kok Borok, Manipuri, Bishnupriya Manipuri, Chakma are used in the schools curriculum. The number of schools recognized for this purpose is as follows -

Kok Borok	513
Bishnupriya Manipuri	36
Manipuri	20
Chakma	27
Halam Kuki	17

23.4. It is noted that no Hindi institutions are mentioned. It is also to be mentioned that all these institutions are Government schools. The number of students and teachers in these schools is as follows -

Language	Schools	Students	Teachers
Kok Borok	492	75,500	2,517
Bishnupriya Manipuri	36	3,675	42

Manipuri	20	1,255	28
Chakma	27	1,415	35
Halam Kuki	17	1,510	22

All the Kok Borok schools are said to have the language as the medium also.

- 23.5.** It is also informed that Kok Borok is also taught as a language in class 6 to 12 in 21 schools where there are 2,571 students and 36 teachers for the language.
- 23.6.** In the Three Language Formula, only Bengali/ Kok Borok and English are mentioned. Hindi is not mentioned. Sixty two students appeared in class 10 examination and 37 in class 12 examination with Kok Borok as a subject.
- 23.7.** The earmarked teachers are mentioned only for Kok Borok, in which it is said that all the 2,517 posts are filled up. It is hoped that there will be earmarked posts of teachers for other languages also so that replacement can be done easily.
- 23.8.** SCERT along with Tripura Board of Secondary Education are responsible for preparation and distribution of the text books for various languages. Books are given free of cost for class 1 to 8 while text book grants can be given for higher class students also. Books are said to be supplied on time.
- 23.9.** There is no mechanism for advance registration of linguistic preference for the students. This can assist the administration in preparing for the supply of books as also for posting of teachers in the concerned schools. It can not be said how many students fail to get the subject or the medium of their choice and are forced to take up whatever is available in the school to which they go.
- 23.10.** SCERT is also responsible for publication of literary magazines in various minority languages but there is neither separate Academy nor separate budget for these publications. Books of poems, drama are also said to be published but no details of activity during the year under review are given. The cumulative total has also not been given.
- 23.11.** It is stated that Advisory Committees have been set up for the minority languages. Neither their composition nor their terms of reference have been given. It is said that they met in August/ September/ November but the dates are not given and the gist of their discussions is also not given. There does not appear to be any state level or district level committee for monitoring of the implementation of the safeguards. No officer at the state level has been designated to receive the complaints from the linguistic minorities. For the districts, Collector is the officer who can receive the complaints. But when it comes to the question as to who is in charge of this work, only the District Education Officer is mentioned.

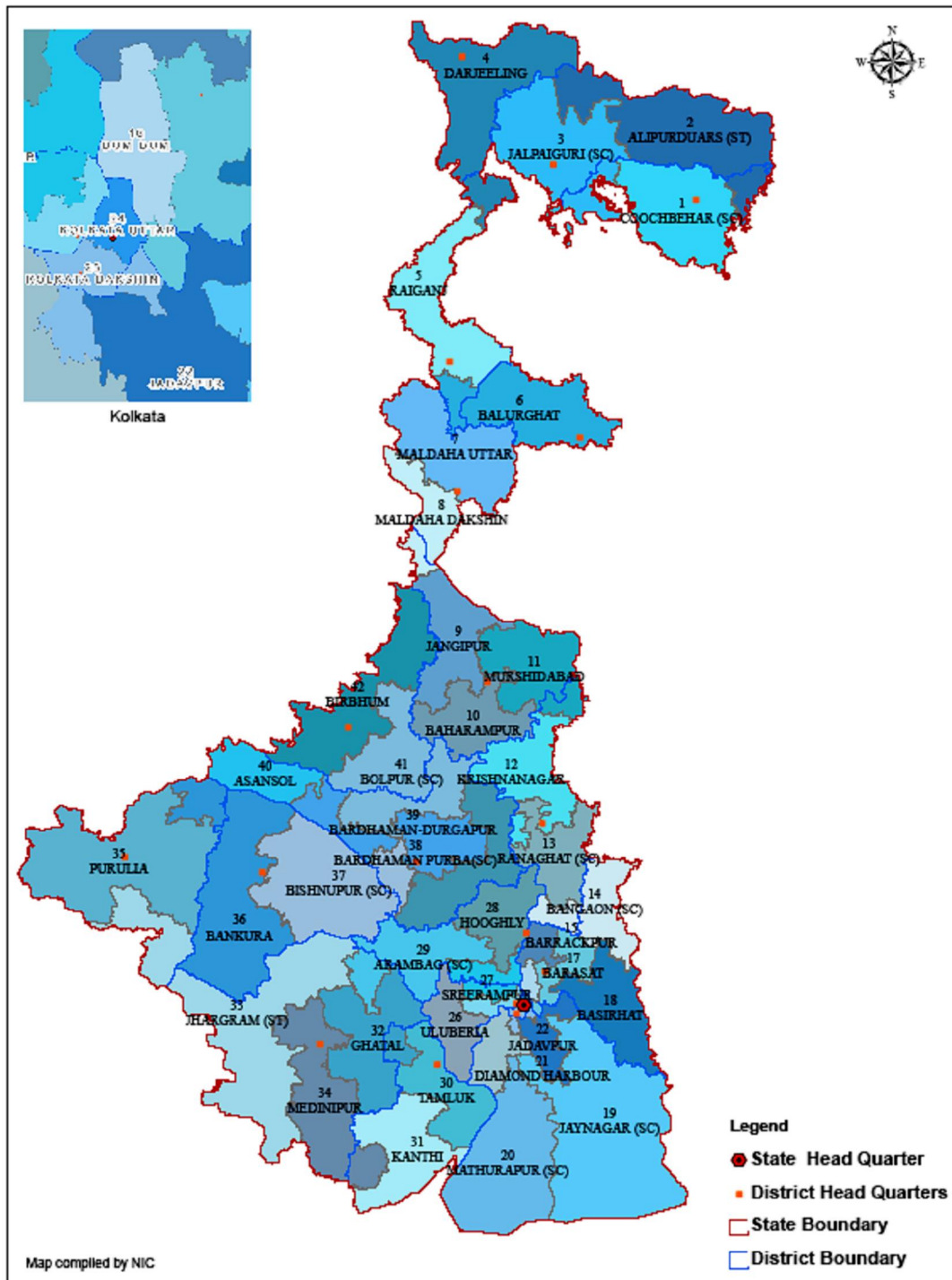
OBSERVATIONS:

- 23.12.** The state government has furnished reply to the Questionnaire for this, the 46th Report of the CLM. However, as would be seen from the preceding paragraphs of

the performance of the state government in the implementation of safeguards for linguistic minorities can hardly be termed to be satisfactory. The state government ought to sensitize itself towards the genuine grievances of linguistic minorities and initiate remedial steps for their redress. It is observed that there was a Commission set up in year 2002 or thereabout for enquiring into the scope for development of the minority languages. Despite requests, we were not informed about the contents of the Report or about the action taken thereupon. We hope that this can be done now.

24. West Bengal

Parliamentary Constituencies West Bengal



LINGUISTIC PROFILE:

24.1. According to the census of 2001 the population of West Bengal is 8,01,76,197. However, the four prominent languages are as given below:

Language	Speakers	Percentage
Bengali	6,83,69,255	85.27
Hindi	57,47,099	7.16
Santali	22,47,113	2.80
Urdu	16,53,739	2.06

24.2. The State Government has furnished the following statistics on percentage of speakers of languages.

Language	Percentage
Bengali	85.07
Hindi	7.15
Urdu	2.05
Nepali	2.39
Oriya	0.25
Punjabi	0.08

However, it is not clear as to why Santali with 2.80 % speakers, has been ignored by the State Government in its reply to the CLM's Questionnaire.

24.3. The State Government has informed that in the Darjeeling Hill area Nepali speakers constitute more than 60% of the local population. Urdu speakers constitute more than 15% of the Islampur Sub Division in Uttar Dinazpur district.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

24.4. The State Government has informed that Bengali and English are the official languages of the state. It is informed that representations/ petitions are received in minority languages but these are replied to only in Bengali and English.

24.5. The information furnished with regard to publication of gist of important rules, regulations, notices, etc. is contradictory. In reply to question no. 7(b), it is stated that this is being done in Nepali only in the three sub-divisions of Darjeeling Hill district. Whereas, in reply to question no. 18(a) it is said that no publication is being done in minority languages. Further, in reply to question on translation bureau the answer furnished is "No". Whereas at another place it has been stated that the Government has set up a Translation Cell for translation of minority languages.

24.6. The State Government has informed that the West Bengal Board of Secondary Education on recommendation of School Education Department is the recognizing authority for institution claiming to be linguistic minority institutions. No statistics

has been furnished in this regard. However, it has been stated that Anglo-Indian schools and Christian Minority schools have been granted recognition. It has also been stated that applications for recognition from hundred and twenty schools from hill areas are pending with the State Government as on 30-06-2008.

24.7. The Director of School Education Department is the authority to sanction grants to linguistic minority primary and secondary schools, though no statistics has been furnished in this regard.

24.8. The State Government has furnished the following figures with regard to educational facilities available to linguistic minorities at the primary stage of education:

Language	Schools	Students
Hindi	1,189	3,52,775
Urdu	301	1,38,700
Nepali	762	19,650
Santali	76	73,710
Telugu	22	3,571
Oriya	61	--

24.9. The figures furnished with regard to educational facilities available to linguistic minorities at the secondary stage of education are as under:

Language	Schools
Hindi	308
Urdu	71
Nepali	153
Santali	14
Telugu	6
Oriya	14

24.10. It has been informed that at the secondary stage of education the following languages are being taught as a subject:

Language	Schools
Hindi	353
Urdu	87
Nepali	88

24.11. The State Government has stated that the following languages are being taught under the Three Language Formula:

- i. First Language : Mother Tongue
- ii. Second Language : English
- iii. Third Language : Regional Language (Hindi, Urdu etc.)

24.12. However, in its reply for the 45th Report of the CLM stated it was stated that Hindi, Oriya, Telugu, Nepali and Urdu are the first language, Bengali, the second language and English, the third language under the Three Language Formula. There is therefore obvious anomaly in the information furnished. The State

Government must clarify the position with regard to languages being taught as the first, second and third language under the Three Language Formula.

24.13. The State Government has not furnished information with regard to minority language teachers. It is, however, stated that there is one Urdu medium Primary Teachers' Training Institute and one Hindi Medium Primary Teacher's Training Institute to train minority language teachers.

24.14. It has been informed that the West Bengal Board of Primary Education, Director of School Education, Director of Madarasa Education and West Bengal Board of Secondary Education are the agencies entrusted with preparation and publication of text books and other teaching materials in minority languages. It has also been stated that minority language text books and teaching material is being procured from the Governments of Andhra Pradesh and Orissa. These text books and teaching materials are distributed free of cost to primary students and to secondary stage students under the pricing policy of the West Bengal Board of Secondary Education.

24.15. The State Government has stated that there is no system of maintenance of Advance Registers for registering linguistic preference of linguistic minority pupils.

24.16. Hindi Academy and Urdu Academy are functioning in the state. The grants to these academies in the year 2007-08 have been as under:

○ Hindi Academy	:	Rs. 1,36,000
○ Urdu Academy	:	Rs. 90,00,000

24.17. There is a state level committee headed by Minister of State and with Chief Secretary and Secretary of the department of Minority Affairs as members to monitor and review the implementation of safeguards provided to linguistic minorities. At the district level the District Magistrate and District Officers concerned with minority affairs monitor the implementation of safeguards.

24.18. The State Government has stated that the publicity of safeguards available to linguistic minorities is being done through Collectors of the districts. It has also been stated that mechanism for publicizing the safeguards is in the process of being developed.

OBSERVATIONS:

24.19. The Nodal Officer who is the Director & Ex-officio Joint Secretary, Department of Minority Affairs and Madarasa Education, has furnished a reply to the Questionnaire for 46th Report of the CLM. However, replies to many questions are very sketchy and in some cases these are ambiguous. The State Government is, therefore, advised to be more careful and comprehensive while furnishing information to the CLM. The following suggestions are being made for action on each one of them:

- i.** A copy of the guidelines framed for recognition of linguistic minority institutions may be forwarded to CLM.
- ii.** Maintenance of Advance Registers is very essential to provide facilities to linguistic minorities students at the primary and secondary stages of education. Orders may, therefore, immediately be issued to schools for ensuring maintenance of Advance Registers by them.
- iii.** A copy of the orders regarding the three language formula be furnished as the information furnished on Three Language Formula is ambiguous.
- iv.** Gist of important rules, regulations, notices, etc should be published in minority languages in areas where they constitute 15% or more of the local population. Similar action be taken in areas where they constitute 60% or the more of the local population.
- v.** The state should provide clear-cut information on translation facilities available to translate notices, etc. in minority languages.
- vi.** There are a number of organizations which are looking after the supply of textbook to various classes. The exact responsibility of these organizations should be stated.
- vii.** The position about the prior knowledge of Bengali before entry into State services is not clear. The exact position may be intimated.
- viii.** Activities and achievements of the Urdu & Hindi Academies during the year under review should be intimated.
- ix.** Information on availability of minority language teachers in primary and secondary schools of the state should be intimated and action be taken to fill up the vacant posts of teachers in minority languages.

Western Zone

Dadra & Nagar Haveli

Daman & Diu

Goa

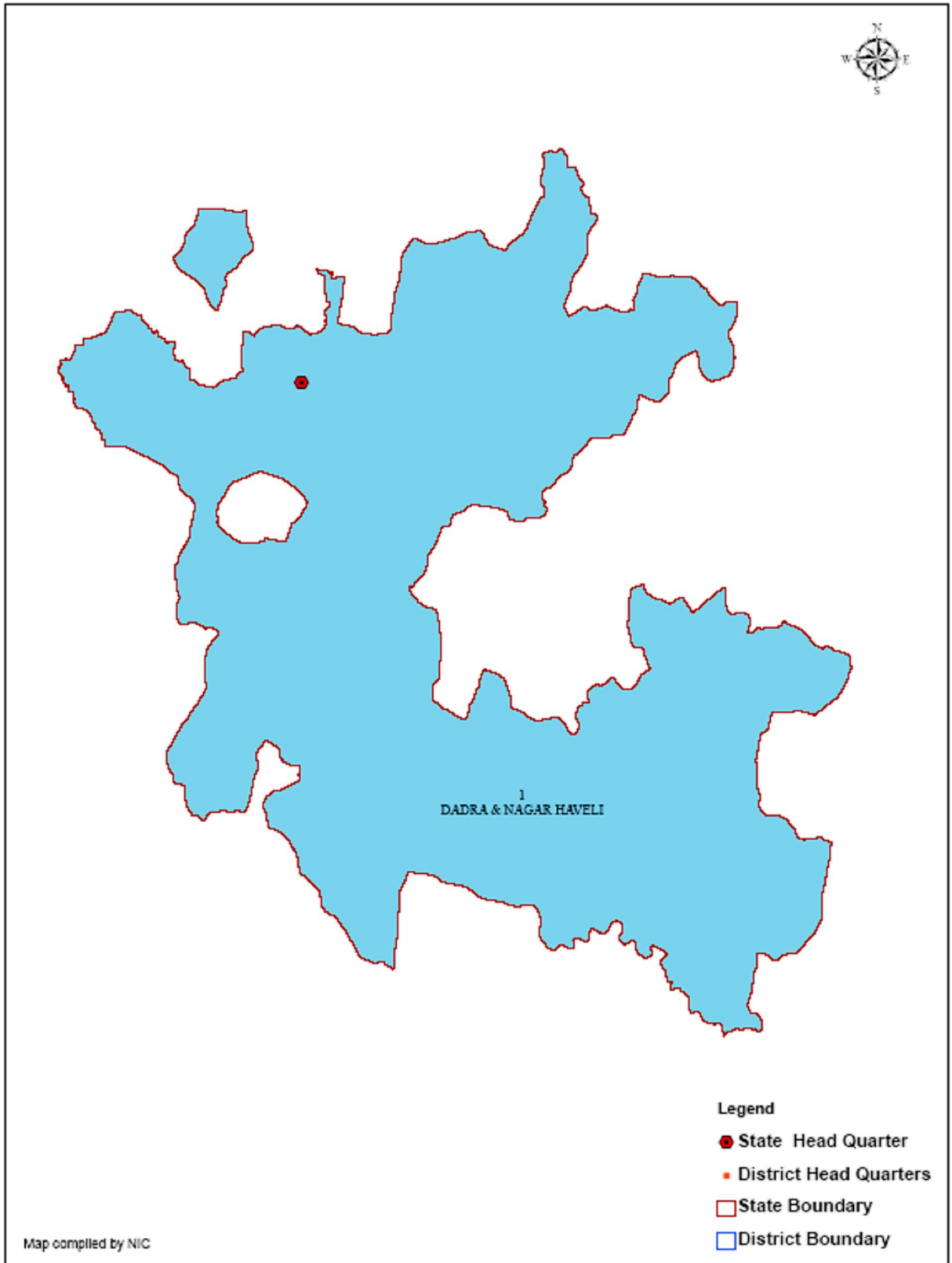
Gujarat

Karnataka

Maharashtra

25. Dadra and Nagar Haveli

Parliamentary Constituencies
Dadra & Nagar Haveli



LINGUISTIC PROFILE:

25.1. Dadra and Nagar Haveli is a single district union territory and its population is 2,20,490 as per 2001 census. The four prominent languages as per Census 2001 are as follows:

Language	Speakers	Percentage
Bhili	89,132	40.42
Gujarati	52,074	23.61
Hindi	33,237	15.07
Konkani	22,795	10.33

25.2. The largest linguistic group is Bhili speaking comprising 40.42% of the population. Other languages of significance are Gujarati; Konkani; Hindi and Marathi. Even so talking about the problems faced by the Government and Administration, the reply says, "No problems of this UT. No linguistic minorities' population and no complaints received for their problems". We had occasion to point it out earlier also that the authorities of the Union Territory do not seem to know what linguistic minorities mean.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

25.3. Regarding the official language of the territory, it is said that there is no official language notified for the UT but being UT, it usually follows the language of the union which is Hindi. The UT administration has sought the opinion of the representatives' viz. the MP, President, District Panchayat and President, Silvassa Municipal Council. As soon as their response is received, a proposal for notifying the official language will be sent to the Ministry of Home Affairs. In this context, this has to be pointed out that there is no specification in the Constitution that the official language of the State should be a language mentioned in the Eighth Schedule. It can logically be Bhili which is the language of the majority of the people. Gujarati, Marathi and Hindi can be the additional official languages. Judging from the statement that there is no linguistic minority in the UT, it does not appear that officers have pointed this fact to the representatives. They should do so and then decide on the issue. It is hoped that Ministry of Home Affairs will also take note of this.

