



सत्यमेव जयते

**48th REPORT
OF
THE COMMISSIONER
FOR
LINGUISTIC MINORITIES
IN INDIA**

(July 2010 to June 2011)

www.nclm.nic.in



संख्या/No. CLM REPORT/48/2011

आयुक्त भाषाजात अल्पसंख्यक
अल्पसंख्यक कार्य मंत्रालय
भारत सरकार
Commissioner for Linguistic Minorities
Ministry of Minority Affairs
Government of India

टेलीफोन/ Telephone: 2468549
तार/ Telegram: LIMINCOM
हिन्दी तार / Hindi Telegram : भाषाल्पायुक्त
फैक्स सं०/ Fax No. 0532- 2468544

40, अमर नाथ झा मार्ग
40, Amar Nath Jha Marg
इलाहाबाद-211002
Allahabad 211002

दिनांक /Dated: July, 2012

To :

The President of India

Through: Union Minister for Minority Affairs, Government of India

Your Excellency,

1. I have the honour to present the 48th Report to Your Excellency for the period July 2010 to June 2011, in terms of Article 350-B (2) of the Constitution of India.
2. The Report is mainly based on the information elicited from the State Governments/UT Administrations in respect of implementation of the Constitutional and the nationally agreed Scheme of Safeguards provided to the linguistic minorities in India.
3. The Report records its findings and recommendations for appropriate action by the State Governments and the Union Territory Administrations.
4. The Report may kindly be laid on the table of both the Houses of Parliament as per the Constitutional provisions.

With profound regards.

Yours faithfully,

(NANDLAL JOTWANI)

Commissioner for Linguistic Minorities in India

CONTENTS

CHAPTER	TITLE	PAGE
1.	INTRODUCTION	1-7
NORTHERN ZONE		8
2.	Chandigarh	9-15
3.	Delhi	16-27
4.	Haryana	28-33
5.	Himachal Pradesh	34-40
6.	Jammu & Kashmir	41-43
7.	Punjab	44-46
8.	Rajasthan	47-53
CENTRAL ZONE		54
9.	Bihar	55-57
10.	Chhattisgarh	58-65
11.	Jharkhand	66-74
12.	Madhya Pradesh	75-77
13.	Uttarakhand	78-83
14.	Uttar Pradesh	84-86
EASTERN ZONE		87
15.	Arunachal Pradesh	88-92
16.	Assam	93-101
17.	Manipur	102-109
18.	Meghalaya	110-116
19.	Mizoram	117-123
20.	Nagaland	124-133
21.	Orissa	134-142
22.	Sikkim	143-150
23.	Tripura	151-158
24.	West Bengal	159-171

WESTERN ZONE		172
25.	Dadra & Nagar Haveli	173-179
26.	Daman & Diu	180-184
27.	Goa	185-192
28.	Gujarat	193-200
29.	Karnataka	201-210
30.	Maharashtra	211-219
SOUTHERN ZONE		220
31.	Andaman & Nicobar Islands	221-229
32.	Andhra Pradesh	230-239
33.	Kerala	240-246
34.	Lakshadweep	247-252
35.	Puducherry	253-260
36.	Tamilnadu	261-274
37.	FINDINGS	275-281
38.	RECOMMENDATIONS	282-306

Note: The placing of the States/U.T.s under certain zones is purely a matter of administrative convenience. The States/U.T.s figure in the said Zones in the alphabetical order as per English alphabet.

48th Report
July 2010 to June 2011

ANNEXURES

Annexure	TITLE	Page
I	Commissioner for Linguistic Minorities in India	307-309
II	Safeguards for Linguistic Minorities	310-312
III	Linguistic Minority Districts/Tehsils/ Talukas/Municipalities Having 15% or More Speakers of Minority Languages	313-329
IV	Languages Spoken by 1% or More of the Population of States/U.T.s (Census 2001)	330-335
V	Commissioner's Questionnaire 48th Report	336-347
VI	Resolution Adopted at Provincial Education Ministers' Conference (August 1949, Approved by Govt. of India)	348
VII	Government of India Memorandum, 1956	349-354
VIII	Ministerial Committee of the Southern Zonal Council, 1959, on Safeguards for Linguistic Minorities	355-368
IX	Meeting of the Chief Ministers of States & Central Ministers (August 1961)	369-375
X	First Meeting of the Committee of Vice-Chairmen of Zonal Councils (November 1961)	376-381

INTRODUCTION

1

- 1.1 I feel honoured and privileged to present this 48th Report covering the period from July 2010 to June 2011, to the Hon'ble President of India under Article 350 B (2) of the Constitution. My report deals with matters relating to the safeguards for the linguistic minorities, which are provided under the Constitution and those agreed at the national level from time to time.



Seen along with the Hon'ble Prime Minister, in the Conference in the Parliament Annexe, are: *then* Secretary to the Govt. of India, Ministry of Minority Affairs and the Commissioner for Linguistic Minorities, etc.

- 1.2 Shri Jawahar Lal Nehru, the first Prime Minister, had an abiding faith in the unity in diversity of the country. He wrote in his book, 'The Discovery of India': "The diversity of India is tremendous; it is obvious; it lies on the surface and everybody can see it. Yet with all these differences, there is no mistaking the impress of India. A dream of unity has occupied the mind of India since the dawn of the civilization.

That unity was not conceived as something imposed from outside, it was something deeper, and within its fold the widest tolerance of belief and custom was practiced and every variety acknowledged and even encouraged.”

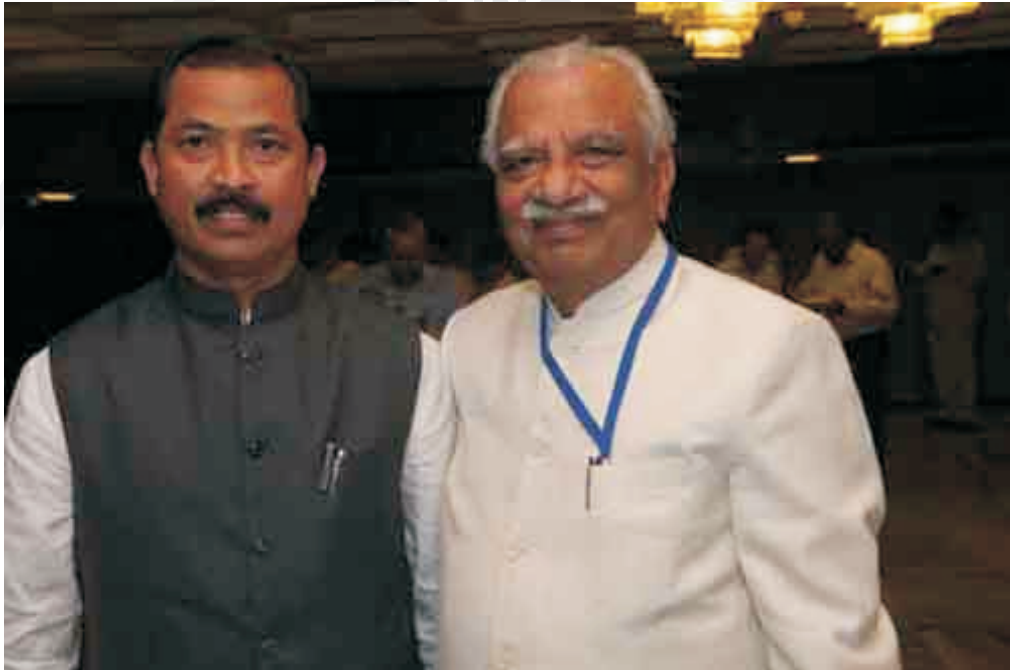
- 1.3 This diversity is nowhere more emphatically presented than in the multiplicity of languages spoken by people in different parts of the country, which forms an integral part of our rich cultural heritage representing a magnificent mosaic of, *inter alia*, multiple languages. The centuries-old multilingual, multicultural



Shri Salman Khurshid, Hon'ble Minister for Minority Affairs and Law & Justice, Government of India, and the Commissioner for Linguistic Minorities, discussing a point in the Parliament Annexe, New Delhi

ethos has held our great country together. The Census-2001 shows that people speaking two major language groups, namely, Indo-Aryan and Dravidian, constitute 76.86% and 20.82% of the population respectively, while the Austro-Asiatic, Tibeto-Burmese and Semito-Hamitic language groups constitute 1.11%, 1% and 0.01% of the population respectively. The twenty two languages enlisted in Schedule VIII of the Constitution of India, are spoken by 96.56% of our total population.

- 1.4 In India, there are approximately 20 crore people who speak a language which is other than the principal language of the State/U.T. Thus, approximately 19% of our population happens to be the linguistic minorities. The intra-State migration and movement of population from different parts of the country in search of better economic or educational opportunities also contributes to the emerging linguistic minorities scenario in the country.
- 1.5 The linguistic diversity prevailing in the country ought to be harmonized for achieving inclusive development and national



Shri Vincent H. Pala, Hon'ble Minister of State for Minority Affairs and Water Resources, Government of India, and the Commissioner for Linguistic Minorities, during a Conference in New Delhi, which was Presided over by Hon'ble Prime Minister

integration. In a multilingual society like ours, language is a critical factor in bringing about 'unity in diversity' which, in turn, Brings about harmony and happiness in the country. Hence, it is imperative to effectively implement the safeguards for the diverse linguistic minorities and provide them a level playing field and equal opportunities for the inclusive development in the country. In the same breath, I would like to echo what the States Reorganization Commission had said in its report of 1955, "We wish to emphasize that no guarantees can secure a minority

against every kind of discriminatory policy of a State Government. Government activity at State Level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. ... There can be no substitute for a sense of fair play on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in, as elements vital to the integrated and ordered progress of the State”.



Dr. Nandlal Jotwani, Commissioner for Linguistic Minorities, Ministry of Minority Affairs, Government of India, in a meeting with Shri Sunil Kumar, IAS, Chief Secretary to the Government of Chhattisgarh

- 1.6 The multilingual and multicultural diversity must therefore be harmoniously integrated in ways which encourage and strengthen the core values and processes of tolerance, understanding, empathy, cooperation, providing level playing field and equal opportunities for all, for achieving inclusive development in our pluralistic society. As it were, India is one unit, we all are equal citizens of the same unit and everyone has the same rights and privileges and is subjected to the same liabilities and restrictions throughout the length and breadth of our country. It therefore enjoins upon all the States/UTs to ensure, *inter alia*, effective implementation of the Constitutional

and other Safeguards for the linguistic minorities in our country. Precisely, for this purpose, I had the occasion to organize a national conference in 2011 to sensitize the key functionaries, namely, the Nodal Officers of the State Governments and U.T. Administrations, and some of the representatives of the diverse linguistic minorities, so as to ensure effective implementation of the Constitutional and other nationally agreed Safeguards provided to the linguistic minorities, for achieving inclusive development and



Commissioner for Linguistic Minorities lighting the traditional Lamp in Celebration of 150th Birth Anniversary of Nobel Laureate Rabindranath Tagore

Strengthening national integration. The conference succeeded in creating favourable environment for efficient and effective implementation of the Safeguards for the linguistic minorities and it was followed up effectively by holding the meetings with the stakeholders and addressing the Secretaries of the Language Academies functioning under the Governments of the National Capital Territory of Delhi and Chhattisgarh, etc. Another national conference Nodal Officers of the State Governments and U.T. Administrations is also planned to be held on 11th September, 2012, with a view to sensitizing them about the safeguards

for the linguistic minorities and the concomitant responsibility of the State. Pursuant to my initiative and thanks to positive response of the Government of India, Ministry of Information and Broadcasting and the Ministry of Minority Affairs that a Joint Committee has since been constituted to initiate an effective publicity campaign to generate awareness of the constitutional rights and existing scheme of safeguards available to the linguistic minorities, which are spread throughout the country. The States/U.T.s are also advised to devise, design and develop



Commissioner for Linguistic Minorities delivering Keynote Address on the Nobel Laureate Rabindranath Tagore in an International Seminar in New Delhi

appropriate media campaigns and outreach programmes to publicize their schemes and participatory programmes for implementation of the safeguards for the linguistic minorities.

- 1.7 This Report records its findings and recommendations on the state of implementation of various safeguards for the linguistic minorities in the States/U.T.s for the period under review. I hope and trust that the States/U.T.s would Work

vigorously so as to ensure efficient and effective implementation of the Safeguards for the linguistic minorities, which, in turn, will contribute significantly to inclusive development and national integration in the country.



Dr. Nandlal Jotwani, Commissioner for Linguistic Minorities, Government of India, in a meeting with Shri Praveen Kumar Tripathi, IAS, Chief Secretary to the Government of NCT of Delhi

- 1.8 I hope and trust that this Commissioner's Report would be viewed by all as the Nation's resolve to provide equal opportunities and ensure efficient and effective implementation of the Constitutional and other nationally agreed Safeguards for the linguistic minorities.
- 1.9 I express my grateful thanks to the Government of India, Ministry of Minority Affairs; the State Governments/U.T. Administrations and the CLM staff for their cooperation in realizing my firm commitment to carry out the constitutional mandate effectively in spite of constraints of critical understaffing in this Constitutional Institution.

NANDLAL JOTWANI
Commissioner for Linguistic Minorities in India
Ministry of Minority Affairs
Government of India

Northern Zone

Chandigarh

Delhi

Haryana

Himachal Pradesh

Jammu & Kashmir

Punjab

Rajasthan

July 2010 to June 2011

CHANDIGARH 2

Linguistic Profile

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

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

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

2.3 The U.T. Administration has stated that the Punjabi language speakers constitute 27.89% of the population of Chandigarh. However, it has not mentioned about Hindi, which is spoken by 67.53% of the U.T. population as per Census-2001.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

2.4 **Use of Minority Languages in the U.T.**

- a. The U.T. Administration has informed that it has taken various decisions to implement the Safeguards for the linguistic minorities, having advised the concerned departments to take necessary action for implementation of the same.
- b. It has been informed that there is no provision for publication of important rules, regulations and notices, etc. in minority languages.

- c. At present, there is no provision for sending replies to representations for redress of grievances in minority languages in which these are received by the Administration. While such representations in Hindi and Punjabi are entertained by the Administration, the reply thereof is sent in the official language i.e. English.

2.5 **Recruitment to U.T. Services**

- a. The recruitment to Group 'A' & 'B' posts is made by U.P.S.C. and to Group 'C' & 'D' at local levels through the Employment Exchange.
- b. The Administration has not furnished any information on whether the knowledge of regional/official language(s) is a pre-requisite and domiciliary restrictions apply at the time of recruitment to the U.T. Services.

2.6 **Recognition of Linguistic Minority Educational Institutions**

It has been informed that the Punjab Education Code is applicable in U.T. Chandigarh for recognition of private schools. No separate rules have been framed as the Department of Public Information has never received any application from any linguistic minority educational institution. The DPI (Schools) is the competent authority to grant recognition to the private schools. Further the DEO, U.T. Administration, Chandigarh is competent to grant recognition upto Middle Schools. However, no institution has been recognised as the linguistic minority educational institution and there is no application pending for grant of recognition as the linguistic minority educational institution.

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

As no linguistic minority educational institution has been recognised, no such institution has been sanctioned grant-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

2.8 Primary Stage (Class I to V)

- a. Punjabi is a medium of instruction, at the primary stage of education, as per following details:

Language	Schools	Students	Teachers
Punjabi	57	189	53

- b. The Punjabi language is being taught as a subject at the primary stage of education, as follows:

Language	Schools	Students	Teachers
Punjabi	103	24,094	526

2.9 Upper Primary Stage (Class VI to VIII)

- a. The Punjabi language is a medium of instruction at the upper primary stage of education, as follows:

Language	Schools	Students	Teachers
Punjabi	50	151	105

- b. The Punjabi language is taught as a subject, as follows:

Language	Schools	Students	Teachers
Punjabi	96	33,912	96

2.10 Secondary Stage (Class IX to X)

- a. The Punjabi language is a medium of instruction, at the secondary stage of education, as detailed below:

Language	Schools	Students	Teachers
Punjabi	38	75	61

- b. The Punjabi language is taught as a subject, as follows:

Language	Schools	Students	Teachers
Punjabi	81	2,409	73

2.11 Higher Secondary Stage (Class XI to XII)

- a. The Punjabi language is a medium of instruction, at higher secondary Stage of education, as detailed below:

Language	Schools	Students	Teachers
Punjabi	15	18	10

- b. The Punjabi language is taught as a subject, as follows:

Language	Schools	Students	Teachers
Punjabi	36	965	25

2.12 Three-Language Formula

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

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

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

Language	Class VIII
Punjabi	10,958
Hindi	10,958
English	10,958

The number of students is the same for Punjabi, Hindi & English, which needs to be clarified.

2.13 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Punjabi	Information not furnished		170	168
Hindi			202	198

- b. There is no mention of sanctioned/filled up posts of minority language teachers whereas Punjabi is stated to be a medium of instruction at Primary, Upper Primary and Secondary stages of education.
- c. State Institute of Education is stated to be the training institute for teachers of minority languages.

Training Institute	Minority Language	
	As a medium	As a subject
State Institute of Education	Yes	Yes

2.14 Text-books in Minority Languages

- a. It has been informed that translation of text-books from Hindi to Punjabi is done by the S.I.E., Chandigarh. These text-books are available to the linguistic minority students, on time, at competitive rates.
- b. Details have not been furnished about the arrangement for procurement of minority language text-books for minority language students. However, it has been stated that the arrangements were in place for procurement of text-books prescribed upto Class VIII from the Punjab State Education Board, Mohali in response to our Questionnaire for 2009-10.

2.15 Maintenance of 'Language Preference Registers' in Schools

'Language Preference Registers' are not being maintained in primary and secondary schools in the U.T.

2.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished regarding any scheme for promotion and development of minority languages. However, in response to Questionnaire for 2010-11, it was informed that the Chandigarh Sahitya Academy, Sangeet Natak Academy and Lalit Kala Academy have been constituted to promote and develop languages and culture in the U.T.