25.4. Having dismissed the very idea of there being linguistic minorities, the question of any institute being recognized as linguist minority institute does not arise. Nor is there any chance of Bhili as the medium or the subject in any school. When it comes to language, only Gujarati, Marathi, English and Hindi are taught in the schools. The number of students at the public examinations is as follows:

Language	Class 8	Class 10	Class 12
Gujarati	3,107	1,780	1,326
Marathi	767	412	294

English	878	614	347
Hindi	387	118	50

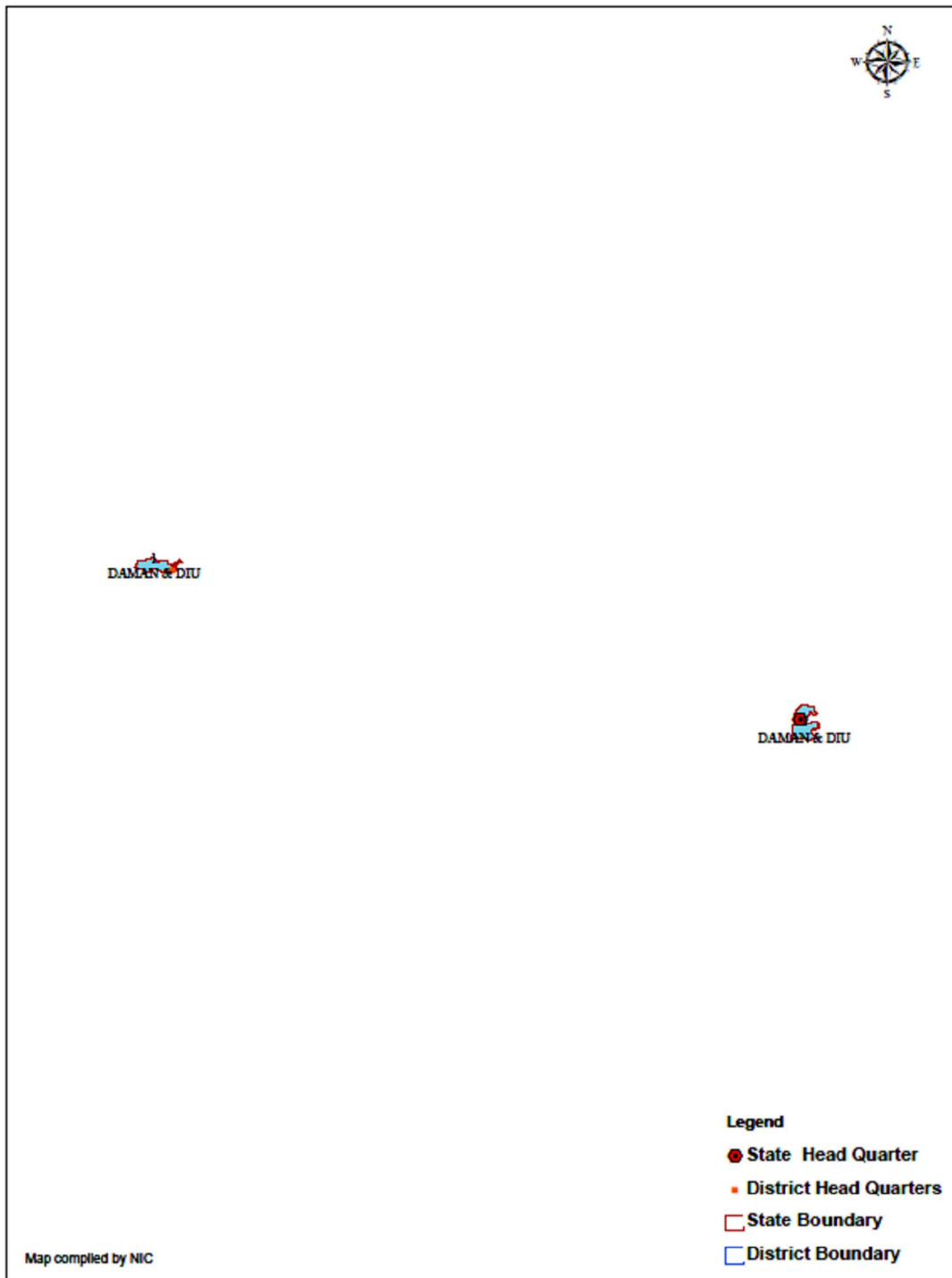
The figures do not add up. Normally every body studies English. Therefore, its number should have been more. Again the number of students going down sharply from class 8 to class 10 raises doubts. Even if it is argued that many of the students give up Hindi after class 10, yet the number 50 is too small.

OBSERVATIONS:

- 25.5.** The reply to the Questionnaire for the 46th Report of the CLM has been received from The Deputy Secretary, Home giving the information on various points. Collector is the Nodal Officer for the linguistic minorities. There is no separate machinery to look after the interests of the linguistic minorities. The Department which does this work is the Education Department.
- 25.6.** We would urge the authorities to read other parts of this Report and earlier Reports to understand the concept of the linguistic minorities and take practical steps towards implementation of the safeguards as envisaged in the Constitution and as per nationally agreed scheme of safeguards. The example of Lakshadweep, another Union Territory, should be followed. Our report about it should be read carefully.

26. Daman and Diu

Parliamentary Constituencies
Daman & Diu



LINGUISTIC PROFILE:

26.1. According to the 2001 census the population of Daman and Diu is 1,58,204. The major Linguistic break-up is as follows:

Language	Persons	Percentage
Gujarati	1,07,090	67.69
Hindi	30,754	19.43
Marathi	6,763	4.27

English, Hindi and Gujarati are the official Languages.

OBSERVATIONS:

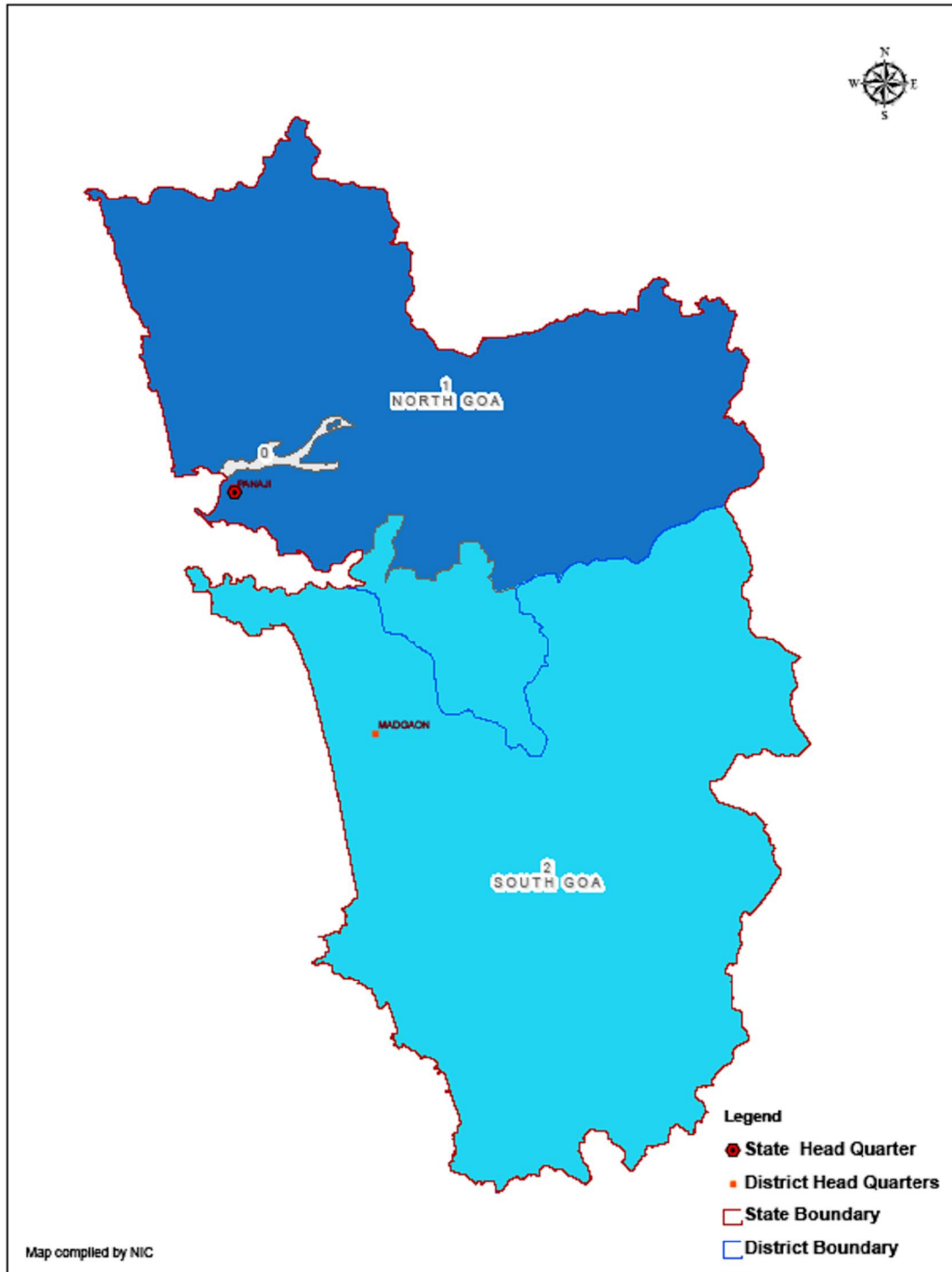
26.2. In spite of repeated reminders from the Commissioner for Linguistic Minorities, the UT Administration of Daman and Diu failed to furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The UT Administration is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

26.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i. The UT Administration should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students. The UT Administration may consider people with mother-tongue of Marathi, Telugu and Tamil, etc. as Linguistic Minorities.
- ii. The UT Administration should clearly specify the options under 'Three Language Formula' for those whose mother tongue is Hindi or Gujarati, and for those whose mother tongue is other than Hindi or Gujarati,
- iii. The UT Administration should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- iv. The UT Administration should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- v. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at district level. This should also include a monitoring committee to check action taken by the subordinate officers.

27. Goa

Parliamentary Constituencies
Goa



LINGUISTIC PROFILE:

27.1. The population of Goa is 13,47,668 . Linguistic profile as per 2001 census is as follows-

Language	Persons	Percentage
Konkani	769,888	57.12
Marathi	3,04,208	22.57
Hindi	76,775	5.69
Kannada	74,615	5.53

There are two districts namely North Goa and South Goa. Marathi speakers are the dominant linguistic group in the North and Konkani speakers are dominant in the Southern part of Goa. It has been stated in the reply that there are no district where linguistic minorities are more than 60% of the population.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

27.2. Konkani is the official language of the state. However, in the Official Language Act, it is provided that Marathi shall also be used for all or any of the official purposes. No language is declared as minority language in the State. There is no practice of posting of Officers who know local languages; and the gist of rules, regulations and notices etc. are published in the minority language. Representations/ petitions in the minority language are accepted, however, these are replied in English. Knowledge of Konkani and Marathi is essential for recruitment in state services.

27.3. The details of linguistic minorities' institutions recognized by the state government are as under-

Language	Number
Urdu	3
Kannada	2
Telugu	1
Malayalam	1
Hindi	4

No application for recognition is pending with the State Government. The Director of Education is also the authority for sanction of grants- in –aid. No institution has been sanctioned grants-in-aid during the period.

27.4. The details of the Primary Schools (Class I to V) where the minority language is a medium of instruction is as follows-

Language	Schools	Students	Teachers
Urdu	27	2061	70
Kannada	15	1499	52
Malayalam	1	2	1

Telugu	1	43	2
Hindi	4	369	16

27.5. The details of Upper Primary Schools (Class V to VIII) where the minority language is the medium of instruction is as follows-

Language	Schools	Students	Teachers
Urdu	4	561	20
Kannada	5	622	21

27.6. The number of Secondary Schools (Class VIII to X) where instruction is being provided in minority languages is as follows-

Language	Schools	Students	Teachers
Urdu	4	464	24
Kannada	2	262	9

27.7. The "Three Language Formula" applicable in the state is as under-

1. First Language : English
2. Second Language: Hindi
3. Third Language : Konkani/ Marathi/ Urdu/ Kannada

27.8. Preparation and publication of text-books and other teaching materials in minority languages is done by the Maharashtra Text book Bureau for students up to Class-VII and the Goa Board of Secondary Education supplies text books for Class-VIII to XII. It is stated that these agencies supply the books in time. It is also stated that besides Maharashtra, text books are procured from Karnataka for distribution. The text books for Class I to VIII are supplied free of cost in Goa.

27.9. The State Government had stated that the statistics with regard to maintenance of Advance Registers is not available. However, the State Government had earlier informed that Advance Registers were being maintained in 1003 primary schools, 73 upper primary and 364 secondary schools in the State.

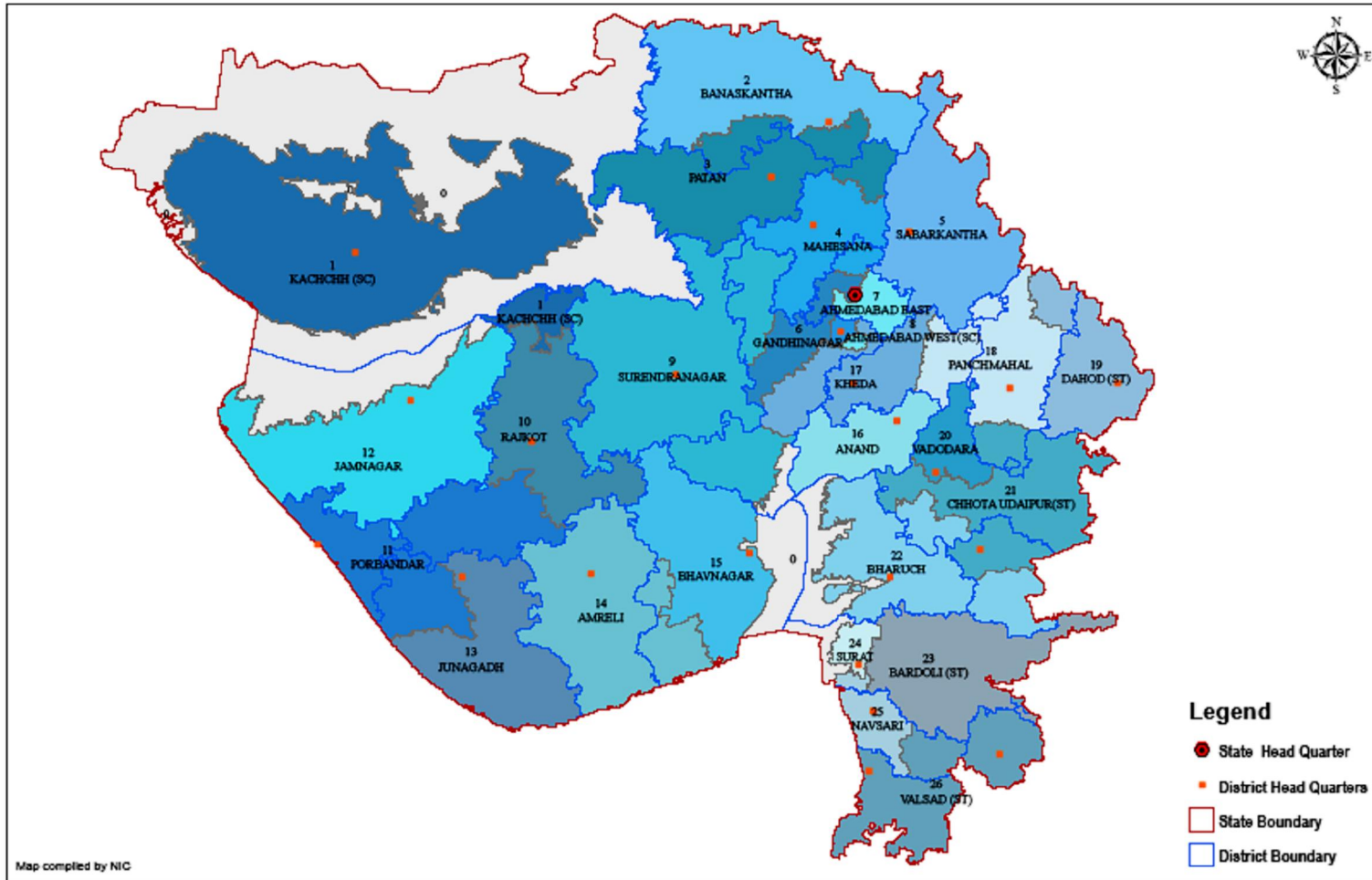
27.10. It is informed that no Academy has been established nor is any assistance currently being provided for the promotion of minority languages in the State. A State Level Committee, headed by the Chief Secretary, is responsible for implementation of the Safeguards provided to linguistic minorities. The Director of Education has been designated as the Nodal Officer for linguistic minorities in the State.

OBSERVATIONS:

27.11. The state has furnished a reply to the Questionnaire for the 46th Report of CLM. It would be seen from the preceding paragraphs the State Government's performance in the implementation of the Scheme of Safeguards though satisfactory could be toned up further.

28. Gujarat

Parliamentary Constituencies Gujarat



LINGUISTIC PROFILE:

28.1. Population of Gujarat as per 2001 Census is 5,06,71,017. The Linguistic break-up of major minority languages (more than 1%) is as follows:

Language	Persons	Percentage
Gujarati	4,27,68,386	84.40
Bhili	24,05,563	4.74
Hindi	23,88,814	4.71
Sindhi	9,58,787	1.89

OBSERVATIONS:

28.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. The CLM has visited Gujarat several times and recorded the complaints of Oriya, Telugu and Marathi people living in Surat. There have also been complaints from Katchhi people. Similarly, Marathi speaking people of Baroda have also complained of total neglect of their demands by the State Government. Sindhi people live in Gujarat in large numbers. Their linguistic aspirations and constitutional rights in respect of Sindhi language learning are ignored by the State Government. The State Government is, therefore, requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

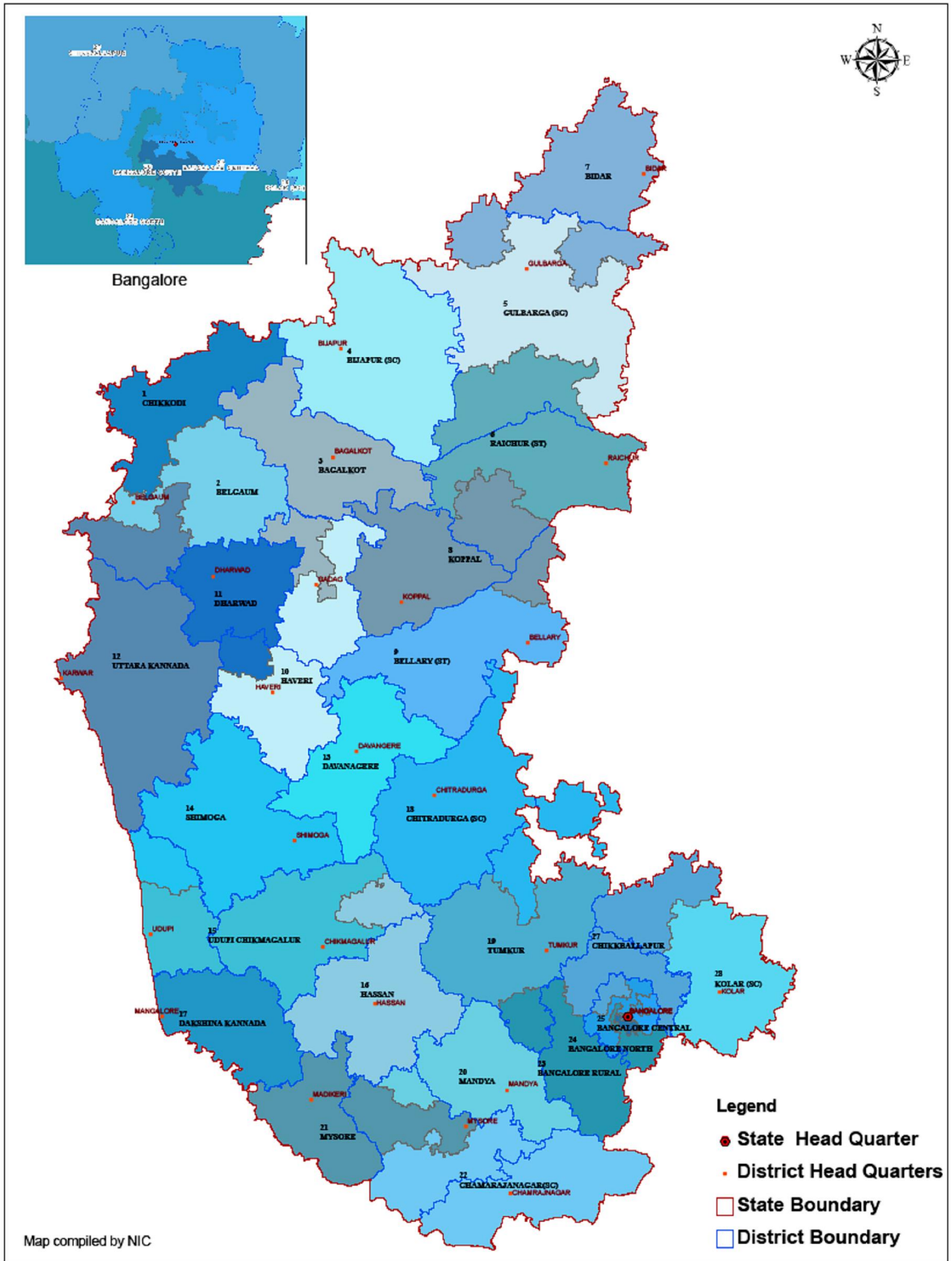
28.3. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i.** The decision taken regarding treating Katchchi as a separate language may kindly be communicated.
- ii.** Procedures should be set up for translation of the important rules either at state headquarters or in the respective districts.
- iii.** In the secondary education, it should be intimated if there are government schools which have media other than Gujarati, Hindi and English along with related figures for students, teachers and schools.
- iv.** In the Three Language Formula, figures for class 6 and 7 should also be informed.
- v.** Advance Registers for ascertaining the preferences of the students for the medium of education should be maintained in the districts where there are significant number of speakers of minority languages.
- vi.** The position regarding knowledge of Gujarati at the time of recruitment may be informed. If knowledge of Gujarati is essential at the time of recruitment there should not be any provision for passing departmental examination after joining service.

- vii.** A special circular should be issued to the district officials to make them aware of the facilities provided to the linguistic minorities.
- viii.** A mechanism for periodical review of the implementation of the safeguards for the linguistic minorities may be created at the district level. The representatives of the linguistic minorities may be associated with it.
- ix.** Suggestion for a high level committee for monitoring the implementation of the safeguards had been accepted but action taken to form the committee should be informed.
- x.** The procedure of granting recognition on the basis of grants has been stopped after 1998. This has made it difficult for the linguistic minorities to be registered as 'minority institutes'. In the interest of the education of the linguistic minorities, the decision ought to be reviewed.
- xi.** The CLM had pointed out in the 43rd report that in the primary schools, the amount of grant has been limited to 85% of the salary of teachers. There is no grant for pay of clerks, peons, farrash, the rent of the building, stationary, publications and traveling allowances. The institutes are expected to bear all these expenses and also pay the balance of 15% of the teachers' salaries. This is very difficult to follow and should be reviewed.

29. Karnataka

Parliamentary Constituencies Karnataka



LINGUISTIC PROFILE:

29.1. According to 2001 Census the total population of Karnataka is 5,28,50,562. The Linguistic break-up for four prominent languages is as follows:-

Language	Speakers	Percentage
Kannada	3,48,38,035	65.91
Urdu	55,39,910	10.48
Telugu	36,98,657	6.99
Marathi	18,92,783	3.58

29.2. The State Government has informed that there are no areas where the speakers of minority languages constitute 60% or more of the local population. It is silent on the question of areas with 15% or more of minority language speakers.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

29.3. Kannada is the official language of the state.

29.4. The State Government has not furnished any information on whether the gist of important rules, regulations and notices, etc. is being published in minority languages in areas with 15% or more of minority language speakers linguistic minority population.

29.5. The State Government has informed that recognition of minority institutions on the basis of language has been stopped as per GOI order. Hence, no institution has been recognized on the basis of being a linguistic minority in the state. It is not clear as to what is the GOI on the basis of which recognition to linguistic minority institutions has been stopped. This needs to be clarified by the State Government.

29.6. The Government of Karnataka is the authority to sanction grants to linguistic minority institutions. However, no information has been furnished with regard to the number of linguistic minority institutions which have been sanctioned grants-in-aid during 2007-08.

29.7. The State Government has furnished the following statistics with regard to educational facilities available to linguistic minority students at the primary stage of education:

Language	Schools	Students	Teachers
Urdu	3,938	4,92,084	12,263
Telugu	80	12,781	244
Tamil	112	25,163	617
Marathi	937	145,725	4,096

29.8. The State Government has informed that 7,661 students in 55 schools are being taught Urdu language at the primary stage of education.

29.9. The State Government has furnished the following statistics with regard to educational facilities available to linguistic minorities students at the secondary stage of education:

Language	Schools	Students	Teachers
Urdu	423	78,972	1,843
Telugu	12	2072	61
Tamil	09	769	60
Marathi	191	48,823	1,296

29.10. The State Government has informed that 1,996 students in 5 schools are being taught Urdu language at the secondary stage of education.

29.11. The following languages are taught in the state under "Three Language Formula" :

First language	Urdu	Telugu	Tamil	Marathi
Second language	English	Kannada	English	English
Third language	Kannada	English	Kannada	Kannada

29.12. It is not clear as to why Hindi is not a language for study under the Three Language Formula in the primary and secondary schools of the state. The State Government must rectify this distortion of the Three Language Formula and allow Hindi to be studied as a language under the Three Language Formula.

29.13. The State Government has furnished the following statistics with regard to minority language teachers:

Language	Medium	
	Sanctioned	Filled
Urdu	14,933	14,106
Telugu	315	305
Tamil	700	677
Marathi	5,406	5,392

29.14. The State Government has informed that to enhance the quality of education various training programme are organized for teachers such as Chaitanya I and II subject orientation programme at cluster, Taluk and district levels.

29.15. DSERT and a Society for publishing the books are the agencies for preparation and publication of text books in minority languages.

29.16. The State Government has not furnished any information with regard to maintenance to Advance Registers for registering the linguistic preference of minority language students at the primary and secondary schools of the state.

29.17. The State Government has informed that there is an Urdu Academy for the development of Urdu language for which the budget for the year 2007-08 is Rs. 1,59,000 (Plan) and 5.5 Lakhs (Non plan). In addition the State Government

has sanctioned the following grants for the development of minority languages in the year 2007-08:

Language	Rupees
Urdu	12,10,000
Tamil	86,500
Telugu	77,000
Marathi	1,26,500
Total	15,00,000

- 29.18.** The State Government has not set up any state level committee to monitor the implementation of safeguards for linguistic minorities, neither is there a committee at the district level for this purpose.
- 29.19.** The State Government has not furnished any information with regard to mechanism for publicizing the safeguards available to linguistic minorities in the state. It has been informed that Director for Urdu and other minority languages has been designated to receive complaints from linguistic minorities at the state level. However, no such officer has been designated at the district level for this purpose.

OBSERVATIONS:

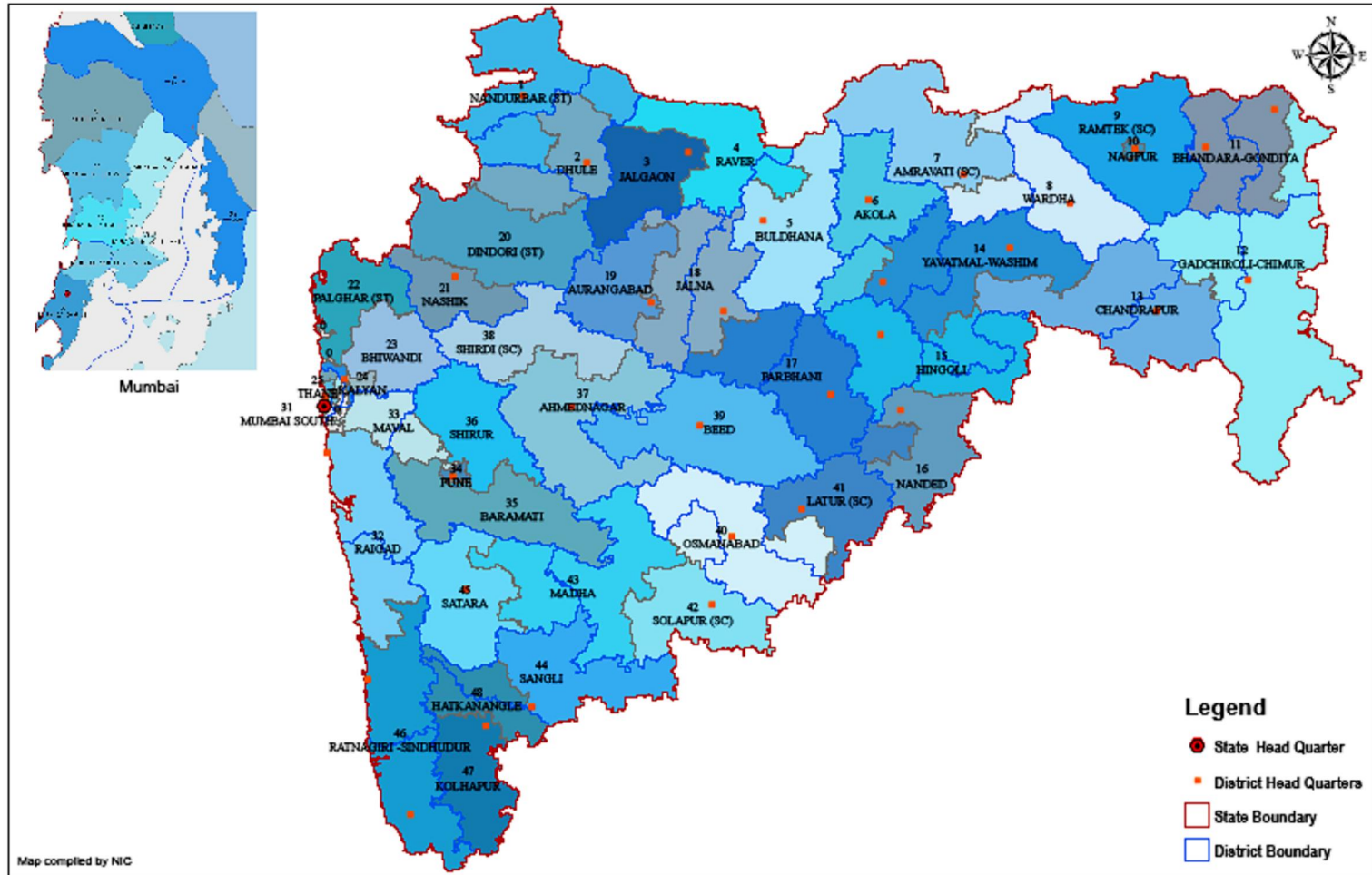
- 29.20.** The State Government has furnished a reply to the Questionnaire for 46th Report of the CLM. However, replies to many questions are very sketchy and in some cases these are ambiguous. The State Government is, therefore, advised to be more careful and comprehensive while furnishing information to the CLM. The following suggestions are being made and reiterated for action :
- i.** It has been observed in our previous Reports that revenue records which were being maintained in Marathi in some tehsils in Belgaum district have now been converted into Kannada. It should not be difficult to convert the records into Marathi in these tehsils. Any progress in implementation of these suggestions may please informed.
 - ii.** Primary education is not being imparted in Tulu, Konkani and Kodagu. Efforts should be made to do so.
 - iii.** It was reported in CLM's previous Reports that Knowledge of Kannada is compulsory for entry into state services. This should be reviewed especially in the areas of linguistic minorities.
 - iv.** Gist of important rules, regulations, notices, etc. should be published in minority languages in areas where their speakers constitute 15% or more of the local population. Similar action be taken in areas where minority language speakers constitute 60% or the more of the local population.
 - v.** Maintenance of Advance Registers is very essential to provide facilities to linguistic minorities students at the primary and secondary stages of

education. Orders may, therefore, immediately be issued to schools for ensuring maintenance of Advance Registers by them.

- vi.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.
- vii.** The State Government should publicize the safeguards available to linguistic minorities, so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- viii.** It was pointed out in CLM's 43rd report that in Belgaum, the local officers were over enthusiastic in directing the name boards of the shops, etc. should be written in Kannada only, but it has been clarified by the State Government that there was no such intention on their part. The orders are that the name boards should be written in Kannada also and not that they be written only in Kannada. The actual position in Belgaum and similarly situated cities should be verified and informed to CLM.