2.17 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

It has been stated that a Committee under the Chairmanship of Secretary Social Welfare, Chandigarh Administration has been constituted to monitor and review the implementation of the Safeguards vide notification no.4543-4545 dated 30.08.2005. The Deputy Commissioner, Joint Secretary (Home), DPI(C), DPI(S) and DSW, Chandigarh Administration are members of this Committee. However, no details of the meetings held during the period under reference have been furnished. It has been stated that Chandigarh is a small city having literacy rate quite high as compared to other states. This city has no history of communal riots. Therefore, it was not felt justified to have a separate State Minorities Commission for a small city with population of about 10 lacs. Keeping the position in view, the Chandigarh Administration has requested the Government of India, Ministry of Social Justice & Empowerment to exempt the Union Territory of Chandigarh from having a separate Minority Commission.

2.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been stated that Chandigarh Administration has taken various decisions to implement the Safeguards for linguistic minorities and the concerned departments have been requested to take necessary action for implementation thereof as Chandigarh is a single district Union Territory.

2.19 **ANALYSIS/RECOMMENDATIONS**

- a. Although Hindi is spoken by 67.53% of the population of Chandigarh (Census-2001) yet it has not been declared as an additional official language of the U.T. of Chandigarh.
- b. There is need to make arrangements for translation and dissemination of important government rules, notifications and orders, etc. in Hindi and Punjabi languages whose speakers constitute 67.53% and 27.89% respectively in Chandigarh.
- c. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages, wherever required.

-
- d. The U.T. Administration needs to furnish detailed information on whether minority languages are permitted in recruitment tests and whether domiciliary restrictions, if any, apply for recruitment to U.T. Civil Services.
 - e. The U.T. Administration needs to institute wide publicity of the Safeguards/facilities available to the linguistic minorities, so as to spread awareness among them, in the Union Territory.
 - f. The U.T. Administration is advised to hold regular meetings of a U.T. Level Implementation Committee under the Chairmanship of the Administrator to monitor implementation of the safeguards for the linguistic minorities in the U.T. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
 - g. The Nodal Officer of the U.T. Administration of Chandigarh needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner's Questionnaire to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for the Linguistic Minorities as mandated under Article 350B (2) of the Constitution.

2.20 The U.T. Administration of Chandigarh is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in Chandigarh.

DELHI

3

Linguistic Profile

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

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

3.2 The linguistic profile of the NCT of Delhi, as provided by its Government, is as follows:

Language	Speakers	Percentage
Hindi	1,12,10,843	81.13
Punjabi	9,88,980	7.16
Urdu	8,74,333	6.33
Bengali	2,08,414	1.51
Tamil	92,426	0.67
Malayalam	92,009	0.67
Maithili	85,331	0.62
Gujarati	45,145	0.33
Nepali	44,367	0.32
Sindhi	42,841	0.31
Oriya	29,178	0.21
Telugu	28,067	0.20
Marathi	26,472	0.19
Kashmiri	21,325	0.08
Dogri	6,974	0.05
Assamese	6,329	0.05
Manipuri	2,020	0.01
Konkani	1,767	0.01

- 3.3 The following minority languages are spoken by 15% or more of District/Tehsil/Taluka/Municipality population

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

- 3.4 a. **Official Language of the State:** Hindi.
 b. **Additional Official Language(s):** Punjabi and Urdu.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

3.5 Use of Minority Languages in the State

- a. It has been informed that the Citizen Charters of the Government Departments are being translated in the additional official languages Urdu/Punjabi.
- b. While the orders are stated to have been issued for receipt of, and reply to representations for redress of grievances in minority languages, no data has been furnished in this regard.

3.6 Recruitment to State Services

- a. Minority languages are permitted in the recruitment tests in the language specific teaching posts of the primary teachers, TGT, PGT i.e. Punjabi, Sanskrit, Bengali, Tamil, Urdu and also for recruitment to such posts where the educational qualification in minority language is essential as per the recruitment rules.

- b. There are no domiciliary restrictions for recruitment to the Services of N.C.T. of Delhi.

3.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that recognition of linguistic minority educational institutions is granted under as per norms of the Delhi School Education Act and Rules 1973, DMC Act, 1957 and RTE Act 2009.
- b. No statistics have however been furnished about linguistic minority education institutions having been recognised as on 30 June 2011.

3.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that as per the Delhi School Education Act & Rules, 1973, the Directorate of Education, GNCTD is the competent authority for sanction of grants-in-aid to linguistic minority educational institutions.
- b. Details of the schools sanctioned grants-in-aid for the year 2010-11 is as under:

Name of Minority Language	Number of School(s)	Primary/Upper Primary/ Middle/Secondary/Higher Secondary
Telugu	03	All Schools are of Sr. Sec. level.
Tamil	07	
Kannada	01	
Malayalam	02	
Punjabi	06	
Bengali	01	
Gujarati	01	
Sindhi	01	
Urdu	08	

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

3.9 Primary Stage (Class I to V)

- a. The Minority languages are medium of instruction, at primary stage of education, as follows:

Language	Schools	Students	Teachers
Telugu	03	410	16
Tamil	06	1,561	34
Malayalam	01	640	15
Urdu	07	2,137	31

MCD, Education Department

Language	Schools	Students	Teachers
Urdu	68	20,436	429
Punjabi	01	115	02
Tamil	03	198	07
Bengali	01	427	07

NDMC, Education Department

Language	Schools	Students	Teachers
Urdu	09	577	45

- b. The minority language(s) are taught as a subject, as per the following details:

NDMC, Education Department

Language	Schools	Students	Teachers
Urdu	01	115	01

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Telugu	06	2,426	54
Tamil	04	688	23
Punjabi	03	1,165	11
Sindhi	01	740	01
Urdu	09	4,199	56
Kannada	01	282	04
Bengali	01	881	05
Gujarati	01	639	03

MCD, Education Department

Language	Schools	Students	Teachers
Urdu	27	3,947	29
Tamil	01	64	01

3.10 Upper Primary Stage (Class VI to VIII)

- a. The following minority languages(s) are medium of instruction at upper primary stage of education, as detailed below:

NDMC, Education Department

Language	Schools	Students	Teachers
Urdu	04	83	09

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Punjabi	06	1,906	40
Urdu	29	10,353	101
Bengali	01	344	01

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

NDMC, Education Department

Language	Schools	Students	Teachers
Urdu	03	52	02
Punjabi	02	76	02

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Telugu	03	1,003	18
Tamil	07	1,725	07
Malayalam	02	684	05
Punjabi	227	17,668	110
Sindhi	01	291	02
Urdu	135	40,019	194
Kannada	01	36	01
Bengali	01	344	01
Gujarati	01	164	03

3.11 Secondary Stage (Class IX to X)

- a. Urdu is the medium of instruction, at the secondary stage of education, as per following details:

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Urdu	29	9,048	87

NDMC, Education Department

Language	Schools	Students	Teachers
Urdu	01	11	05

- b. The minority languages are being taught as a subject, at the secondary stages of education:

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Punjabi	121	10,189	86
Urdu	75	16,676	171
Telugu	03	93	03
Tamil	07	599	08
Sindhi	01	179	02
Kannada	01	13	01
Bengali	01	83	01

NDMC, Education Department

Language	Schools	Students	Teachers
Urdu	02	29	02
Punjabi	02	17	02

3.12 Higher Secondary Stage (Class XI to XII)

- a. At the higher secondary stage of education Urdu is the medium of instruction, as follows:

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Urdu	24	4,647	38

- b. The minority languages are taught as a subject, at the higher secondary stage of education, as detailed below:

Directorate of Education, GNCTD

Language	Schools	Students	Teachers
Bengali	01	39	01
Telugu	02	15	01
Tamil	07	306	07
Punjabi	22	717	20
Sindhi	01	40	-

3.13 Three-Language Formula

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

NDMC, Education Department

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

Directorate of Education, GNCTD

First Language : Hindi
 Second Language : English
 Third language : Urdu/Punjabi/Bengali/Sindhi/
 Tamil/Telugu/Malayalam

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

NDMC, Education Department

Language	Class VIII	Class X	Class XII
Urdu	45	25	-
Punjabi	15	13	-

Directorate of Education, GNCTD

Language	Class VIII	Class X	Class XII
Telugu	183	14	-
Tamil	791	238	101
Malayalam	138	-	-
Punjabi	5,889	5,094	717
Urdu	9,285	8,611	2,960
Sindhi	291	-	-
Gujarati	91	-	-

3.14 **Teachers in Minority Languages**

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

NDMC, Education Department

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	64	50 including contractual appointment	07	06
Punjabi	-	-	02	02

Directorate of Education, GNCTD

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	66	45	155	105
Punjabi	-	-	213	159
Tamil	23	22	07	06
Telugu	41	22	35	27
Malayalam	24	15	03	03
Sindhi	-	-	03	02
Kannada	05	05	-	-
Bengali	-	-	01	01
Gujarati	-	-	01	-

MCD, Education Department

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	-	429	-	29
Tamil	-	07	-	01
Punjabi	-	02	-	-
Bengali	-	07	-	-

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

Directorate of Education, GNCTD

Training Institute	Minority Language	
	As Medium	As a Subject
NCERT	Urdu	Urdu
SCERT	Urdu, Punjabi	Urdu, Punjabi

NDMC, Education Department

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

MCD, Education Department

Training Institute	Minority Language	
	As Medium	As a Subject
Research & Extension Centre, In-Service Teacher Training Institute	Information not furnished	Information not furnished

3.15 Text-books in Minority Languages

The Delhi Bureau of Text-Books, GNCTD is the agency entrusted with the preparation and publication of text-books and teaching materials in minority languages. The books are stated to be supplied to students free of cost, by the Department of Education, GNCTD.