30. Maharashtra

Parliamentary Constituencies Maharashtra



LINGUISTIC PROFILE:

30.1. According to the 2001 census the population of Maharashtra is 9,68,78,627. The major languages of the state are as under:

Language	Persons	Percentage
Marathi	6,66,43,942	68.79
Hindi	1,06,81,641	11.02
Khandeshi	18,66,460	1.92
Urdu	68,95,501	7.11

Marathi is the principal language of the State with its speakers consisting of 68.79% of the total population.

OBSERVATIONS:

30.2. In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007. The CLM has been visiting the State of Maharashtra repeatedly to address the issues of linguistic minorities particularly for large number of Hindi speakers settled in most metropolitan cities of Maharashtra. There is also a large number of people from Southern States particularly the neighbouring Karnataka and Andhra not to mention the old settlements of Tamilians and Keralites.

30.3. The cities like Mumbai have large areas occupied by Punjabi speaking people. Similarly, most of the cities of Maharashtra have significant number of Urdu speaking people. The State of primary level education to linguistic minority as per their constitutional right leaves a great deal to be desired. There have been persistent complaints from Sindhi people who live in very large number in Maharashtra that their educational institutions have been the worst sufferers of apathy by the State Government. The CLM has met the Hon'ble Chief Minister of the State on a number of occasions and have requested for furnishing the information on the basis of which a detailed report of recommendations would be prepared and forwarded. The State Government is, therefore, once again requested to accord priority to furnishing of information to the CLM organization, in the absence of which it is not possible to assess and report upon the status of implementation of safeguards for linguistic minorities.

30.4. The CLM would like to reiterate the following suggestions of the 45th Report as below:

- i. The State Government should immediately issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.

- ii.** Training facilities for the teachers of minority languages should be expanded. DIETs can run special courses for them, if so required.
- iii.** The Tribal Research Institute should take up the preparation of the books for introduction of the tribal languages in the primary classes.
- iv.** Linguistic minorities have been adversely affected by the ban on opening of new schools with grants-in-aid provision. The State Government should review this situation to make a special case for the schools for linguistic minorities in the areas where they belong to the weaker sections. In the linguistic minority schools, the grants should also include grants for the non-teaching staff. There should be relaxation regarding the number of students in a class for the linguistic minorities. In particular, if the number falls short of the prescribed number in a particular year, it should not lead to withdrawal of recognition.
- v.** The State Government should clearly specify the options under 'Three Language Formula'. It was noted that classical and foreign languages like Pali, Ardh Maghdi, Persian, Arabic, Avastha, Pehlvi, Russian and French are included in the three language formula. This is against the spirit of the formula which envisages only the Modern Indian languages. If a student wants to take up these languages, it can be done as an additional language. Further information may be provided to the CLM on this aspect.
- vi.** The State Government should take steps to publish gist of important rules, regulations, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.
- vii.** There has been no effort to use Gondi, Khandeshi and Bhili whereas these languages also qualify for being used in the primary education. What is the present status of these languages in this area may be informed by the state.
- viii.** The Linguistic minorities who have contributed significantly in the economic development of the state are complaining that the State Government had neglected the allocation of the funds and have also made no efforts in promoting languages of the state.
- ix.** The State Government should publicize safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.
- x.** A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

Southern Zone

Andaman & Nicobar Islands

Andhra Pradesh

Kerala

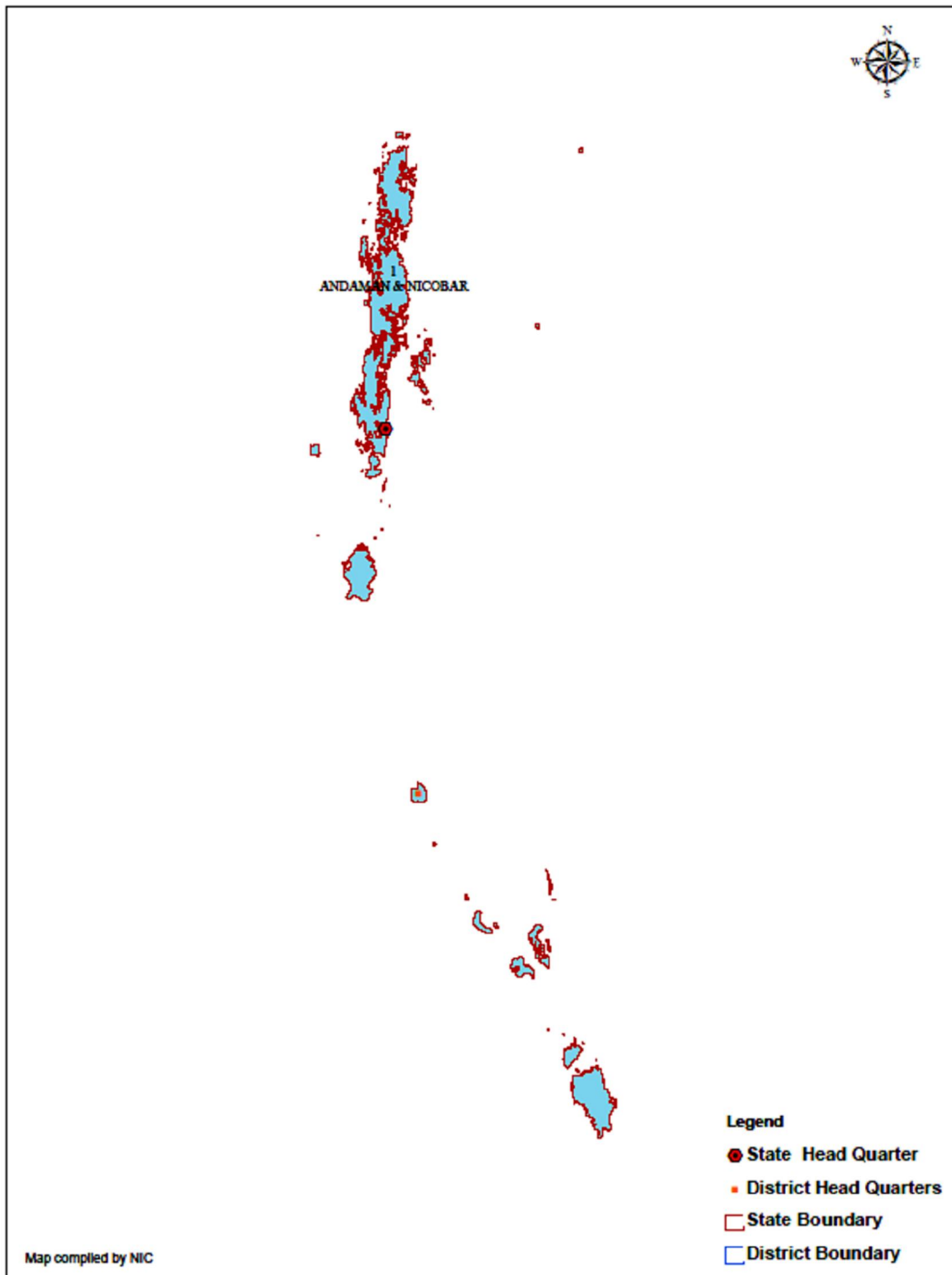
Lakshadweep

Puducherry

Tamilnadu

31. Andaman and Nicobar Islands

Parliamentary Constituencies
Andaman & Nicobar



LINGUISTIC PROFILE:

31.1. According to the 2001 census the population of Andaman & Nicobar Islands is 3,56,152. The prominent languages as per 2001 Census are as under:

Language	Persons	Percentage
Bengali	91,582	25.71
Hindi	64,933	18.23
Tamil	62,961	17.67
Telugu	45,631	12.81
Malayalam	28,869	8.10
Nicobarese	28,651	8.04
Kurukh	13,759	3.86
Munda	4,582	1.28
Kharia	4,090	1.14

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

31.2. Hindi and English are the official languages of the Union Territory.

31.3. It has been stated that in the union territory there is no area where a minority language is spoken by more than 60% of the local population.

31.4. There is no special consideration for the linguistic minorities. Records, etc. are maintained in official language. Whether the records are maintained in English or Hindi or both is not clear.

31.5. There are just two districts in the Union Territory. In the case of Nicobar district, Nicobarese is spoken by 62.02 % of the population. All other languages, including Hindi and Tamil are spoken by less than 10 percent. Here is a clear-cut case for Nicobarese to be the co-official language in the district. If the GOI letter No.1/14034/1/288-OL, dated 4.07.1989, comes in the way, this should be modified by another letter giving Nicobarese its rightful place.

31.6. It has been stated that the Union Territory Administration is the authority for the recognition and sanction of grants to educational institutions.

31.7. The Three Language Formula being followed in the Union Territory is Hindi as the first language, English as the second language and Bengali/Tamil/Telugu as third language at school level. The number of schools, students and teachers at the primary level, where minority languages are medium of instructions is as under :-

Language	Schools	Students	Teachers
Bengali	110	792	489
Tamil	29	1446	229
Telugu	14	1396	92

31.8. Obviously, some thing is wrong somewhere. There can not be 489 teachers for 792 students and 792 students in 110 schools means an average of 7.2 students

per school and since there are five classes from class 1 to 5, the average of 1.4 per class.

31.9. In the upper primary section, the statistics are a little more reasonable. These are:

Language	Schools	Students	Teachers
Bengali	37	4459	154
Tamil	16	1341	62
Telugu	6	872	30

31.10. At the secondary level, the comparable figures are as follows:

Language	Schools	Students	Teachers
Bengali	24	2164	107
Tamil	11	725	67
Telugu	*	*	*

(* The figures for Telugu were not legible)

31.11. Text books are procured from Kolkata for Bengali, Chennai for Tamil and Hyderabad for Telugu. These are said to be supplied in time. There is said to be no requirement for Urdu and Malayalam books. Malayalam speakers are more than 8 percent and their children can be interested in being taught through their language. It is noted that Nicobarese is not mentioned.

OBSERVATIONS:

31.12. The Union Territory Administration has furnished a reply to the Questionnaire for 46th Report of the CLM. This has been received from the nodal officer, Director, Social Welfare.

31.13. No language has been declared as a minority language. The Administration should make efforts to assess and declare the languages which are spoken by 15% or more of the population at the district/ tehsil level as minority languages and take steps to publish gist of important rules, regulations, etc. in minority languages.

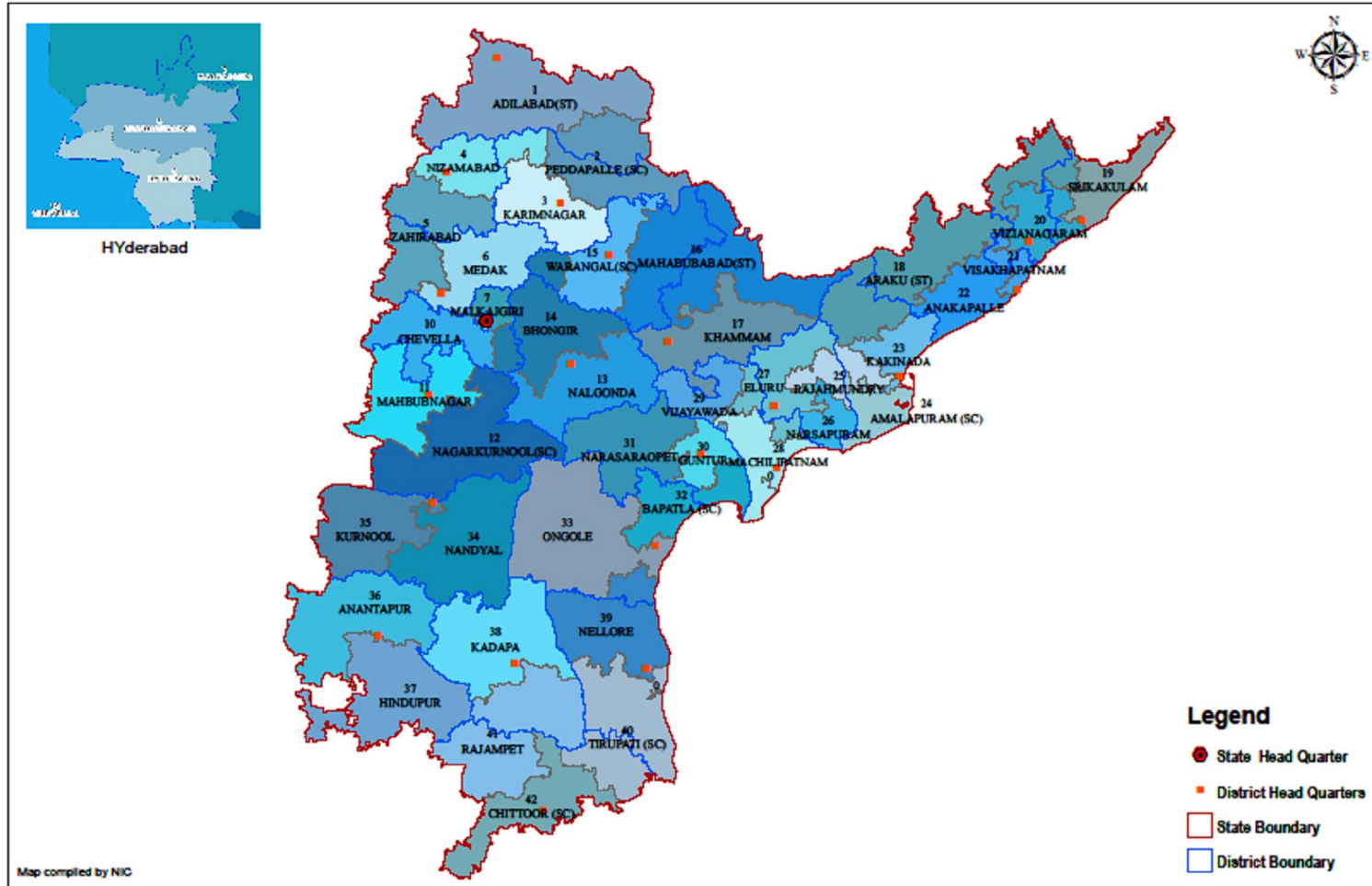
31.14. The Union Territory Administration should issue suitable directions for maintenance of Advance Registers in schools to enable registration of linguistic preference of minority language students.

31.15. The Union Territory Administration should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.

31.16. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at the district level. This should also include a monitoring committee to check action taken by the subordinate officers.

32. Andhra Pradesh

Parliamentary Constituencies Andhra Pradesh



LINGUISTIC PROFILE:

32.1. According to the 2001 Census, the population of Andhra Pradesh is 7,62,10,007. The linguistic profile, based on the 2001 Census data is as follows:

Language	Persons	Percentage
Telugu	639,04,791	83.85
Urdu	65,75,033	8.62
Hindi	24,64,194	3.23
Tamil	7,69,685	1.00

32.2. There are no districts where a minority language is spoken by more than 60% of the population. However, there are areas where a minority language is spoken by more than 15%. A list of 15 districts is given below where Urdu is spoken by more than 15% of the local population.

District	Tehsil / Taluk / Town	Language	Percentage
Nellore	Nellore (Urban)	Urdu	15.77 %
Chittoor	Chittoor (Urban)	Urdu	15.00 %
Kadapa	Kadapa (Urban)	Urdu	32.62 %
	Rayachoti	Urdu	52.70 %
Anantapur	Kadiri	Urdu	34.82 %
Kurnool	Kurnool (Urban)	Urdu	32.94 %
	Atmakur	Urdu	33.39 %
	Nandyal	Urdu	33.33 %
Hyderabad	Hyderabad (Urban)	Urdu	41.00 %
Mahabubnagar	Mahabubnagar	Urdu	27.40 %
Ranga Reddy	Ranga Reddy	Urdu	15.00 %
Medak	Zaheerabad	Urdu	30.26 %
Nizamabad	Bodhan	Urdu	30.26 %
Adilabad	Adilabad	Urdu	24.01 %
Warangal	Warangal (Urban)	Urdu	15.82 %
Guntur	Guntur (Urban)	Urdu	16.52 %
Nalgonda	Nalgonda (Urban)	Urdu	30.00 %
Karimnagar	Karimnagar (Urban)	Urdu	30.00 %

32.3. But this exercise has been done only for Urdu and not for other languages. For example in Pitchatur and Satyavedu tehsils of district Chittoor, Tamil is spoken by 44% and 29.5% respectively of the local population.

32.4. In Bhadrachalam tehsil of district Khammam, Koya speakers constitute roughly 20% of the population of the tehsil. In Kunavaram tehsil, they constitute

approximately 50% of the local population. In Jainoor tehsil of Adilabad district, Gondi speakers are approximately 32%. Due regard be given to these languages also.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

32.5. The official language of the State is Telugu, however, Urdu has also been recognized as the additional official language in the districts mentioned above for specified purposes like recruitment, secretarial work, court work and registration of documents. It is also used for publication of rules, regulations and notifications, etc.

32.6. District Education Officer is the recognizing authority for the linguistic minority primary and upper primary schools. Regional Joint Director does recognition of High schools. As on June 30, 2008 the number of schools so recognized are 2830 for Urdu; 100 for Oriya; 75 for Tamil; 53 for Kannada; 65 for Hindi; and 39 for Marathi. There is no pending applications for recognition.