3.16 Maintenance of 'Language Preference Registers' in Schools

It has been stated that the 'Language Preference Registers' for recording preference of the linguistic minority students are being maintained by schools, under the Directorate of Education, GNCTD.

3.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

Language	Name of Academy	When established	Budget for year 2010-11 (in lacs)
Urdu	Urdu Academy	1981	Plan 165 Non-plan 175.00 Teaching 131
Maithili & Bhojpuri	Maithili & Bhojpuri Academy	18.03.2008	160 + 60 BE + 100 For special programme
Punjabi	Punjabi Academy	17.09.1981	Plan 140 Teaching-510 non-plan 293 composite libraries 327
Sindhi	Sindhi Academy	July 1994	Plan 60.00 Non Plan 116.00

3.18 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

The Minorities Commission of the N.C.T. of Delhi does not deal with the affairs of the linguistic minorities. However, Art, Culture & Language Department of Government of NCT of Delhi monitors and reviews implementation of the Safeguards for the Linguistic Minorities.

3.19 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

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

3.20 **ANALYSIS/RECOMMENDATIONS**

- a. The Government of NCT of Delhi should make structured arrangements for receipt and translation of and reply to representations for redress of grievances in the minority languages.
- b. The Government of NCT of Delhi is expected to confirm the implementation of the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).

-
- c. The data and details about arrangements for training of the minority language teachers needs to be furnished by the Director of Education GNCTD, MCD Education Department and NDMC Education Department.
 - d. The Government of N.C.T. of Delhi should set up the NCT Level Safeguards Implementation Committee under the Chairmanship of the Chief Secretary to monitor and ensure implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the linguistic minorities may be co-opted to keep the said NCT-Level Committee inclusive and focused. Similarly, the District Level Committee under the Chairmanship of appropriate authority may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the linguistic minorities, may be co-opted.
 - e. The Nodal Officer, Government of N.C.T. of Delhi needs to ensure that comprehensive and consolidated replies for the NCT as a whole are furnished in stipulated time frame to the Commissioner's Questionnaire so as to enable the Constitutional Authority to present his Report to Hon'ble President of India, in time, on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution.

3.21 The Government of N.C.T. of Delhi is urged to initiate necessary measures to ensure effective implementation of the Safeguards for the linguistic minorities and timely replies to the Commissioner's Questionnaires.

HARYANA

4

Linguistic Profile

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

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

- 4.2 a. **Official Language of the State:** Hindi.
- b. **Additional Official Language:** English.
- 4.3 The State Government has informed that there is no district, where a minority language is spoken by 60% or more of its population, however, the following minority languages are spoken by 15% or more of the districts population:

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

- 4.4 **Use of Minority Languages in the State**
- a. It has been informed that important rules, regulations and notices, etc. are not published in the minority languages.

-
- b. No information have been furnished about receipt of, and reply to representations regarding redress of grievances, in minority languages.

4.5 **Recruitment to State Services**

- a. Minority languages are not permitted in answering question papers in recruitment tests to State Service. However in response to our Questionnaire for 2009-10, it was reported that Hindi and English were permitted for recruitment to the State Services.
- b. Knowledge of official language i.e. Hindi is a pre-requisite for recruitment to State Services. However, in response to our Questionnaire for 2009-10, it was informed that knowledge of regional/official language was not a prerequisite.
- c. No domiciliary restriction apply for recruitment to the State Services. However, it has been informed that for the benefit of reservation the candidate should be a domicile of Haryana.

4.6 **Recognition of Linguistic Minority Educational Institutions**

- a. No information has been furnished regarding rules, regulations and the competent authority for according recognition to linguistic minority educational institutions. However, in response to our Questionnaire for 2009-10, it was stated that the Commissioner & Director General, School Education, Haryana was the competent authority for accord of recognition to educational institutions.
- b. No institution has been recognized as a linguistic minority institution as on 30 June 2011.

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

No information has been furnished in respect of sanction of grants-in-aid to any linguistic minority educational institution.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

4.8 Primary/Upper Primary/Secondary/Higher Secondary stages

- a. The State Government has not furnished any information about educational facilities available to the students of minority languages at primary, upper primary, secondary and higher secondary stage of education.
- b. However in response to our Questionnaire for 2009-10, it was informed that Urdu and Punjabi were taught at primary stage of education in Mewat and Sirsa districts.

4.9 Three-Language Formula

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

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

- b. No statistics has been furnished about the students covered under the Three Language Formula.

4.10 Teachers for Minority Languages

- a. The details of Urdu teachers are as follows:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	1	1	1	1

However, in response to Questionnaire for 2009-10, the following information was furnished on posts of teachers for teaching of minority languages. it needs to be clarified.

Language	Medium	
	Sanctioned	Filled
Punjabi	1,002	966
Sanskrit	5,785	4,472

- b. There is no arrangement for training of teachers for teaching of minority languages as a medium of instruction and as a subject.

4.11 Text-books in Minority Languages

- a. It has been stated that minority languages text-books are not available to the students at the primary stage of education. However, text-books in minority languages are said to be available at the secondary stage of education.
- b. The text-books in minority languages for classes VI to VIII are stated to be prepared by the Board of Schools Education, Haryana.

4.12 Maintenance of 'Language Preference Registers' in Schools

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

4.13 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

Language	Name of Academy	When established	Budget for year 2010-11
Urdu	Haryana Urdu Academy	23.10.1986	Rs.1.50 crore
Punjabi	Haryana Punjabi Academy	23.10.1997	Rs.1.00 crore

4.14 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

No information has been furnished on institution of Committee at State/District levels to monitor and review the implementation of safeguards for the linguistic minorities.

4.15 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

No information has been furnished about any mechanism for publicity of the Safeguards and the facilities available to linguistic minorities in State.

4.16 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- c. The State Government to initiate steps to furnish information on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions.
- d. The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- e. The State Government is required to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- f. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the state.
- g. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.

-
- h. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- i. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- j. The Nodal Officer Government of Haryana, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire in time so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as per Article 350B (2) of the Constitution of India.

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

HIMACHAL PRADESH 5

Linguistic Profile

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

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

- 5.2 The linguistic profile of the State, as provided by its Government is as follows:

Language	Speakers	Percentage
Hindi	45,95,615	88.88
Punjabi	3,24,479	6.27
Nepali	54,701	0.90
Dogri	45,584	0.75
Urdu	9,724	0.16

- 5.3 a. **Official Language of the State:** Hindi.
- b. **Additional Official Language:** It has been stated that English is used in addition to the official language of the State for transaction of business in the legislature of the State.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

- 5.4 **Use of Minority Languages in the State**

- a. There is no arrangement for translation/publication of rules, regulations, notices, etc., into minority languages where their speakers constituted 15% or more of the District/Tehsil/Taluka/Municipalities population.
- b. No orders have been issued for receipt of or reply to representations for redress of grievances in minority languages, while these are generally replied to in Hindi or English.

5.5 **Recruitment to State Services**

- a. Only Hindi and English languages are allowed in answering recruitment tests to the State Services.
- b. Knowledge of regional/official language is a pre-requisite for recruitment to the State Services.
- c. Domiciliary restrictions apply at the time of recruitment to State Services only for Grade 'C' posts.

5.6 **Recognition of Linguistic Minority Educational Institutions**

No educational institution is recognised as such.

5.7 **Grants-in-aid to Linguistic Minority Educational Institutions**

It has been stated that no rules/regulation are needed in this regard.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

5.8 **Primary Stage (Class I to V)**

It has been stated that Hindi is the only medium of instruction, at primary stage of education. Bhoti is also being taught as a subject.

5.9 Upper Primary Stage (Class VI to VIII)

It has been stated that Hindi is the only medium of instruction at Upper Primary Level. No information has been furnished on the minority language being taught as a subject.

5.10 Secondary Stage (Class IX to X)

No information has been furnished about medium of instruction. However, Punjabi and Urdu are being taught as a subject, at the secondary stage of education, as per the following details:

Language	Schools	Students	Teachers
Urdu	100	320	16
Punjabi	100	1,520	76

5.11 Higher Secondary Stage (Class XI to XII)

Information regarding medium of instruction and minority language(s) being taught as subject is stated as NIL.