32.7. The statistics for primary schools, where minority languages are a medium of instruction are as follows:

Language	Schools	Students	Teachers
Urdu	2,412	1,81,209	5,067
Oriya	110	5,051	122
Tamil	72	4,494	154
Kannada	41	5,164	100
Hindi	52	6,706	153
Marathi	23	1,248	46
Bengali	11	695	38

32.8. The statistics for primary schools, where minority languages are taught as a subject are as follows:

Language	Schools	Students	Teachers
Urdu	223	20,129	1,390
Oriya	42	1984	187
Tamil	8	848	49
Kannada	2	361	16
Hindi	16	1,136	108
Marathi	2	308	15
Bengali	11	695	38

32.9. The statistics for upper primary schools, where minority languages are the medium of instruction are as follows:

Language	Schools	Students	Teachers
Urdu	453	67,788	1,861
Oriya	52	4,685	82

Tamil	11	1,183	18
Kannada	23	4,987	93
Hindi	9	1,311	23
Marathi	22	2,729	96
Bengali	3	289	10

32.10. The number of upper primary schools, where minority languages are taught as a subject are as follows:

Language	Schools	Students	Teachers
Urdu	80	9,153	286
Oriya	25	1,397	43
Tamil	7	440	14
Kannada	2	297	9
Hindi	2	209	6
Marathi	7	665	21
Bengali	2	173	5

32.11. The statistics for secondary schools, where minority languages are the medium of instruction are as follows:

Language	Schools	Students	Teachers
Urdu	446	90,980	2,344
Oriya	27	4,966	25
Tamil	21	6,266	153
Kannada	12	2,444	101
Hindi	36	6,391	256
Marathi	13	2,247	47

32.12. The number of secondary schools, where minority languages are taught as a subject is as follows:

Language	Schools	Students	Teachers
Urdu	180	30,037	938
Oriya	22	4,057	126
Tamil	14	3,832	119
Kannada	4	1,333	41
Hindi	6	1,063	33
Marathi	8	748	23

32.13. Regarding the sanction of grants, it is stated that as a matter of policy, grants are not to be sanctioned to schools of private management. Considering that the children from the linguistic minority groups suffer from a handicap, the rule should be relaxed in their favour. It is hoped that this matter will be considered at the highest level and appropriate directions issued.

32.14. It has been stated that the posts of teachers are earmarked for minority languages but the number of posts created and filled up for the various languages has not been furnished. Minority language teachers are trained by DIETs of 23 districts.

32.15. Regarding the text books, it has been stated that the Government Textbook Press prints and supplies the books in the minority languages and that there is no need to get it from outside as the State Government is self sufficient in this regard.

32.16. Regarding the advance registration for minority languages (medium or subject) it is said that the information is not readily available. The importance of maintaining the Advance Registers should be emphasized by the Inspecting Authorities at district level.

32.17. It has been informed that under the Three Language Formula the scheme of teaching is given as below:

Language	Telugu Medium Schools	English Medium Schools	Other Medium Schools
First Language	Telugu	Telugu / Urdu	Medium of Instructions
Second Language	Hindi	Hindi / Telugu	Telugu
Third Language	English	English	English

32.18. For the development of the minority languages, two Academies are reported to be there, one for Urdu and other for Hindi. The budget for Urdu and Hindi Academy is Rs.586.50 Lakh and Rs.1.50 Lakh respectively. The disparity between the two Academies is obvious. It is a wonder how the Academy can be run with this paltry amount. The State Government is urged to look into this.

32.19. Questions pertaining to the use of Minority Languages in Administration have not been answered. It has been informed that the School Education Department is the nodal department.

32.20. In reply to the question on the publicity of safeguards, it has been informed that through Public Notification linguistic minorities are informed of various facilities and concessions being given to them. It has also been informed that the tehsil level officers can exhibit the details of concessions available to linguistic minorities.

OBSERVATIONS:

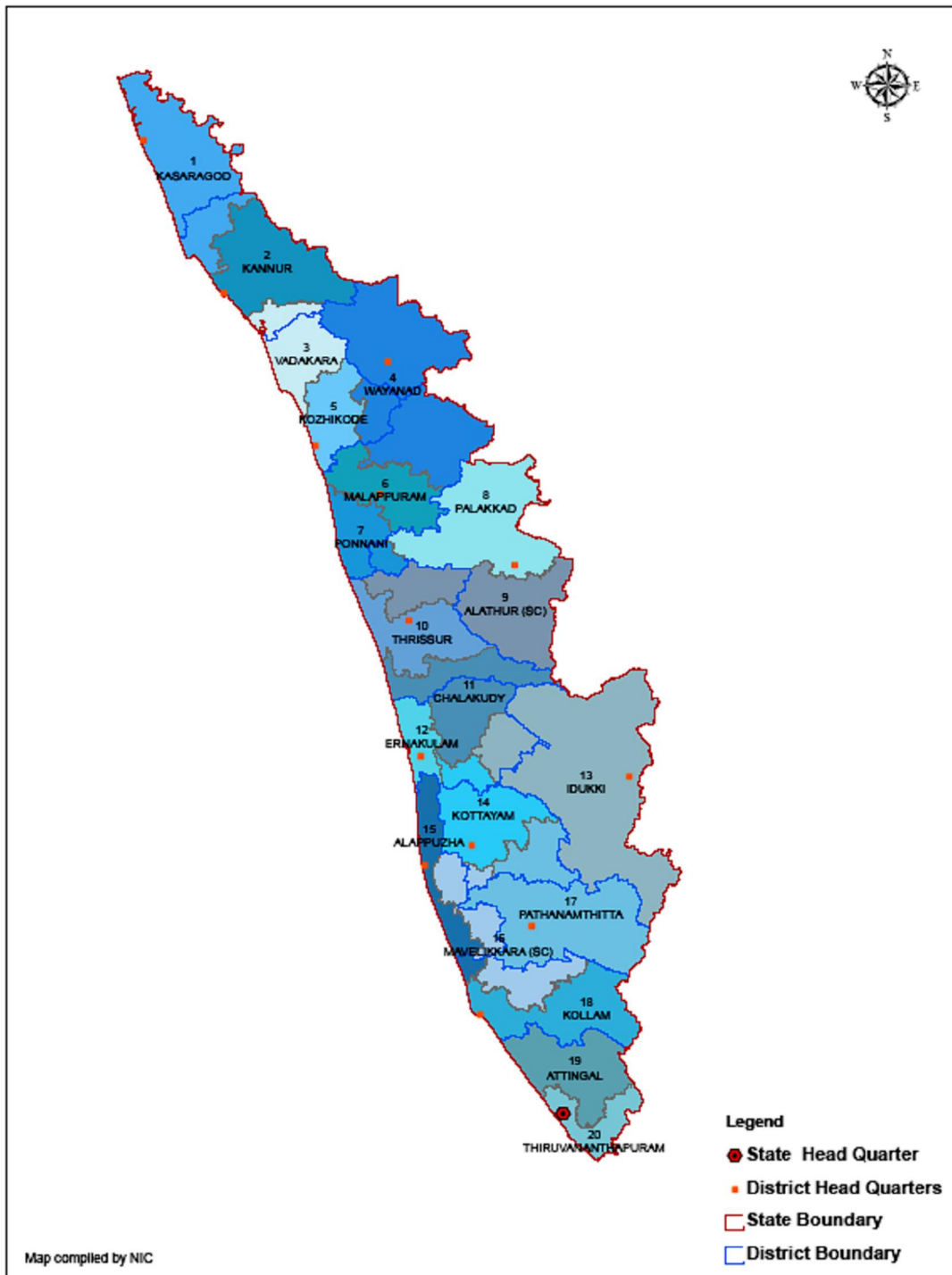
32.21. A reply to the Questionnaire for the 46th Report of the CLM has been furnished by the Nodal Officer who is the Deputy Director (MC), Schools Education Department. The performance of the State government in the implementation of safeguards is satisfactory. However, the State Government advised to take immediate action on the following:

- i. The State Government should immediately ensure that Advance Registers for are maintained in the all the primary and secondary school for registration of linguistic preference of minority language students. They may also furnish statistics with regard to schools maintaining Advance Registers.

- ii. The State Government ought to take steps to publish gist of important rules, regulations, etc. in minority languages, other than Urdu, in areas where their speakers constitute 15% or more of the local population.
- iii. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

33. Kerala

Parliamentary Constituencies Kerala



LINGUISTIC PROFILE:

33.1. The linguistic profile of the State is as follows -

Language	Speakers	Percentage
Malayalam	3,08,03,747	96.74
Tamil	5,96,971	1.87
Kannada	77,378	0.24
Konkani	61,376	0.19

33.2. The census 2001 enumerated 1,22,995 Tulu speakers, 0.38 % of the total population and residing mainly in Kasargod district. There are no districts where the minority language is spoken by more than 60 % of the people. The areas where the percentage is more than 15 are Idduki district for Tamil where it is 19.64 and Kasargod tehsil of district of same name where Kannada speakers are 15 %. Konkani is spoken mainly in the Ernakulam area.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

33.3. The Government of Kerala has ensured that:

- i. All important government notices and rules are published in the minority languages.
- ii. Forms are also available in minority languages.
- iii. Documents written in minority language are accepted for registration.
- iv. Correspondence in minority language is permitted in areas where the language is spoken by a large number of persons.
- v. Persons who know minority language are, as far as possible, posted in such areas.
- vi. Ration cards, electoral rolls, etc. are also published in minority languages.

33.4. The Government publishes the material about the schemes which are relevant to the villages like immunization, family planning etc. in minority languages also. The panchayats, cooperative societies etc. are allowed to use the minority languages for the conduct of their business. Revenue record at the village level can also be kept in the local language. However, the training material is not prepared in the minority languages. It would be desirable to do so for the benefit of the village level workers who have to work with the villagers and will be assisted by such material.

33.5. It has been stated that the officers have been instructed to receive applications and representations in minority languages. They are also answered in the same language. The translation work is done by the minority language knowing staff working the area and there is no need for a separate translation organization.

33.6. At the time of recruitment, the knowledge of local language is compulsory for the lower primary and upper primary schools assistants but for other lower level

posts, it is not necessary. The papers are set in minority languages also but there is no need to answer them in minority language because most of them consist of objective type questions.

- 33.7.** Government is the authority for recognizing the minority institutions. As on June 30, 2008, the following institutes have been so recognized:

Pure Tamil Medium	Government 22, Aided 31
Parallel Tamil Medium	Government 10, Aided 2

There are no applications which are pending. It is noted that Kannada and Konkani institutes are not mentioned.

- 33.8.** The sanctioning authority for grants is also the Government. During the year 2007 - 08, seven Tamil schools (2 primary, 1 upper primary and 4 secondary) have been sanctioned grants.

- 33.9.** The primary schools where the minority language is the medium are:

Language	Schools	Students	Teachers
Tamil	104	12,511	65
Kannada	93	16,427	2

The number of teachers for Kannada does not appear to be correct.

- 33.10.** The schools wherein the minority language is taught as a subject, though it is not a medium have not been specified. Instead the information is given about the schools where Sanskrit, Arabic and Urdu are being taught as subjects. Thus there are 5,21,091 students who are learning Arabic in 2,515 schools. But this is not the relevant information since we are concerned with minority languages and not all the languages. Urdu speaking population in Kerala is 13,492 which is just 0.04 %.

- 33.11.** The upper primary schools where the minority language is the medium are as follows:

Language	Schools	Students	Teachers
Tamil	18	7,725	61
Kannada	49	13,016	2

- 33.12.** Once again, the number of teachers for Kannada does not appear to be correct. But such is not the case for the schools for the secondary education where the relevant information is

Language	Schools	Students	Teachers
Tamil	53	7,753	76
Kannada	45	11,891	77

Both for upper primary and secondary level, the number of schools, students and teachers is given for Sanskrit, Arabic and Urdu. We are not giving them here for the reason cited earlier.

- 33.13.** Under the Three Language Formula, the first language is the regional language, the second English and the third Hindi. This simplified form does not take into account the case where the mother tongue is different from the regional language. Some states have allowed composite courses in two languages to take care of this problem. In these states the mother tongue, at post primary level, can be combined with the regional language or Hindi. May be Kerala can also adopt this system.
- 33.14.** The question about Three Language Formula also elicited information about how many students appeared for these subjects in the public examination which are usually held after class 8, 10 and 12. Information has been given only about the class 10 wherein 1,563 students appeared for Tamil and 9,811 for Kannada.
- 33.15.** The State has a policy to create earmarked posts for the teachers of minority language both for adopting them as media and for teaching them as subjects. The information is as follows –

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Tamil	362	336	128	127
Kannada	2,601	2,601	80	80

- 33.16.** The material for teaching is prepared under the direction of the Department of General Education. It has been averred that the material is available to the students on time. The books are distributed through the Department.
- 33.17.** Kerala has taken a new initiative and has set up Tulu Academy on 3.9.2007. It is hoped that the Academy will be able to develop the language and prepare material for use at the pre primary and primary level and also serve as an institution for learning and promoting the language at all levels. As pointed out above, the number of Tulu speakers in the state is 1,22,995. Of them as many as 1,16,919 reside in Kasargod district., mainly in Kasargod tehsil where their percentage is quite significant.
- 33.18.** The implementation of the safeguards is monitored by a committee headed by the Chief Minister and consisting of members of parliament, legislative assembly, service personnel and others. The meetings are held regularly and the last meeting was on 28.11.07. At the district level also, there are committees set up under the chairmanship of Collector. Besides MPs and MLAs and officers, it has seven other members. These committees also meet regularly. Palakkad committee met on 19.07.07 and 14.01.08; and Kasargod committee on 24.03.08.
- 33.19.** For the publicity of the safeguards, brochures showing the safeguards and published by the Commissioner Linguistic Minorities are distributed to concerned officers and representatives of the linguistic minorities. There is a compilation of the standing orders concerning the linguistic minorities. Hoardings are also available for information to general public.

33.20. Additional Secretary, GAD who is the State Linguistic Minorities Officer has been authorized to receive complaints regarding non implementation of the safeguards. The complaints received are mainly about the out of turn promotion, and the lack of facilities for education. A note about the former may be seen in an earlier Report of the Commissioner. At the district level, Collector is the designated Officer to receive the complaints.

OBSERVATIONS:

33.21. The reply to the Questionnaire for the 46th Report has been received from Additional Secretary, General Administration Department, who is the Nodal officer for the linguistic minorities. As in the past, Kerala has done excellent work and it is hoped that other states will emulate their example.

34. Lakshadweep

Parliamentary Constituencies Lakshadweep



LINGUISTIC PROFILE:

34.1. The population of Lakshadweep is 60,650 as per 2001 census. The prominent languages as per Census 2001 are as follows:

Language	Persons	Percentage
Malayalam	51,555	85.00
Mahal	9,495	13.16

Out of the total population of Lakshadweep 51,100 have Malayalam as their first language and 9,495 have Mahal. The Mahal speakers are limited mostly to Minicoy Island where their percentage is 94 %.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

34.2. Being a single district Union territory, Minicoy Island is the only area which attracts the implementation of safeguards. Persons posted there are expected to know the language. It is informed that the rules, regulations are published in the local language. A fortnightly newspaper Mahal edition of 'Lakshadweep Times' is published by the Government for the local residents. The material meant for the village level workers is published in this language. Presently there is no provision to receive representations and applications in Mahal but it is expected to done when sufficient number of Mahal knowing administrative staff is appointed. This lack of adequate man-power has been stated as the reason for not being able to do so. Nevertheless, a translation bureau has been set up for this purpose.

34.3. It has been informed that there are two schools where Mahal is taught as a language. There are five teachers in these schools and 562 students. In the Three Language Formula, the first language is Arabic or Malayalam, the second is English and the third is Hindi. The number of students in these languages in the public examinations is as follows:

Language	Class 8	Class 10	Class 12
Malayalam	697	553	334
Arabic	637	494	209
English	1334	1047	867
Hindi	1334	1047	324

34.4. For the minority language Mahal, there are five posts of teachers and all of them have been filled up. For other languages also, all the posts have been filled up. The text books are supplied by the Director of Education. It has also been stated that Mahal will be introduced as a language in Senior Secondary School from next year.

34.5. One of the positive steps taken by the Administration is to set up a committee for monitoring the implementation of the safeguards for the linguistic minorities. The Composition of the Committee is as follows -

The Administrator	-	Chairman
Secretary, General Administration Deptt	-	Member & Alternate Chairman
President, Distt. Panchayat	-	Member
Director of Education	-	Member
Director of Social Welfare	-	Member
The Port Officer, Kavaratti	-	Member
CEO, District Panchayat	-	Member
Chairman, Village Dweep Panchayat, Minicoy	-	Member

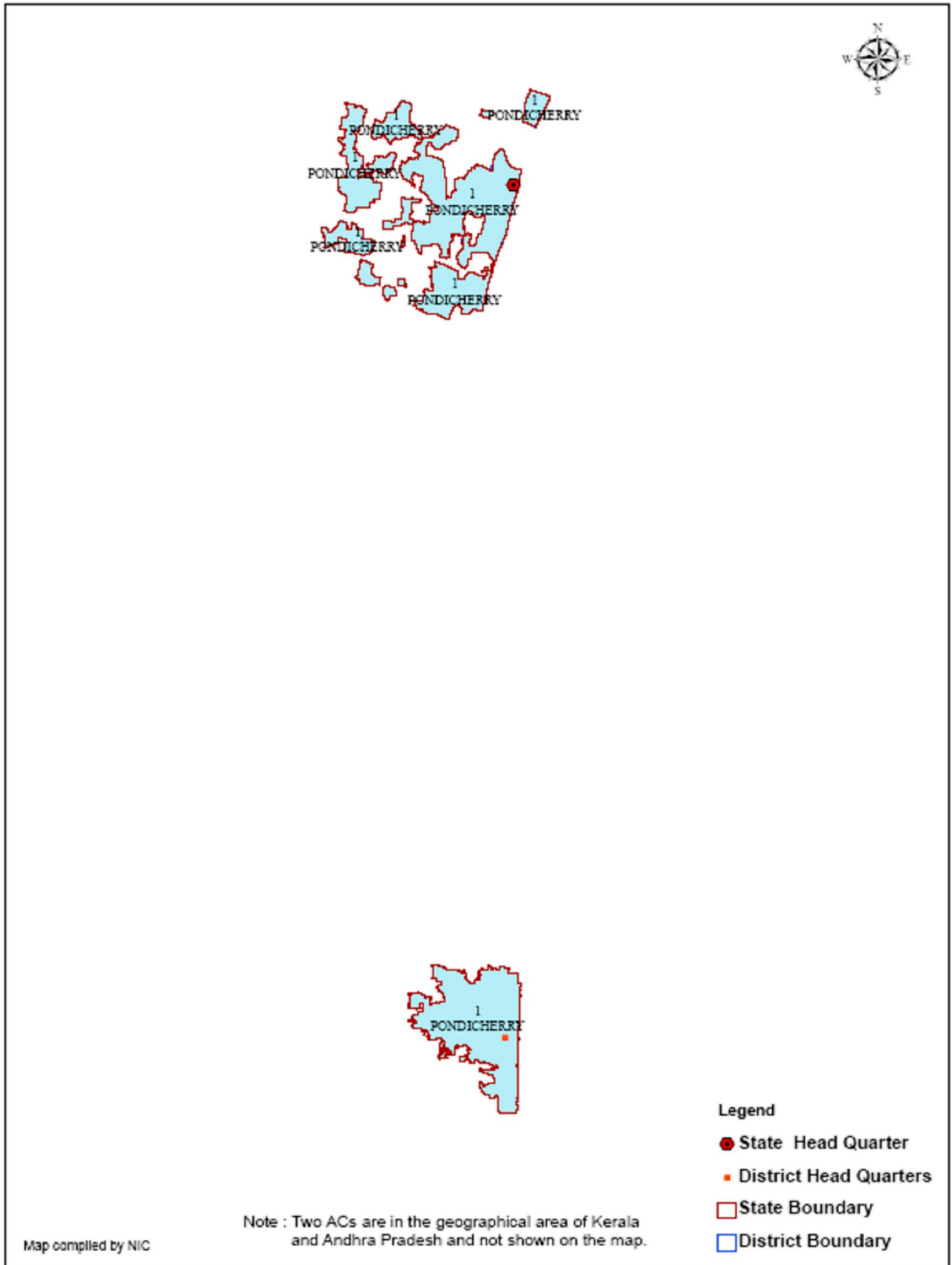
OBSERVATIONS:

34.6. The reply has been received from Lakshadweep to the Questionnaire for the 46th Report of CLM from Director of Education who is the Nodal Officer for the linguistic minorities.

34.7. It must be acknowledged that Lakshadweep is sincerely implementing the safeguards for the linguistic minorities. We hope that other states and union territories will also take similar action.

35. Puducherry

Parliamentary Constituencies
Pondicherry



LINGUISTIC PROFILE:

35.1. The population of Puducherry as per 2001 Census is 9,74,345. However, the four prominent languages of the UT are as follows:

Language	Persons	Percentage
Tamil	8,61,502	88.41
Telugu	50,908	5.22
Malayalam	42,782	4.39
Hindi	4,357	0.44

35.2. There are four different regions, two - Puducherry and Karaikal - with Tamil as the dominant language, one - Yanam -with Telugu and one - Mahe - with Malayalam as the dominant language. In each region, the dominant language is used for all the purposes - educational and administrative.

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

35.3. Tamil, Telugu, Malayalam and English are stated to be the official languages. But there is contradiction when it comes to the questions whether important rules, regulations, etc. are published in minority languages. The answer is in negative. If they are the official languages, this material should be available in them. It is expected that what they mean is that being official languages, they are not minority languages. This view is strengthened by the fact that it is stated that training material for the village level workers is available in local language. The local bodies (cooperatives, municipal committees) are allowed to work in the local languages. But once again where the word 'minority language' is used as in the case for acceptance of documents for registration is concerned, the answer is in negative. Similar is the situation in receiving the representations in minority languages.

35.4. So far as recruitment rules are concerned, it is said that for primary school teachers, there are district level cadres. They are expected to know the local language and should have studied up to secondary level or in the teachers training courses.

35.5. There are no linguistic minority institutes recognized and no applications are pending. The information about use of minority languages in educational institutes is also in negative, perhaps due to the reason cited above. In fact, Puducherry does not fit into the normal pattern of states on which the Questionnaire is based.

35.6. As regards Three Language Formula, it is not applicable in Puducherry and Karaikal regions but Hindi is taught in Yanam and Mahe as the third language. French and Sanskrit are other languages in the syllabi in class 11 and 12 though it is introduced in some schools in class 6 also.

35.7. The numbers of examinees in these languages are given for different regions. The number is as follows -

Region	Language	Class 8	Class 10	Class 12
Puducherry & Karaikal	French	347	437	1711
"	Sanskrit	20	39	59
"	Hindi	368	377	250
Mahe	Arabic		199	120
"	Hindi		731	139
"	Sanskrit		3	
"	Malayalam		602	272
"	French			37
Yanam	Hindi & Telugu	604	407	120

35.8. The teachers have been earmarked for various languages. For French as a medium, the number of posts is 54 out of which 30 are filled up. For French as a subject, number of posts sanctioned is 10 and of filled up is 7. Corresponding figures for Sanskrit are 3 & 2, for Hindi 61 & 21 and for Arabic 21 & 12. Their in-service training is organized with the help of DIET and the Universities In Mahe and Yanam. For other regions, no information has been supplied.

35.9. The text books are supplied by the Kerala Board of Secondary Education, SCERT Thiruvananthapuram, AP Board of Secondary Education, AP Board of Intermediate Education and Dakshin Bharat Hindi Prachar Sabha.

35.10. Government of Puducherry has constituted a committee for securing justice and protection to the linguistic minorities. The composition is as follows:

- | | | |
|---|---|------------------|
| 1. Secretary to Government Welfare Department | - | Chairman |
| 2. Director of School Education | - | Member |
| 3. Director, Pondicherry Institute of Linguistics and Culture | - | Member |
| 4. Director of Arts and Culture | - | Member |
| 5. President/ Secretary, Kerala Samajam, Puducherry | - | Member |
| 6. Secretary, Andhra Mahasabha | - | Member |
| 7. President, Kannada Sangha | - | Member |
| 8. President, Pondicherry Gujarati Samajam | - | Member |
| 9. Representative, Urdu Sangam | - | Member |
| 10. Representative, Bengali Sangam | - | Member |
| 11. Director Social Welfare | - | Member Secretary |

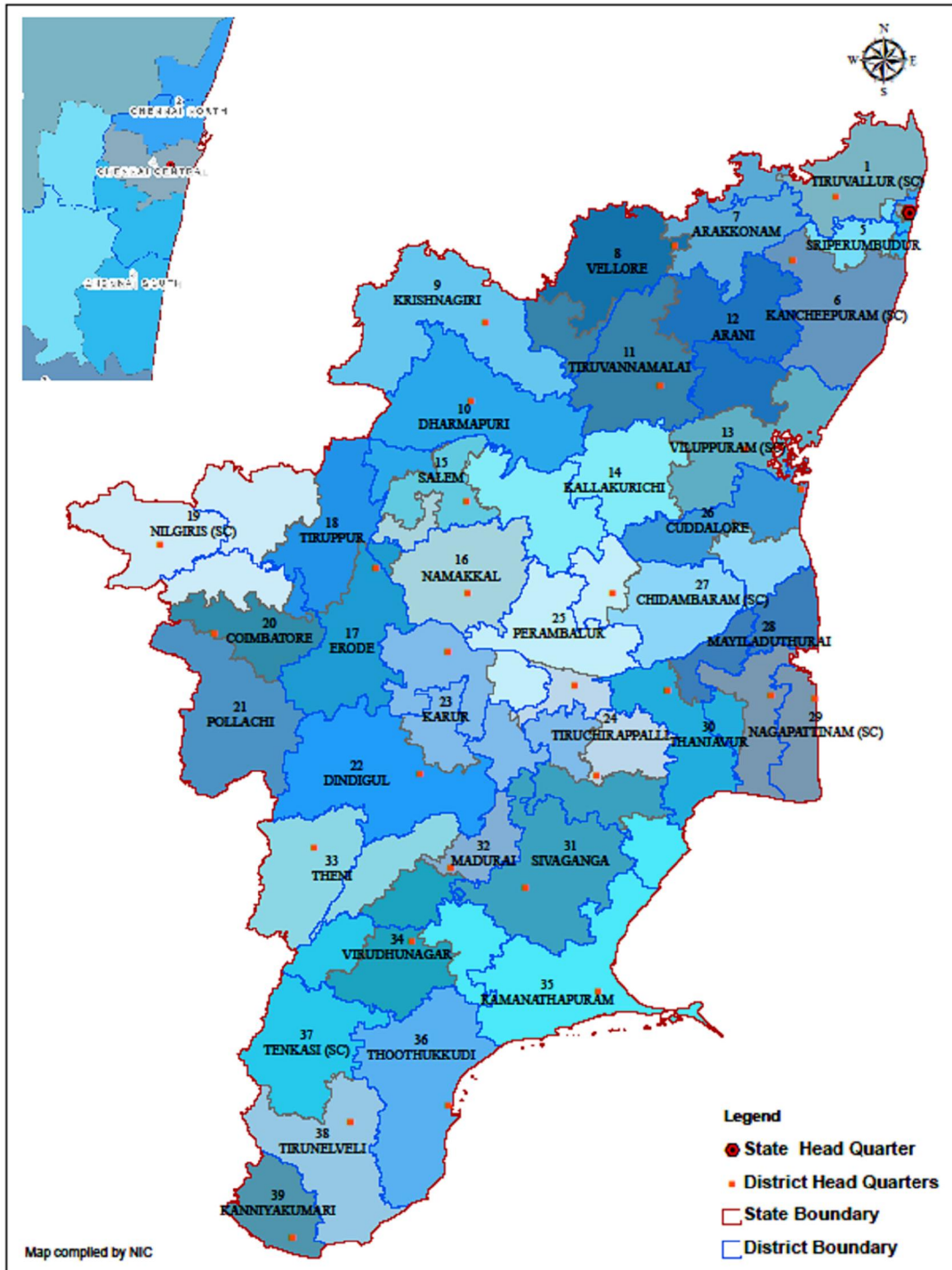
OBSERVATIONS:

35.11. The reply from Government of Puducherry to the Questionnaire for 46th Report has been received. The Director, Social Welfare has been nominated as the Nodal Officer for UT. He has also been designated as the officer to receive complaints. Here again, we would like other states to do the same.

35.12. It is indeed a great thing to have constituted such a well represented committee when the bigger states with more problems have not done so. It is hoped that they follow the commendable example set by Puducherry.

36. Tamil Nadu

Parliamentary Constituencies
Tamil Nadu



LINGUISTIC PROFILE:

36.1. According to the 2001 census the population of Tamil Nadu has a population of 6,24,05,679. The language profile of the state has not been provided by the state. However, the four prominent languages of the state, as per the 2001 Census are as under:

Language	Speakers	Percentage
Tamil	5,57,98,916	88.14
Telugu	35,27,594	5.65
Kannada	10,45,238	1.67
Urdu	9,42,299	1.51

STATUS OF IMPLEMENTATION OF SAFEGUARDS:

36.2. It has been stated that there are no districts where the linguistic minorities constitute more than 60 % of the population of the district and there are no areas where they constitute 15 % or more of the local population.

36.3. It has been informed that, as far as possible, the officers knowing the local languages are posted in the areas where the speakers of minority languages are in large numbers.

36.4. However, there is no practice of issuing the gist of the important rules, orders and notices, etc. in minority languages.

36.5. It has been stated that the representations are generally received in Tamil, if received in the minority languages, necessary action is taken. Such representations, however, are not replied in the same language but only in Tamil.

36.6. It has been stated that the State Government is the authority for the recognition of linguistic minority institutions. As on June 30, 2008, the number of Private recognized linguistic minorities' institutions at the primary and middle school level is as under:

Language-Subject	Primary Schools	Middle Schools	Total
Telugu	14	8	22
Urdu	39	5	44
Hindi	4	0	4
Malayalam	23	3	26
Gujarati	2	-	2
Total	82	16	98

36.7. The Joint Director, Higher Secondary and Joint Director, Secondary are the authorities for the recognition of the linguistic minority institutions for secondary schools. It has been stated that 79, Secondary & Higher Secondary schools are recognized as linguistic minority institutions. The language wise information has, however, not been furnished. No application for recognition of a school as a

linguistic minority institution is pending with the State Government as on 30 June, 2008.

- 36.8.** The State Government has informed that at the primary school, Urdu, Telugu, Malayalam, Kannada, Hindi and Gujarati are the minority languages used as medium to impart education. The number of schools, students and teachers is as follows:

Language	Schools	Students	Teachers
Urdu	279	30,589	551
Telugu	352	32,457	785
Malayalam	90	9,704	122
Kannada	47	1,863	122
Hindi	4	691	15
Gujarati	2	70	2
Total	774	75,374	1597

- 36.9.** The primary schools where the minority languages are taught as a subject are as follows:

Language	Schools	Students	Teachers
Urdu	237	18,221	429
Telugu	325	28,401	690
Malayalam	82	8,121	118
Kannada	51	2,929	49
Total	695	57,672	1286

- 36.10.** The number of schools at the upper primary stage where minority language is a medium of instruction is as follows:

Language	Schools	Students	Teachers
Urdu	27	4,694	210
Telugu	39	5,336	200
Malayalam	32	2,455	54
Kannada	7	1,504	40
Total	105	13,989	504

- 36.11.** The number of schools at the upper primary stage where the minority languages are taught as a subject is as follows:

Language	Schools	Students	Teachers
Urdu	25	3,403	72
Telugu	44	5,196	176
Malayalam	14	2,234	46

Kannada	3	498	9
Total	86	11,331	303

- 36.12.** The State Government has not furnished information on minority languages being taught as a medium of instruction and minority languages taught as a subject at the secondary and higher secondary stages of education.
- 36.13.** The sanctioning authority for sanction of grants-in-aid to the primary and middle schools is the Assistant Elementary Education Officer. During the reference year 82 Primary Schools (39 Urdu; 14 Telugu; 23 Malayalam; 4 Hindi and 2 Gujarati) and 16 Secondary Schools (5 Urdu; 8 Telugu and 3 Malayalam) were getting grants-in-aid.
- 36.14.** The District Educational Officer is the authority for sanction of grants to secondary schools. 79, secondary & higher secondary schools have been sanctioned grants-in-aid for the year 2007-08.
- 36.15.** The State Government has informed that under Three Language Formula, the First Language is Tamil or the Mother Tongue and the Second Language is English, as in Tamil Nadu, Two Language Formula is adopted.
- 36.16.** Information about the number of posts of teachers sanctioned/earmarked for different languages in respect of primary education is as under:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	260	260	501	501
Telugu	119	119	866	866
Malayalam	122	122	54	54
Kannada	11	11	164	164
Hindi	15	15	0	0
Gujarati	2	2	0	0
Total	529	529	1585	1585

- 36.17.** It has been reported that the posts of teachers are created for minority languages. In respect of secondary education, 1965 posts of teachers for medium and 1545 posts for subject have been sanctioned/ earmarked. It is said that only trained teachers are selected but it has not been intimated if there are institutes wherein such teachers can be trained specially for minority languages.
- 36.18.** It has been informed that the agency for preparation and publication of text-books and teaching material in minority languages is Tamil Nadu Text Book Corporation and the agency is stated to supply in sufficient number the books, etc. to the students before commencement of academic session. It has been stated that for the students of Government and Government aided schools text books are available free of cost.
- 36.19.** It has been stated that the Advance Registers for registering the linguistic preference of the linguistic minority pupils are being maintained in 470-Primary, 63 Upper Primary schools and 79, Secondary & Higher Secondary schools.

36.20. It has been stated that the Deputy Director (Admn.), Department of Education has been designated at the state level to receive complaints/representations from linguistic minorities. At the district level, all the District Elementary Educational Officers are designated to receive complaints/representations. The information, however, appears to be relevant in respect of matters pertaining to education department only.

OBSERVATIONS:

36.21. Reply to the Questionnaire for the 46th Report of the CLM, has been received from the School Education Department, only. Hence the information furnished by the State Government with regard to implementation of safeguards is incomplete. The secretary, Department of Backward Classes, Most Backward Classes and Minority Welfare designated as the Nodal officer has not sent any reply, despite repeated reminders. This needs to be looked into and the nodal agency needs to be sensitized towards the issues facing linguistic minorities in the state and also to report to the CLM on such matters.