5.12 Three-Language Formula

a. The languages taught under Three-Language Formula:

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

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

Language	Class VIII	Class X	Class XII
Hindi	Nil	1,04,697	52,638
English	Nil	1,02,096	74,319
Urdu	Nil	285	8
Tamil	Nil	14	Nil

5.13 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	100	16	100	16
Punjabi	100	76	100	76

- b. There is no mention of Bhoti language teachers, whereas, at the primary stage of education of para 5.8 (a) and in reply to our questionnaire for 2009-10, it was stated that there were 45 posts of teachers for teaching Bhoti as medium and as a subject.
- c. It has been stated that the Urdu teachers are trained at Urdu Training and Research Centre, Saproon, Solan for teaching Urdu as a subject and as a medium. There is no collaboration/arrangement with neighboring States for training of teachers in minority languages.

Training Institute	Minority Language	
	As a Medium	As a Subject
Urdu Teaching & Research Centre, Saproon, Salon, H.P.	Urdu	Urdu

5.14 Text-books in Minority Languages

The Himachal Pradesh Board of School Education, Dharmashala, Kangra is the agency for preparation and publication of text-books in minority languages. It has been informed that the agency is able to supply the text-books to the linguistic minority students in time. The state schools are stated to provide these text-books at reasonable rates.

5.15 Maintenance of 'Language Preference Registers' in Schools

It has been stated that the record is maintained at the school level. But no statistics have been furnished.

5.16 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

- a. 100 Schools each are stated to have been identified to teach Punjabi and Urdu upto Class X.
- b. There are no Language Academies for promotion of minority languages in the State. However, Urdu Teaching & Research Centre has been established by the CIIL, Ministry of Human Resource Development, Government of India, at Saproon, Solan, as detailed below:

Language	Name of Institution	When established	Budget for year 2010-11
Urdu	Urdu Teaching & Research Centre, Saproon, Solan, H.P.	1973	Information not furnished

5.17 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

It has been reported that as the percentage of linguistic minorities is very low, no committee for linguistic minorities has been established at the State and the District levels to monitor and review implementation of the Safeguards for the linguistic minorities. However, in reply to our questionnaire for 2009-10, it was stated that the Department of Social Justice and Empowerment, Government of Himachal Pradesh had been entrusted with this responsibility.

5.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been informed that Education Department takes action with the help of District Offices to spread awareness about the Safeguards available to the Linguistic Minorities in the State. However, pamphlets about the Safeguards have not been published.

5.19 **ANALYSIS/RECOMMENDATIONS**

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

-
- b. Arrangements should be made to ensure receipt of and reply to the representations for redress of grievances, in minority languages.
- c. The State Government should initiate steps to implement the Constitutional provision of recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such educational institutions in the State.
- d. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).
- e.★ The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government is required to furnish detailed information on posts of minority languages teachers and arrangement for their training for teaching of minority languages
- g. The State Government is urged to ensure that 'Language Preference Registers' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.

-
- h. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- j. The Nodal Officer, Government of Himachal Pradesh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner's Questionnaire by the stipulated date so as to enable the Constitutional Authority to prepare his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution.

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

JAMMU AND KASHMIR 6

Linguistic Profile

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

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

6.2 **Official Language of the State:** Urdu

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

6.3 It is matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.

6.4 The Questionnaire for 2010-11 was sent by the Commissioner to the State Government on 31.7.2011 followed by his D.O. reminders dated on 06.09.2011, 14.10.2011, 16.11.2011, 12.12.2011, 19.01.2012, 1.02.2012, 1.03.2012, 2.04.2012 and 19.04.2012 addressed to the Chief Secretary, Government of Jammu & Kashmir.

6.5 No reply has been received from the State Government till the time of finalization of this report for its presentation to Hon'ble President of India.

6.6 RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Jammu & Kashmir.
- b. The Nodal Officer was appointed by the Government of Jammu & Kashmir vide their Order No. 475 GA DO/2009 dated 30th March 2009.
- c. The State Government may review the status of the minority languages and formulate appropriate policy on languages spoken in the State of Jammu & Kashmir.
- d. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- e. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- f.☆ The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- g. The State Government is required to furnish detailed information on posts of teachers and arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
- h. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the state.
- i. The State Government needs to ensure effective implementation of the Constitutional as well as the nationally agreed Safeguards for the linguistic minorities in Jammu & Kashmir.

- J. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- k. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- l. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- m. The Nodal Officer Government of Jammu & Kashmir, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as per under Article 350B (2) of the Constitution of India.
- 6.7 The Government of Jammu & Kashmir is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

PUNJAB

7

Linguistic Profile

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

7.3 It is matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.

7.4 The Questionnaire for 2010-11 was sent by the Commissioner to the State Government on 31.7.2011 followed by his D.O. reminders dated on 06.09.2011, 14.10.2011, 16.11.2011, 12.12.2011, 19.01.2012, 01.02.2012, 01.03.2012, 02.04.2012 and 19.04.2012 addressed to the Chief Secretary, Government of Punjab.

The Commissioner looked forward to the reply till the finalization of this Report.

7.5 RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Punjab.
- b. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc. in relevant minority languages, for the benefit of the linguistic minorities, where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- c. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.
- d. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minorities students at the Upper Primary, Secondary and Higher Secondary stages of education in the State.
- e. The State Government is required to furnish detailed information on posts of minority languages teachers and arrangement for their training for teaching of minority languages.
- f. The State Government is required to ensure that 'Language Preference Register' to record preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- g. The State Government is required to institute wide publicity of the Safeguards and the facilities available to linguistic minorities in the State.

h. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

i. The State Government needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire , in time, so as to enable this Constitutional Institution to present prepare and his Report in time.

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

RAJASTHAN

8

Linguistic Profile

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

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

8.2 The linguistic profile of the State, as provided by its Government, is as follows:

Language	Speakers	Percentage
Punjabi	11,41,200	2.02
Sindhi	3,80,430	0.67
Gujarati	57,048	0.10
Urdu	6,62,983	1.17

8.3 a. **Official Language of the State:** Hindi.

b. **Additional Official Language:** English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

8.4 Use of Minority Languages in the State

A. There is no arrangement for translation/publication of important rules, regulations and notices, etc. in minority languages where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.

- b. No orders have been issued to entertain, and reply to representations for redress of grievances in minority languages.

8.5 **Recruitment to State Services**

- a. The minority languages are not permitted in answering Question papers for recruitment tests to the State Services.
- b. No specific information has been furnished on whether the knowledge of official language is a pre-requisite for recruitment to State Services.
- c. Domiciliary restrictions are not applied for recruitment to the State Services.

8.6 **Recognition of Linguistic Minority Educational Institutions**

The Director, Department of Minority Affairs, Government of Rajasthan is the competent authority to accord recognition to the Linguistic Minority Educational Institutions. However, no such institution has been recognized in the State. No application is stated to be pending for recognition as linguistic minority educational institutions as on 30.06.2011.

8.7 **Grants-in-aid to Linguistic Minority Educational Institutions**

- a. The Director, Department of Minority Affairs, Government of Rajasthan is the competent authority for sanction of grant-in-aid to Linguistic Minority Educational Institutions.
- b. Details of Linguistic Minority Educational Institutions sanctioned grants-in aid for the year 2010-11:

Level	No. of Schools	Minority Language
Primary	60	Urdu & Arabic

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

8.8 **Primary Stage (Class I to V)**

- a. The minority languages are the medium of instruction, at the primary stage of education as per following details:

Language	School	Students	Teachers
Urdu	20	2,560	36
Sindhi	3	51	6

- b. The minority languages are being taught as a subject, as follows:

Language	School	Students	Teachers
Urdu	3,026	2.01 lakh	3,663
Sindhi	11	999	16

8.9 Upper Primary Stage (Class VI to VIII)

- a. The minority languages are the medium of instruction at the upper primary stage, as per following details:

Language	School	Students	Teachers
Urdu	16	2,924	35
Sindhi	7	117	26

- b. The minority languages are being taught as a subject at the upper primary stage, as per the following details:

Language	School	Students	Teachers
Urdu	686	47,268	852
Sindhi	10	1,399	15
Punjabi	694	59,311	690

8.10 Secondary Stage (Class IX to X)

- a. No information has been furnished about the minority languages being used as a medium of instruction, at the secondary stage of education.
- b. The minority languages are being taught as a subject, at the secondary stage of education, as per the following details:

Language	School	Students	Teachers
Urdu	363	21,428	514
Punjabi	67	15,506	77
Sindhi	25	665	45
Gujarati	09	554	10

8.11 Higher Secondary Stage (Class XI to XII)

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

8.12 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Urdu	23,077	7,119	1,640
Sindhi	22,979	193	92
Punjabi	8,724	6,989	985
Sanskrit	7,11,941	-	-
Gujarati	-	167	115

8.13 Teachers for Minority Languages

- a. The details of the posts sanctioned for Urdu language teachers, is as follows :

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu/Arbi	5292	3536	-	-

- b. No information has been furnished on the posts of teachers created/earmarked for Sindhi, Sanskrit and Gujarati. However, it has been reported that Punjabi is being taught as a subject by teachers who are conversant with Punjabi language.
- c. No information has been furnished on the arrangements for training of teachers for teaching of minority languages as a medium of instruction and as a subject. There is no collaborating with neighbouring States for training of minority languages teachers.

8.14 Text-books in Minority Languages

- a. The SIERT, Udaipur, R.S.T.B., Jaipur, Board of Secondary Education, Ajmer and Rajasthan Madarsa Board, Jaipur are the agencies for preparation and publication of text-books in minority languages. These agencies are said to be able to supply text-books and other teaching material to the linguistic minority students in time.
- b. The text-books are stated to be provided to the students of minority languages free of cost.

8.15 Maintenance of 'Language Preference Registers' in Schools

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

8.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished regarding schemes for promotion and development of minority languages in the state. The details of the Academies set-up for the promotion and development of the minority languages are as follows:

Language	Name of Academy	When established	Budget for 2010-11 (in Lakh)
Urdu	Rajasthan Urdu Academy	1979	Rs.12.16
Sindhi	Rajasthan Sindhi Academy	1979	Rs.9.21

8.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

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

- b. The District Education Officers for Primary and Secondary Schools have been entrusted to look after linguistic minority affairs at the district level.

8.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been stated that the DEOs for Primary and Secondary Schools of the concerned district are entrusted with the responsibility for informing the linguistic minority about the Safeguards and facilities available to them. No Pamphlets, etc. detailing the Safeguards for the linguistic minorities have been published. However, the orders are stated to have been issued for the officers to spread awareness about the safeguards available to linguistic minorities in the State. Important notices are displayed on notice boards.

8.19 **ANALYSIS/RECOMMENDATIONS**

- a. The State Government should notify the areas where the linguistic minorities constitute 15% or more of the population of the Tehsil/Taluka/Municipality.
- b. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc. to in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- c. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- d. The State Government is required to furnish complete details of post of teachers created/sanctioned for minority language and arrange for training facility for minority language teachers.
- e. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the State.

- f. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- h. The Nodal Officer, Government of Rajasthan needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner's Questionnaire so as to enable the Constitutional Authority to prepare his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution of India.

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

Central Zone

Bihar

Chhatisgarh

Jharkhand

Madhya Pradesh

Uttarakhand

Uttar Pradesh



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

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

9.3 It is matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.

9.4 The Questionnaire for 2010-11 was sent by the Commissioner to the State Government on 31.7.2011 followed by his D.O. reminders dated on 6.09.2011, 14.10.2011, 16.11.2011, 12.12.2011, 19.01.2012, 1.02.2012, 1.03.2012, 02.04.2012 and 19.4.2012 addressed to the Chief Secretary, Government of Bihar but to no avail.

The Commissioner looked forward to the reply till the finalization of this Report.

9.5 ANALYSIS/RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Bihar.
- b. The State Government need to notify the districts and municipality areas where minority languages are spoken by more 60% of the district/tehsil population and ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka /Municipality population.
- c. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in concerned minority languages.
- d. The State Government is required to ensure that 'Language Preference Registers' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/miniority languages at the primary and secondary stages of education in the State.
- e. The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government is expected to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- g. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for their development.

-
- h. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- i. The State Government are advised to set up a "State Level Committee" under the chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A Local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- j. The State Government, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

CHHATISGARH 10

Linguistic Profile

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

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

10.2 The linguistic profile of Chhattisgarh, as provided by the State Government as follows:

Language	Speakers	Percentage
Hindi	1,72,10,481	83.00
Gondi	7,08,503	3.40
Halabi	4,08,798	1.96
Kurukh	3,49,332	1.67
Bengali	2,08,669	1.00
Telugu	1,48,131	0.71
Marathi	1,40,623	0.67
Sindhi	89,325	0.42
Punjabi	67,293	0.32
Urdu	88,008	0.42
Gujarati	38,916	0.18
Malayalam	26,319	0.12
Tamil	13,241	0.06
Nepali	3,424	0.02

10.3 a. **Official Language of the State:** Hindi.

b. **Additional Official Language:** Chhattisgarhi.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

10.4 Use of Minority Languages in the State

- a. It has been informed that there are about 15 language dialects in the State, out of which, except Hindi, their speakers are between 5 to 6 percent, which is less than the requisite 15% so as to provide facilities to them.
- b. There is no arrangement for translation and publication of rules, regulations and notices, etc. in minority languages.
- c. No order has been issued for receipt of, and reply to representations for redress of grievances in minority languages.

10.5 Recruitment to State Services

- a. The minority languages are not permitted in answering the recruitment test to State Services.
- b. The knowledge of regional/official language is not a pre-requisite for recruitment to State Services.
- c. Domiciliary restriction does not apply at the time of recruitment to State Services.

10.6 Recognition of Linguistic Minority Educational Institutions

- a. The minority communities are stated to have equal rights for administering their educational institutions. They need to seek recognition for free school education, at primary stage of education and as per Right to Education Act 2009.
- b. The District Education Officer and the Madarsa Board are stated to be the competent authorities for according recognition to linguistic minority educational institutions.
- c. The linguistic minority educational institutions recognized as on 30.6.2011 are detailed, as under.

Language	Number of Schools
Urdu	210 (Primary Madarsa)
	55 (Upper Primary)
Telugu	03
Oriya	01

10.7 Grants-in-aid to Linguistic Minority Educational Institutions

- The District Education Officer and the Madarsa Board are the competent authorities for sanction of grants-in-aid to the linguistic minorities educational institutions.
- The linguistic minorities educational institutions are stated to be sanctioned grants-in-aid for 2010-11, as follows:

Minority Language	Number of Schools			
	Primary	Upper Primary	Secondary	Higher Secondary
Urdu	74	19	15	13
Telugu	02	01	-	-
Oriya	01	-	-	-

- However, in the ATR on 47th Report, it has been stated that 171 schools were sanctioned grants-in-aid for 2010-11 out of which 151 institutions are run by missionary 10 by Muslims and 10 by Sikh.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

10.8 Primary Stage (I to V)

- The minority language(s) are medium of instruction at the primary stage of education, as per following details:

Language	School	Students	Teachers
Urdu	210	13379	522
Telugu	03	418	13
Oriya	01	112	04

While in the ATR on 47th Report of the CLM, it has been stated that there is arrangement for teaching through mother tongue, at the primary stage of education in Sanskrit, Bengali, Assamese, Kannada and Marathi languages but no statistics have been furnished in this regard.

- b. Urdu is being taught as a subject as follows:

Language	School	Students	Teachers
Urdu	235	10,823	287

10.9 Upper Primary Stage (VI to VIII)

- a. The following minority language(s) are medium of instruction at the upper primary stage of education:

Language	School	Students	Teachers
Urdu	55	2,072	107
Telugu	01	69	03

- b. Urdu is being taught as a subject, as follows:

Language	School	Students	Teachers
Urdu	107	4,551	137

10.10 Secondary Stage (IX to X)

- a. Urdu is the medium of instruction at the secondary stage of education as per following details:

Language	School	Students	Teachers
Urdu	93	3,354	132

- b. Urdu is being taught as a subject as follows:

Language	School	Students	Teachers
Urdu	82	4,127	108

10.11 Higher Secondary Stage (XI to XII)

- a. Urdu is a medium of instruction at the higher secondary stage, as follows:

Language	School	Students	Teachers
Urdu	07	402	79

- b. Urdu is taught as a subject as follows:

Language	School	Students	Teachers
Urdu	04	243	05

10.12 Three-Language Formula

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

First Language : Special Hindi/ Special English /Urdu / Telugu/Marathi

Second Language : General Hindi/General English

Third language : Sanskrit/Urdu or other classical Language

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

Language	Class VIII	Class X	Class XII
Urdu	317	153	159
Telugu	22	-	-

No statistics has been furnished about Hindi, Marathi and Sanskrit whereas these languages are stated to be taught under the Three Language Formula which needs to be clarified.

10.13 Teachers for Minority Languages

- a. The details of the posts of teachers created/sanctioned to teach Urdu as a subject and as a medium of instruction:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	165	124	365	340

- b. The Information on sanctioned and filled-in posts of teachers of Telugu and Oriya, etc. has not been furnished.
- c. No information has been furnished about training of teachers for teaching of minority languages as medium of instruction and as a subject. However, in the ATR on 47th Report, it has been stated that there are trained minority language teachers in primary schools. There are 627 minority language teachers in 265 primary schools under Madarsa Board out of which, 100 teachers were trained. There are 440 sanctioned posts of teachers in 400 primary to higher secondary schools.

10.14 Text-books in Minority Languages

The text-books in minority languages and other teaching material are stated to be available to linguistic minority students in time, free of cost, however, the agency responsible for preparation and publication of minority language text-books has not been mentioned. However, in reply to our Questionnaire for 2009-10, it was stated that the Madarsa Board, SCERT and Madhyamik Shiksha Mandal, Chattisgarh were the agencies entrusted with the preparation and publication of text-books in minority languages. It has been stated in ATR on 47th Report, teaching materials in Gondi, Halbi, Kuruk, Sengujia and Baiga languages for classes 1st to 2nd have been prepared and their dictionaries are also under process of preparation.

10.15 Maintenance of 'Language Preference Registers' in Schools

'Language Preference Registers' are said to be maintained in 665 (primary to higher secondary) schools.