36.22. The State Government should take steps to publish gist of important rules, regulations and notices, etc. in minority languages in areas where their speakers constitute 15% or more of the local population.

36.23. The State Government should publicize the safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.

36.24. The State Government is requested to furnish statistics on minority language be taught as a medium of instruction and also as a language subject at the secondary and higher secondary stage of education.

36.25. The representations received in the minority languages are required to be replied in the minority language. Arrangements should be made for such translation and for reply in the language in which the representation is received.

36.26. A firm machinery to look after the safeguards provided to the linguistic minorities is required to be established at state and district level. This should also include a monitoring committee to check action taken by the subordinate officers.

37. Conclusion and Recommendations

Conclusion and Recommendations

- 37.1.** This, the 46th Report of the Commissioner for Linguistic Minorities on the status of implementation of scheme of safeguards for linguistic minorities is primarily based on the inputs provided by state governments and UT administrations in response to CLM organization's Questionnaire. The Report also is based on the feedback being received from various Linguistic Minorities' Associations, visits of CLM to various places for an on the spot assessment of the linguistic minorities scenario, as also on the inputs from various conferences/ seminars on the emerging challenges before governments faced with multiplicity of languages and the growing aspirations of minority language speakers.
- 37.2.** There are certain issues, such as sensitizing the state governments and U.T. Administrations towards their Constitutionally ordained responsibilities for remedying the grievances of linguistic minorities in their States/UTs which have been persistently reported upon by the CLM. I would like to make the following further concluding observations:
- a) It is for the first time in human history, the urban population has exceeded the rural population, necessitating reassessment of the role of government machinery in the emerging multilingualism in mega cities. I would, therefore, recommend governments to initiate visionary programmes and to harmoniously build linguistic diversity as a resource for national unity and integration.
 - b) It is a matter of concern that the CLM organization has not grown either with the growth of population or with that of the rest of the government machinery and with frugal budgetary resources and skeletal staff, it has not been possible to fulfil the objectives envisaged for it by the founding father of our Constitution. I would, therefore, persist with drawing attentions of the Government of India to restructure the organization, as per **chart at Annexure V**, so that it is well equipped to meet the linguistic challenges ahead.
 - c) I am to make a reference to the "Sarva Shiksha Abhiyan", launched by the Government of India with adequate budgetary provision. It aims to achieve the goal of universal education. I would recommend that education through minority language/ mother tongue may be accorded the same priority with some of the funds of Sarva Shiksha Abhiyan being diverted for this purpose. The CLM could be made the nodal / monitoring authority for minority language/ mother tongue.
 - d) In my previous Reports, I have recommended constitution of committees in every district which could comprise of representatives of linguistic minorities, the local MPs and MLAs, representatives of linguistic minorities groups and officers of the concerned departments so that local problems could be sorted out at that level. I reiterate this proposal and recommend adequate budgetary provisions for constitution of such committees. This could extend the outreach of the CLM organization to the Panchayati Raj System i.e. the third tier of our federal structure.

- e) It is a matter of concern that though the CLM has been asked to report to the President of India, based on investigations regarding the safeguards provided to linguistic minorities, no initiative has been taken for the framing of laws/rules which could enable the CLM to perform quasi-judicial functions, such as summoning witnesses, setting up judicial committees and passing orders. It is, therefore, my strong recommendation that immediate steps be taken to legislate in the matter so that the CLM could report on the basis of investigations and thereby fulfill his Constitutional responsibilities.

- f) Last but not the least, I would recommend that there should either be a convention or Constitutional provision to place relevant portions of the Report of the CLM in the State Assemblies so that the state governments are duly sensitized towards their responsibilities for safeguarding the interests of minority language speakers. I would also recommend the Report of the CLM be placed before the National Integration Council and issues pertaining to linguistic minorities should form part of the agenda at the meetings of Zonal Councils.

37.3. The CLM takes this opportunity to thank the state governments/U.T. Administrations and their officers as well as the Central Government and their officers for the support and cooperation that they had extended to him in the fulfillment of his Constitutional responsibilities.

ANNEXURES

- I. Commissioner for Linguistic Minorities (CLM) Organization**
- II. Former Commissioners for Linguistic Minorities**
- III. Safeguards for Linguistic Minorities – Basic Facts**
- IV. Recommendations of core groups at Conference held on UNESCO’s International Mother Language Day**
- V. Chart on Proposed Restructuring of CLM Organization**
- VI. Minutes of Chief Ministers Conference, 1961**
- VII. Questionnaire for CLM’s 46th Report**

Annexure-I

Names, posts, addresses and jurisdiction of the officers of
The Commissioner Linguistic Minorities (CLM) Organization

<u>Headquarters Office</u> <u>Allahabad</u>	:	40, Amar Nath Jha Marg, Allahabad – 211 002. (U.P.)
Shri Suresh A. Keswani Commissioner	:	0532-2468549 (Office) 09415333000 (Mobile)
Deputy Commissioner (vacant)		
Assistant Commissioner (HQ) (North Zone + Central Zone)		
Shri Sanjeev Sinha	:	0532-2468560 (Office) Fax : 0532-2468544 (Office) 0532-24685992 (Resi)
Administrative Officer (vacant)		
Research Officer Shri Yogendra Prasad	:	0532-2468814 (Office)
<u>Zonal Office, Kolkata</u> (East Zone + North-East Zone)	:	67, Bentick Street, West Wing, Fourth Floor, Kolkata – 700 069.
Assistant Commissioner (Vacant)	:	033-22373572 (Office) 09883071525 (Mobile)
<u>Zonal Office, Belgaum</u> (West Zone)	:	Building No. 23(1), Fort, Belgaum – 510 016.
Assistant Commissioner (Vacant)	:	0831-2422764 (Office)
<u>Zonal Office, Chennai</u> (South Zone)	:	Rajaji Bhawan, Second Floor, E-Wing, Besant Nagar Chennai – 600 090.
Assistant Commissioner Shri S. Shiv Kumar	:	044-24919348 (Office) 09444909348 (Mobile)

Annexure-II

Commissioner Linguistic Minorities

T E N E U R E

1. **Shri B. Malik,**
Retd. Chief Justice,
Allahabad High Court. July 30, 1957 to June 30, 1962
2. **Shri Anil K. Chanda,**
Former Union Minister March 19, 1963 to April 24, 1966
3. **Smt. M. Chandrasekhar,**
Former Union Minister October 27, 1967 to April 01, 1970
4. **Smt. Devaki Gopidas,**
Ex-Member of Parliament August 16, 1971 to May 31, 1973
5. **Smt. Neera Dogra,**
Former Chairperson,
Central Social Welfare Board March 26, 1974 to May 16, 1977
6. **Shri Bishnu Prasad,**
Ex-Member of Parliament March 21, 1988 to March 12, 1990
7. **Shri R. K. Saiyed,**
Former Secretary, Ministry of
Communication and DG
Posts & Telegraphs September 22, 1990 to May 11, 1993
8. **Dr. Harbhajan Singh Deol,**
Ex- Professor & HOD,
National Integration Chair
Punjabi University, Patiala October 16, 1996 to October 15, 1999
9. **Shri Kewal Krishan Sethi**
Former Chief Secretary, Manipur &
President, Board of Revenue, MP Feb. 24, 2003 to Feb. 23, 2006
10. **Shri Suresh A. Keswani,**
Ex-Member of Parliament
(Rajya Sabha) June 8, 2006 to

Annexure- III

SAFEGUARDS FOR LINGUISTIC MINORITIES – BASIC FACTS

I. Who are Linguistic Minorities?

Linguistic Minorities are 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.

II. Safeguards for Linguistic Minorities:

The safeguards for linguistic minorities derive their authority from two sources:

- (A) The Constitution of India.
- (B) The Scheme of safeguards agreed to at the all India level from time to time.

(A) CONSTITUTIONAL SAFEGUARDS FOR LINGUISTIC MINORITIES IN INDIA.

(i) Article 29: Protection of Interests of Minorities.

- (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

(ii) Article 30: Right of Minorities to Establish and Administer Educational Institutions:

- (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1) the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.
- (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

(iii) Article 347: Special Provisions 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 Government of the States concerned.

(vii) The Articles of the Constitution guaranteeing to all the citizens certain Fundamental Rights.

Such as equality before law or equal protection of laws (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) SCHEME OF SAFEGUARDS :

The Scheme includes provision for the translation and publication of rules, regulations, notices, etc., in minority languages in areas where their speakers constitute 15% or more of the local population; declaration of minority languages as Second Official language in districts, where their speakers constitute 60% or more of the population; receipt of and reply to representations in minority languages; instruction through mother tongue at the Primary stage of education; instruction through minority languages at the Secondary stage of education; advance registration of linguistic preference of linguistic minority pupils and inter school adjustments; provision for text-books and teachers in minority languages; implementation of three language formula; regional/official language not to be a prerequisite for recruitment to State services; setting up of proper

machinery for implementation of safeguards for linguistic minorities at the Zonal, State and district levels; and issue of Pamphlets in minority languages detailing safeguards available to linguistic minorities.

III) BASIC RESPONSIBILITY FOR IMPLEMENTATION OF SAFEGUARDS FOR LINGUISTIC MINORITIES:

The basic responsibility for implementation of safeguards for linguistic minorities rests with the state governments/ UT administrations, who are required to appoint a NODAL OFFICER for the purpose. Their active cooperation, therefore, is the key to safeguarding the interests of linguistic minorities.

IV) ROLE & IMPORTANCE OF THE CLM ORGANIZATION:

- i) The Constitution of India under Article 350B (1) and (2) provides for Special Officer for linguistic minorities, formally designated as the COMMISSIONER FOR LINGUISTIC MINORITIES.
- ii) Article 350(B) was inserted in the Constitution of India as a result of the Constitution (7th Amendment) Act, 1956, consequent to the acceptance of the recommendations of the States Reorganization Commission (SRC) by the Government of India in 1956.
- iii) The CLM looks after the interests of the Linguistic minorities, as distinct from Religious Minorities/SCs/STs/OBCs.
- iv) The basic function of the CLM is to investigate all matters relating to safeguards provided for linguistic minorities and to report to the President of India upon these matters at such intervals as the President may direct. The President causes all such Reports to be laid before each House of Parliament. Besides, the CLM may prepare Reports on vital issues and submit these to the Union Government and to the Chief Ministers/Lt. Governors of the concerned States/UTs.
- v) The CLM Organization works under the administrative control of the Union Ministry of Minority Affairs, Government of India.

V) HOW DOES THE CLM ORGANIZATION WORK :

The CLM Organization takes up all matters relating to safeguards for linguistic minorities brought to their notice by linguistic minorities-individuals/groups/associations/organizations. The CLM Organization is in regular touch with the state governments/UT administrations to ensure the implementation of the scheme of safeguards for linguistic minorities.

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 when required with the Chief Ministers, Governors and Lt. Governors of the States, Union Territories. The CLM also holds discussions at the highest levels of Administration viz. Chief Secretary, Principal Secretary (Education) and Principal Secretaries of the Departments entrusted with monitoring the implementation of the Scheme of Safeguards for linguistic minorities.

The DCLM, ACLMs and RO of the CLM organization also visit places/areas where speakers of minority languages are in sizeable numbers and hold discussions with DMs/DCs and their officers with a view to resolve problem of linguistic minorities.

Annexure-IV

Recommendations of core groups at Conference held on UNESCO's International Mother Language Day

The CLM organization conducted a conference on UNESCO's International Mother Language Day on 21st February, 2009, at Parliament House Annexe, New Delhi. Three Core Groups were constituted from amongst the delegates at the conference. These Groups after in-depth discussions on issues facing linguistic minorities came up with certain noteworthy recommendations. These are detailed as under :

Recommendations of Core Group-I on: How Mother Language could be developed into medium of instruction.

- i) Education Policies to be clearly drafted and backed up by proper strategy.
- ii) Passing of an Act for introducing the mother-tongue in curriculum and establishment language development boards.
- iii) Where teaching in mother-tongue has been introduced, properly trained language teachers should be appointed.
- iv) Pictorial Books should be published where works of mother-tongue are translated into English and the regional language.
- v) Pictorial Booklets should be published so that the boys & girls can be attracted towards study of mother-tongue.
- vi) Mother-tongue Hand Books should be published to develop the mother-tongue.
- vii) Primers in mother-tongue should be published.
- viii) Compilation and Publication of available Facilities in Mother-tongue should be provided to popularize the mother-tongue.
- ix) Up to Class V, Two-Language Formula, where Mother-tongue should be the First language should be introduced.
- x) Incentives should be provided to the mother-tongue language teachers for qualifying in the Language Training and Work in the school.
- xi) Government should immediately resume the system of training mother-tongue teachers where the sanction has been discontinued.
- xii) When the appointment of teachers is on the basis of student teacher ratio, it should be minimized so as to facilitate appointment of language teachers.
- xiii) The Government should take steps immediately to stop the process of closure of mother-tongue schools.
- xiv) Mother-tongue languages should be made a medium of examination in all local Public Service Examinations.
- xv) Broadcasting facilities should be provided for mother-tongue languages in appropriate areas irrespective of population or a new channel for the same may be established.
- xvi) Mother-tongue should be made job-oriented.
- xvii) Where more than one state is involved for introducing mother-tongue, endeavour should be made to make a common script of the mother-tongue.
- xviii) Publication of dictionaries in mother-tongue should be made by the Government.
- xix) Teachers' training syllabus should include mother-tongue.
- xx) Government should establish Academies in Mother-tongue languages.
- xxi) Scientific and administrative terminology and different committees should be established for development of mother-tongue languages.
- xxii) Census should cover all mother-tongue groups irrespective of numerical strength.
- xxiii) Commissioner for Linguistic Minorities should have financial power to grant Financial Assistance to different languages.

Recommendations of Core Group -II on: How can Mother-Language be developed and geared to preserve the local culture.

Various forms of art are the products of language. Culture and language cannot be separated. Promotion and Protection of folk art, rituals, and music help in promoting the language. In other words, preserving the local culture, results in the development of the mother language of the area.

We can think of two broad steps here:

- 1) Promotion and Development of Mother Language.
- 2) Promotion of Culture.

1) Promotion and Development of Mother Language.

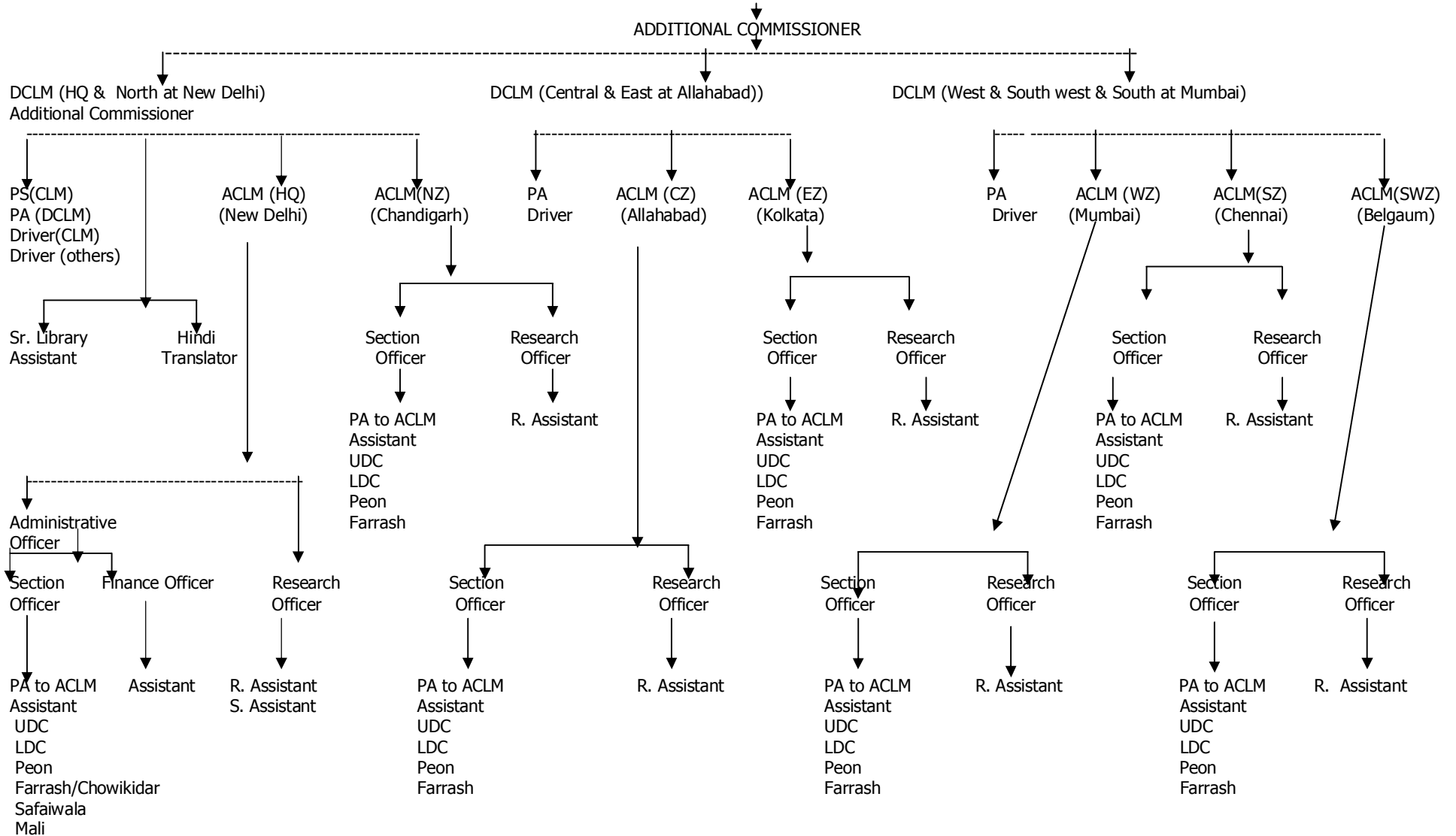
- i) All major/minor languages should be included in the Eighth Schedule of the Constitution.
- ii) There must be Academies for each minor language.
- iii) Universities can be established, especially for the minority languages. Existing Universities should establish chairs and research centers for the local minority languages.
- iv) Every Minority language should be respected and given equal opportunities by the Government.
- v) Attention should be given to update and compile dictionaries of the mother languages.
- vi) Translation Institutes must be established. These institutes can translate from mother languages to the other languages and from the other languages to the mother languages.
- vii) Foreign scholars should be attracted towards local languages with fellowships and cultural exchange programmes.
- viii) The Commissioner Linguistic Minorities should have a databank /Website with all the details about the minority/ mother languages. (Language samples (voices) can be maintained here).
- ix) In all Governmental schemes of Government of India such as Sarva Shiksha Abhiyan, a part of amount needs to be earmarked for the development of minority languages.
- x) Government infrastructural facilities (such as school buildings, etc.) should be made freely available to language NGOs so as to develop these languages.
- xi) Awards / recognitions should be given to the persons or associations who work on / for minority languages.
- xii) The Government can appoint two or three Delhi Representatives for each of the minor languages to coordinate with the Government departments.
- xiii) Minority languages should be introduced in schools / colleges as a language.
- xiv) Mother languages should be encouraged in electronic media.
- xv) The local languages should be taught through radio and local TV channels. The District Administrations should encourage mother language classes to Government employees / Bank officers / Doctors etc.
- xvi) A day / week in a year can be celebrated as the particular language day / week. This should be from Anganwadi level to College level as well as in the Government offices.
- xvii) Creative literature in mother language should be encouraged by arranging competitions in schools and colleges etc.
- xviii) Newspapers / magazines should be encouraged in mother languages.
- xix) The words from mother languages / local languages should be freely used in the main language of the area without any inferiority complex.
- xx) The local Radio Stations should regularly broadcast news and other programmes in minority languages.