10.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. It has been stated that promotion of language is being undertaken through Chhattisgarh Madarsa Board.
- b. The details of the Institution set-up for the promotion and development of minority language is as follows:

Language	Name of Institution	When established	Budget for 2010-11 (in lakh)
Urdu	Chhattisgarh Madarsa Board	1.10.2003	50.00

10.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

It has been stated that the Chattisgarh State Minorities Commission (established 12.12.2000) and Madarsa Board (established 6.5.2003) are statutory bodies to monitor and review implementation of the safeguards for linguistic minorities. The District Education Officers and the District Collectors have been designated to look after linguistic minorities affairs at the district level.

10.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

No information has been furnished on publicizing the linguistic minorities about the safeguards and facilities available to them in the State.

10.19 **ANALYSIS/RECOMMENDATIONS**

- a. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc. in the relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- c. The State Government is required to arrange for teachers training facilities for teaching of other minority languages, as is done, in the case of Urdu language.
- d. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minorities students at the Upper Primary, Secondary and Higher Secondary stages of education in the State.
- e. Hindi, Marathi and Sanskrit are stated to be taught under the Three Language Formula. However, no information has been furnished on students studying these languages.
- f. The State Government is required to ensure that 'Language Preference register to record preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- g. The State Government needs to institute wide publicity of the Safeguards facilities available to the linguistic minorities so as to spread awareness among them in the State.

h. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

i. The Nodal Officer, Government of Chhattisgarh, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire to enable the Constitutional Authority to prepare and present his Report in time, on the status of implementation of the Safeguards for Linguistic Minorities in the State as mandated under Article 350B (2) of the Constitution.

10.20 The Government of Chhattisgarh is urged to take note of the points mentioned above and initiate/institute necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

JHARKHAND

11

Linguistic Profile

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

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

11.2 The linguistic profile of the State, as provided by its Government, as follows:

Language	Speakers	Percentage
Hindi	6,98,45,979	80.86
Urdu	85,42,463	9.89
Santhali	25,46,655	2.95
Bengali	25,23,040	2.92
Kurukh/Oraon	6,81,921	0.79
Mundari	6,68,958	0.77
Ho	6,53,429	0.76
Oriya	4,04,443	0.47
Kharia	1,11,690	0.13
Malto	1,06,300	0.12
Punjabi	84,956	0.10
Telugu	33,008	0.04
Mundari	33,350	0.03
Gujarati	21,589	0.02
Tamil	16,504	0.02

11.3 The following minority languages are spoken by 60% or more of the district population:

Language	District	Percentage
Kurukh/Oraon	Garhwa	61.78
Kurukh/Oraon	Latehar	77.91
Kurukh/Oraon		80.46
Santali	Godda	78.86
Santali	Sahebganj	65.31
Santali		61.77
Santali	Pakur	71.68
Santali		81.60
Santali		64.35
Santali	Dumka	85.29
Santali		64.89
Santali		62.40
Mundari	Ranchi	63.18
Mundari		71.75
Mundari	Khunti	71.58
Mundari		73.40
Mundari		68.72
Mundari		80.55
Mundari		62.43
Mundari		79.12
Kurukh/Oraon	Lohardaga	63.44
Kurukh/Oraon		64.85
Kurukh/Oraon		62.19
Kurukh/Oraon	Gumla	89.34
Kurukh/Oraon		74.00
Kurukh/Oraon		62.39
Kurukh/Oraon		67.84
Mundari		70.31
Mundari		63.04
Kurukh/Oraon		81.90
Kurukh/Oraon		80.28
Kurukh/Oraon		63.57
Mundari	Simdega	62.99
Kurukh/Oraon		69.89
Kurukh/Oraon		73.60
Kurukh/Oraon		81.76
Mundari		63.20
Mundari		83.04
Mundari		63.03

Names of the Tehsils/Talukas/Municipalities are not been mentioned which should have been done.

Ho	W. Singhbhum	65.91
Mundari		78.33
Ho		63.86
Ho		83.10
Ho		67.22
Ho		82.61
Ho		77.20
Ho		74.96
Ho		66.04
Ho		73.18
Ho		72.41
Mundari	Saraikela Kharsawan	78.11

11.4 The following minority languages are spoken by 15% or more of the District/Tehsil/Taluka/Municipality population:

District	Block (Tehsil/town)	Language	Percentage
Garhwa	Dhurki	Kurukh/Oraon	23.75
	Dandai	Kurukh/Oraon	16.41
Palamu	Chainpur	Chero/Kurukh	18.09
Latehar	Manika	Kurukh/Oraon	46.41
	Barwadih	Kurukh/Oraon	48.91
	Latehar	Kurukh/Oraon	41.52
	Balumath	Kurukh/Oraon	25.03
Godda	Chandwa	Kurukh/Oraon	41.21
	Poreyahat	Santali	36.85
	Sahebganj	Mandro	Santali
	Barhet	Santali	56.39
	Teljhari	Santali	59.44
	Pakur	Hiranpur	Santali
Dumka	Pakur	Santali	15.48
	Maheshpur	Santali	49.80
	Saraiyahat	Santali	20.47
	Jarmundi	Santali	25.92
	Ramgarh	Santali	49.07
	Raneshwar	Santali	44.99
	Dumka	Santali	35.74
	Jama	Santali	51.20
	Masaliya	Santali	59.12
Jamtara	Narainpur	Santali	24.83
	Jamtara	Santali	29.81
	Nala	Santali	39.22
	Kundhit	Santali	35.43

Ranchi	Burmu	Kurukh/Oraon	28.06
	Kanke	Kurukh/Oraon	23.29
	Ormanjhi	Kurukh/Oraon	35.34
	Angara	Mundari	54.79
	Sili	Mundari	26.42
	Sonahatu	Mundari	24.37
	Ratu	Kurukh/Oraon	48.15
	Mandar	Kurukh/Oraon	58.34
	Chanho	Kurukh/Oraon	53.84
	Bero	Kurukh/Oraon	56.69
	Bundu	Mundari	48.95
	Tamar	Mundari	44.12
Lohardaga	Kuru	Kurukh/Oraon	48.73
	Lohardaga	Kurukh/Oraon	47.90
Gumla	Gumla	Kurukh/Oraon	55.01
	Palkot	Kharia	59.40
W. Singhbhum	Chankradharpur	Ho	44.32
	Noamundi	Ho	55.32
	Chaibasa	Ho	55.04
	Jagannathpur	Ho	57.49
Saraikela Kharsawan	Kharsawan	Ho/Mundari	37.95
	Chandil	Mundari	35.31
	Ichagarh	Bhumij	29.30
	Nimdih	Bhumij/Santhali	32.19
	Adityapur (Gamharia)	Ho/Mundari	21.35
	Saraikela	Ho/Mundari	41.03
	Govindpur (Rajnagar)	Mundari	50.43
E.Singhbhum	Patamda	Bhumij	40.39
	Ghatsila	Ho/Mundari	40.31
	Potka	Ho/Mundari	51.34
	Musabani	Ho/Mundari	43.08
	Dhalbumgarh	Ho/Mundari	59.23
	Chakulia	Bhumij	47.11
	Bahragora	Bhumij/Santali	37.37

- 11.5 a. **Official Language of the State:** Hindi.
- b. **Additional Official Language(s):** Urdu, Santhali, Bangla, Mundari, Ho, Kharia, Kurukh (Oraon), Kurnali, Khortha, Nagpuri, Panchpargania and Oriya.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

11.6 Use of Minority Languages in the State

- a. No specific information has been furnished about translation/publication of important rules, regulations, and notices, etc. into minority languages.
- b. The representations for redress of grievances are said to be received in Urdu and there is a provision for reply thereof. However, no statistics have been furnished in this regards.

11.7 Recruitment to State Services

- a. Hindi and English are allowed in answering question papers for recruitment tests to the State Services.
- b. The knowledge of Hindi is a pre-requisite for recruitment tests to the State Services and candidates are required to qualify in question paper in Hindi. They are required to pass in noting-drafting and comprehension test in Hindi within a year on recruitment to earn annual increment.
- c. The services of State Administrative Service officers are confirmed on qualifying the departmental examination conducted by the Board of Revenue, wherein one paper is on Hindi and another one from any one tribal language viz. Santhali, Mundari, Oraon and Ho, etc.
- e. Domiciliary restrictions apply in order to avail the benefit of reservation in recruitment to State Services.

11.8 Recognition of Linguistic Minority Educational Institutions

No information has been furnished on the rules/regulation/guideline and the competent authority for grant of recognition to Linguistic Minority Educational Institutions.

11.9 Grants-in-aid to Linguistic Minority Educational Institutions

Similarly, no information has been furnished about the competent authority for sanction of grants-in-aid to Linguistic Minority Educational Institutions, in the State.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

11.10 Primary/Upper Primary/Secondary/Higher Secondary Stages

The State Government has not furnished any information on the educational facilities available to the linguistic minority students at the primary, upper primary, secondary and higher secondary stages of education in the State.

11.11 Three-Language Formula

No information has been furnished regarding implementation of the Three Language Formula in the State.

11.12 Teachers for Minority Languages

No information has been furnished on teachers and their training in teaching of minority language as a medium of instruction and as a subject.