- 2) Promotion of Culture:-
- i) The minority language writers should be encouraged to write about local culture/life.
 - ii) Stage performances/Folk performances /Folk tales related mother languages must be encouraged in schools and colleges.
 - iii) The various language academies and other Government departments or NGOs can make use of colleges and schools to arrange lectures on mother language and culture.
 - iv) Local NGOs can be helped by the Government financially to arrange cultural programmes in the mother languages.
 - v) Linguistic exchange or Cultural tours should be arranged for the benefit of minority language associations.
 - vi) Trusts and Associations should be established by private initiative. Government can encourage this by providing building or space.
 - vii) Such conferences should be organized more frequently with audio and visual aids.
 - viii) The Corporate houses can be given incentive for promoting minority culture and language, by way of tax exemption to such contributions which are made for the benefit of cultural and language associations.

Recommendations of Core Group–III on: Use of minority language in administration and for communication.

- i) The established Rules and laws in connection with preserving minor languages should be followed strictly.
- ii) Political consideration which affects the interest of minority languages should be ordered.
- iii) Clear-cut case studies should be made in connection with a particular minor or minority language of a particular area.
- iv) Giving thrust to administrative language may affect the minor or minority languages. So, the Government should follow the way which does not affect the home language.
- v) Administrative circulars should be in bilingual where there is more than one language, particularly in the minority language area.
- vi) Census on linguistic ground is to be taken. This will help in many ways to plan in minor or minority language area.
- vii) In Tribal area, bilingual dictionaries should be prepared.
- viii) Translation cells should be established where the administrative language is different from home language. "The Cell should evolve the way to translate applications etc. from tribal or minor language to official language".
 - a) To enrich literature of mother language as a medium of informal education so as to motivate a community to access means of economic growth.
 - b) Translation activities may help best. Literary Institutions such as Sahitya Academy or National Book Trust of India may be urged upon beside state governments.
- ix) Where there is a language without script, Radio or TV medium programme should be given more time.
- x) For survival of a particular language, the Government should appoint staff who knows the particular minor language.

Annexure -V
Chart on Proposed Restructuring of the office of the Commissioner for Linguistic Minorities
Hon'ble CLM



Annexure - VI

Statement Issued by Meeting of Chief Ministers of States and Central Ministers held in 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 ä. 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 10th

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 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 11th and 12th

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11th and 12th, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11th and also in the morning of August, 12th.
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 4th 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 Com-mission, 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 all 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 authorized 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, though desirable in many ways, may well lead to the isolation of such Universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one University to another and the cause of education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasized. Such a common link can only be English or Hindi. Ultimately, it will have to be Hindi and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a Regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a Regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught as long as necessary in English while other subjects may be taught with Hindi or the Regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

19. As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

20. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India Official language. This has been further confirmed in the Presidential order issued in regard to the Union Official language.

21. It was agreed that the implementation of the policy herein laid down for safeguarding of the interests of linguistic minorities and the promotion of national integration were matters of very great importance. The functions of the Commissioner for Linguistic Minorities are described in Article 350B of the Constitution. Though he can not obviously be entrusted with executive function for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only

prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

22. The Zonal Council should pay particular attention to the implementation of this policy in their zonal areas. A Committee consisting of the Vice-Chairmen of the Zonal Councils should be set up under the Chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This Committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in 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 plane. 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.

Annexure-VII

COMMISSIONER FOR LINGUISTIC MINORITIES

Questionnaire for 46th Report (For the Period from July, 2007 to June, 2008)

Name of the State /Union Territory

Name of Nodal Officer

Designation and address of the Nodal Officer

.....

Telephone Number of Nodal Officer (Off).....

(Mob).....

(Fax)

E mail address

Department looking after the Linguistic
Minorities Affairs

Name of Head of Department
(Secretary/ Principal Secretary, etc.)

Telephone Number (Off).....

(Mob).....

(Fax)

E mail address

Statistics/ Census

A. Language Profile

1. Total Population of the State/ UT. (as per 2001 census)
2. Languages spoken (in descending order)

Language	Number of speakers	Percentage

(Please include all languages whose speakers are in excess of one percent of total population. If, however, the percentage is less than one but the concerned linguistic

group is residing in a compact area (district/ tehsil/ town) where their number is more than 15 % of population, such languages should be included in the list.)

(**Note** – The language profile is not limited to languages included in Schedule VIII of Constitution but extended to all languages.)

3. (a) Are there districts where minority languages are spoken by more than 60% of the population (of the area). YES/NO

(b) If answer is YES, please specify the district/ tehsil/ taluk/ town concerned.

District	Tehsil /Taluk/Town	Language	Percentage

4. (a) Are there areas (district/tehsil/taluk/town) where minority languages are spoken by more than 15% of the population (of the area).

YES/NO

(b) If answer is YES, please specify the district/ tehsil/ taluk/ town concerned.

District	Tehsil /Taluk/Town	Language	Percentage

(You may have to attach a separate sheet.)

B. Use of Minority Languages in Administration

5. What special consideration is envisaged for such districts/ tehsils/ taluks/ towns?

6. Is there a practice of posting officers who know the local languages in areas where these languages are spoken by a large number of persons?

YES/NO

7.(a) Are the gist of important rules, regulations, notices etc. published in minority languages in those areas where their speakers constitute 15% or more of the local population. YES/NO

(b) If the answer is YES, please specify the details of such publications during the year.

(Note – Please give the information language-wise. Attach a separate sheet, if necessary.)

8. Are the training materials for the village level workers supplied to them in the local language?

9. Is there a practice of publishing material on the schemes especially relevant to the villages? (e.g., immunization, family planning, rural employment schemes, enumeration of below poverty persons and schemes for assistance to them, etc.)

10. Are the local bodies (panchayats, cooperative societies, irrigation panchayats, municipal committees, etc.) allowed to use the local language for conduct of their business and maintenance of records?
11. Are the revenue records at the village level kept in the local language in the tehsils where there is significant population of the linguistic minorities?
12. Do the registration authorities allow the documents in minority languages to be presented for registration? YES/NO
- 13(a). Whether orders have been issued to the officers that the representations/petitions received in minority languages should be entertained. (This is a constitutional guaranteed under Article 350) YES/NO
- (b) If no, when are these likely to be issued?
- (c) Whether such representations/ applications are replied to the same language? YES/NO
- (d) If the answer to (c) is "NO", kindly specify the problems faced in doing so.
- (e) Is there a translation bureau for translation with facility to use the minority languages? YES/NO

C. Recruitment Rules

- 14.(a) Are there district level cadres of lower level posts such as village level workers, primary school teachers, para medical staff.
- (b) For the recruitment to these cadres, is the knowledge of the local language an essential qualification?
- (c) If so, what is the standard considered satisfactory?
15. Are minority languages permitted to be used in answering the question papers for recruitment examinations? (This should be true for the areas where there is a strong presence of the linguistic minorities, especially so for recruitment to non state level posts and cadres.)

D. Official Languages

16. Name of the Official Language of the State/ UT:
17. Name of any other language(s) (apart from English) declared as Official Language.

Language	Extent of area	Purpose for which it can be used
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(Note - If it covers the entire state, please mention "Whole State". Otherwise mention the names of the districts)

18.(a) Are the gist of important rules, regulations, notices etc. published in minority languages in those areas where their speakers constitute 15% or more of the local population?

YES/NO

(b) If the answer is "YES", what are the arrangements for translation of these documents into minority languages?

(c) If the answer is "YES", please specify the details of such publications during the year. (Note – Please give the information language-wise.)

(d) If the answer is NO, will the State Government issue such directions and to make arrangements for translation into minority languages?

E. Recognition of linguistic minority institutes

19. Who is the recognizing authority for the recognition of the institutions claiming to be linguistic minority institutes?

20. How many institutes are recognized as linguistic minority institutes on June 30, 2008? (Please give language wise information.)

21. How many applications are pending for recognition? (Please give language wise information.) as on 30 June 2008?

F. Grants to linguistic minority institutes

22. Who is the authority for sanction of grants to primary and secondary schools claiming to be linguistic minority institutes?

(If there is more than one agency, all the names should be specified.)

23. How many institutes have been sanctioned grant in aid for the year 2007 – 08?

Level	number of schools	minority language 1 *	minority language 2 *	minority language 3 *
Primary				
Upper Primary				
Secondary				

(* The language concerned should be named. Add more columns, if necessary.)

G. Educational Facilities in Primary Education

24. Where the minority language is the medium.

Language	Schools	Students	Teachers

(If the schools are mixed one i.e. both principal language and the minority language(s) are taught in separate sections, such schools should also be included)

25. Where the minority language is taught as a subject only. (i.e. it is not a medium)

Language	Schools	Students	Teachers

H. Educational Facilities in Upper Primary Education

26. Where the minority language is the medium.

Language	Schools	Students	Teachers

(If the schools are mixed one i.e. both principal language and the minority language(s) are taught in separate sections, such schools should also be counted)

27. Where the minority language is taught as a subject (i.e. it is not a medium).

Language	Schools	Students	Teachers

I. Educational Facilities in Secondary Education

28. Where the minority language is the medium.

Language	Schools	Students	Teachers

(If the schools are mixed one i.e. both principal language and the minority language(s) are taught in separate sections, such schools should also be counted)

29. Where the minority language is taught as a subject though it is not the medium.

Language	Schools	Students	Teachers

J. Three Language Formula

30. Languages taught under the "Three Language Formula";

1. First Language
2. Second Language
3. Third language

31. The number of candidates in Class 8 examination (if a joint district level/ state level examination is held), and Class 10 and 12 examinations for various languages.

Language	Class 8	Class 10	Class 12

(Note - You may have to attach a separate sheet to account for all the languages. The information is for all the schools and not merely for the linguistic minorities' schools. The data would be readily available from the Board of Secondary Education and /or the Board for class 8 examination. It need not be separately collected from the schools).

K. Teachers

32. Are the posts of teachers created/ earmarked for language/ medium.

YES/ NO

33. If Yes, number of posts sanctioned/ earmarked.

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled

34. (a) Is there any arrangement by which the teachers can be trained for using the minority language(s) as medium?
 (b) If so, please give details.
 (c) Is the training material for the teachers available in the minority languages?

(Note - 1. In service training is also included in the above.
 2. English Language Training Institutes are to be excluded.)

L. Text Books

35. Which is the agency for preparation, publication of text-books and other teaching material in Minority Languages?
 36. Is the agency able to supply the books and other teaching material to the students in time for the educational session?
 37. If the books and other teaching material are procured from other states, which is the agency for doing so.
 38. Are these procured books and other teaching material distributed in time to the students?
 39. What is the mechanism for ensuring that textbooks and other teaching material are available to the students of the minority languages at the comparable rates (as for books and other teaching material of principal language)?

M. Maintenance of Advance Registers

40. Are Advance Registers for registering linguistic preference of linguistic minority pupils being maintained in all the schools in the area where the linguistic minority students are in significant number? YES/NO
 41. How many Primary schools are maintaining Advance Registers?
 42. How many Upper Primary/ Secondary schools are maintaining Advance Registers?

N. Promotion and Development of minority languages.

43. Please give information about the Academies set up by the Government for promotion and development of the minority languages.

Language	Name	Date set up	Budget for year 2007-08

Notes:

- (a) In Jammu and Kashmir, this will include Kashmiri also as it is not the Official Language.)
- (b) In Meghalaya, Khasi & Garo are also to be included.
- (c) In Himachal Pradesh, Pahari may be included.

(Special Note - If the Academies exist, kindly enclose a brief account of the activities of each of the Academies in the year 2007 – 08 which should include overall objectives as well as the achievements for the year)

- 44.(a) Are there any schemes to give financial assistance to Organizations / individuals to work for promotion of Minority Languages or for the cultural activities?
- (b) If so, please specify the assistance being given to the Organizations along with the purpose of giving such grants.

Language	Name of Organization	Grants for year 2007-08	Objectives

- (c) Please specify the assistance being given to the individuals along with the purpose of the assistance.

Language	Number of Individuals	Assistance for year 2007-08	Particulars

(Names of individuals need not be given. Please specify the number of the persons given assistance and the total amount given as assistance. Particulars will mention the purpose of assistance such as old age pension for writers, publication of manuscripts, etc. Each item may be shown separately.)

O. Machinery for Implementation of Safeguards

45. (a) Is there a committee set up at state level to monitor and review the implementation of the safeguards YES/NO
- (b) If so, what is the composition of the committee?
- (c) Did the committee meet during the year 2007–08? If so, when?
- (d) If the answer to (a) is 'NO', is there a proposal to constitute such a committee?

46. (a) Who are the Officers entrusted with the Linguistic Minority affairs at the District level?
- (b) Is there a committee set up at district level to monitor and review the implementation of the safeguards? YES/NO
- (c) If so, what is the composition of the committee?
- (d) Did the committee meet during the year 2007–08? If so, when? (Please mention the date(s) district wise)
47. (a) Is a Minority Commission set up for the State? YES/ NO
- (b) If answer is YES, is it allotted the responsibility for the linguistic minorities also? YES/ NO
- (c) If the answer to (b) is "YES", kindly indicate if the Commission is expected to submit a periodical report on the implementation of the safeguards.
- (d) If so, when was the last report submitted? (A copy of the portion relating to the linguistic minorities may be sent.)

P. Publicity of the safeguards

48. What is the mechanism for informing the Linguistic Minorities about the concessions being given to them and the facilities provided to them.
49. Can the district and tehsil offices be directed to exhibit the concessions available to linguistic minorities through hoardings in the offices?
50. Is there a compilation of standing orders, for the officers, giving details of the orders concerning the linguistic minorities?

Q. Grievances / Complaints Received From Linguistic Minorities

51. (a) Has any officer being designated at the State level to receive complaints/ representations from the linguistic minorities? YES/NO
- (b) If so, his designation.
- (c) Nature of complaints received.
- (d) If answer to (a) is NO, would the State Government designate a senior officer in the Secretariat as such officer and give publicity to such appointment.
52. (a) Has any officer being designated at the district level to receive complaints/ representations from the linguistic minorities?
- (b) If so, his designation.

53. Please describe main problems being faced by the Government and Administration in actual implementation of safeguards provided to Linguistic Minority.
54. Any other information the State Government will like to bring to the notice of Commissioner for Linguistic Minorities.

Notes –

1. Whenever State Government is mentioned, the expression includes Union Territory Administration.
2. If you need any clarification, please contact the Assistant Commissioner 0532-2468560, Fax 0532-2468544, Research Officer-0532-2468814
3. E mail address **clm.2007@rediff.com**
4. Web site **<http://www.nclm.nic.in>**
5. Postal Address **40, Amar Nath Jha Marg
Allahabad – 211 002 (U.P.)**