11.13 Text-books in Minority Languages

No information has been furnished on publication and supply of text-books and other teaching material to the students of minority languages.

11.14 Maintenance of 'Language Preference Registers' in Schools

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

11.15 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

11.16 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

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

11.17 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

No information has been furnished about informing the linguistic minorities about the Safeguards and facilities available to them in the State.

11.18 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc. in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in other minority languages, as is done in case of representations in Urdu.
- c. The prior knowledge of the State's Regional/Official language at the time of recruitment nor domiciliary restrictions be imposed for recruitment to the State Services in order to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).

- d. The State Government is required to ensure that 'Language Preference Register's to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- e. Most of the questions about educational facilities for the linguistic minorities have not been answered.
- f. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- g. The State Government is required to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- h. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the state.
- i. The State Government is required to institute wide publicity of and the facilities the Safeguards available to linguistic minorities in the State.

j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

k. The Nodal Officer, Government of Jharkhand needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire to enable the Constitutional Authority to prepare and present his Report in time, on the status of implementation of the Safeguards for Linguistic Minorities in the State as mandated under Article 350B (2) of the Constitution.

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

MADHYA PRADESH 12

Linguistic profile

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

12.3 It is matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.

12.4 The Questionnaire for 2010-11 was sent by the Commissioner to the State Government on 31.7.2011 followed by his D.O. reminders dated on 6.09.2011, 14.10.2011, 16.11.2011, 12.12.2011, 19.01.2012, 1.02.2012, 1.03.2012, 2.04.2012 and 19.04.2012 addressed to the Chief Secretary, Government of Madhya Pradesh but to no avail.

The Commissioner looked forward to the reply till the finalization of this Report.

12.5 ANALYSIS/RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Madhya Pradesh.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- c. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.
- d. The State Government should initiate effective steps to implement of the Constitutional Provision on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
- e. The State Government is required to ensure that 'Language Preference Register's to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- f. The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- g. The State Government is needs to furnish detailed information on posts of minority languages teachers and arrangement for their training for teaching of minority languages as done in cases of Punjabi and Sanskrit languages.
- h. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for their development.

-
- i. The State Government is expected to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- k. The State Government needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire to enable the Constitutional Authority to prepare and present his Report in time, on the status of implementation of the Safeguards for Linguistic Minorities in the State as mandated under Article 350B (2) of the Constitution.

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

UTTARAKHAND 13

Linguistic Profile

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

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

13.2 The linguistic profile of the State, as provided by its State Government is as follows:

Language	Speakers	Percentage
Hindi	84.79 Lakh	100

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

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

The State Government has not furnished any information in this regard.

13.5 **Recruitment to State Services**

No information has been furnished by the State Government in this regard.

13.6 Recognition of Linguistic Minority Educational Institutions

No information has been furnished by the State Government on the rules, regulation and the competent authority to accord recognition to Linguistic Minority Educational Institutions in the State.

13.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that the Government of Uttarakhand is the competent authority for sanction grant-in-aid to Linguistic Minority Educational Institutions. However, no statistics has been furnished, in this regards.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

13.8 Primary Stage (Class I to V)

- a. No information has been furnished on teaching of minority languages as medium of instruction, at the primary stage of education.
- b. The following minority languages are said to be taught as a subject at the primary stage of education:

Language	Schools	Students	Teachers
Urdu	428	63,300	225
Punjabi (Gurumukhi)	15	309	05

13.9 Upper Primary Stage (Class VI to VIII)

- a. Information has not been furnished about teaching of minority languages as the medium of instruction at the upper primary stage of education.
- b. Urdu is said to be taught as a subject, at the upper primary stage of education, as follows:

Language	Schools	Students	Teachers
Urdu	23	3,680	23

13.10 Secondary Stage (Class IX to X)

- a. No information has been furnished about teaching of minority languages as a medium of instruction, at the secondary stage of education.
- b. The following minority languages are taught as a subject, at the secondary stage of education:

Language	Schools	Students	Teachers
Urdu	08	503	08
Gurumukhi	09	753	09

13.11 Higher Secondary Stage (Class XI to XII)

No information has been furnished on teaching of minority language as the medium of instruction or as a subject at the higher secondary stage of education, in the State.

13.12 Three-Language Formula

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

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

- b. No statistics has been furnished on the students covered under the Three Language Formula whereas it has been stated that all students are covered.

13.13 Teachers for Minority Languages

No information has been furnished about the post of teachers and their training for teaching of minority language as a subject or as a medium of instruction.

13.14 Text-books in Minority Languages

Nil information has been furnished about publication and supply of text-books and other teaching material in minority languages.

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

Nil information has been furnished on maintenance 'Language Preference Registers' for recording language preference of linguistic minority students, in primary and secondary schools.

13.16 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

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

13.17 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

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

13.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

No information has been furnished on informing the linguistic minority about the Safeguards and facilities available to them in the State.

13.19 **ANALYSIS/RECOMMENDATIONS**

- a. Speakers of an Indian language other than the main official language of the State constitute linguistic minorities in the State irrespective of the fact whether these languages may have a script or not.
- b. The State Government need to ensure translation and publication of important Government Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the population a District/ Tehsil/Taluka/Municipality.
- c. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.

-
- d. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- e. The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government is required to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- g. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the state.
- h. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- i. The State Government is advised to set up a State Level Committee under the chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the linguistic minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

j. Most of the questions have been replied either as 'N/A', 'Nil' and 'X' or left unanswered/blanks. It has also been observed that consolidated reply for the state has not been submitted by the Nodal Officer.

k. The Nodal Officer, Government of Uttarakhand needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire to enable the Constitutional Authority to prepare and present his Report in time, on the status of implementation of the Safeguards for Linguistic Minorities in the State as mandated under Article 350B (2) of the Constitution.

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

UTTAR PRADESH 14

Linguistic Profile

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

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

14.2 a. **Official Language of the State:** Hindi.

b. **Additional Official Language:** Urdu.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

14.3 It is matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.

14.4 The Questionnaire for 2010-11 was sent by the Commissioner to the State Government on 31.7.2011 followed by his D.O. reminders dated on 6.09.2011, 14.10.2011, 16.11.2011, 12.12.2011, 19.01.2012, 1.02.2012, 1.03.2012, 2.04.2012 and 19.04.2012 addressed to the Chief Secretary, Government of Uttar Pradesh but to no avail.

The Commissioner looked forward to the reply till the finalization of this Report.

14.5 ANALYSIS/RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Uttar Pradesh.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- c. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages in addition to Urdu.
- d. The State Government should furnish information on whether prior knowledge of the regional/official language is a pre-requisite for recruitment and whether there are domiciliary restrictions in matters of recruitment to State Services.
- e. The State Government should initiate effective steps to implement of the constitutional Provision on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
- f. The State Government is required to ensure that 'Language Preference Register's to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the primary and secondary stages of education in the State.
- g. The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- h. The State Government is required to furnish detailed information on posts of minority languages teachers and arrangement for their training for teaching of minority languages as a medium and as a subject.

-
- i. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for their development.
 - j. The State Government needs to institute wide publicity of the Safeguards facilities available to the linguistic minorities so as to spread awareness among them in the State.
 - k. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
 - l. The State Government needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire to enable the Constitutional Authority to prepare and present his Report in time, on the status of implementation of the Safeguards for Linguistic Minorities in the State as mandated under Article 350B (2) of the Constitution.

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

Eastern Zone

Arunachal Pradesh

Assam

Manipur

Meghalaya

Mizoram

Nagaland

Orissa

Sikkim

Tripura

West Bengal

ARUNACHAL PRADESH 15

Linguistic Profile

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

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

15.2 No information has been furnished about the existing linguistic profile and on districts where linguistic minorities constitute 60% or more of the district population nor has the State Government intimated the districts/tehsils/talukas/municipalities where linguistic minorities constitute 15% or more of its population.

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

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

- a. There are no arrangement for translation/publication of important rules, regulations and notices, etc. in minority languages.

- b. No orders appear to have been issued by the State Government for receipt of and reply to representations in minority languages.

15.5 Recruitment to State Services

- a. Minority languages are not permitted for answering question papers for recruitment tests to State Services.
- b. No specific information has been furnished on whether knowledge of official language is a pre-requisite or otherwise for recruitment to the State Services.
- c. No specific information has been furnished on whether domiciliary restrictions apply for recruitment to State Services.

15.6 Recognition of Linguistic Minority Educational Institutions

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

15.7 Grants-in-aid to Linguistic Minority Educational Institutions

No information has been furnished on Rules, Regulations and Guidelines and the Competent Authority for sanction of grants-in-aid to the linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

15.8 Primary/Upper Primary/Secondary/Higher Secondary Stages

No information has been furnished as regard to educational facilities available to the linguistic minorities students at primary, upper primary, secondary, higher secondary stages of education in the State.

15.9 Three-Language Formula

The languages taught under the Three Language Formula are:

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

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

15.10 Teachers for Minority Languages

No information has been furnished on teachers and their training for teaching of minority language as a subject and as a medium of instruction.

15.11 Text-books in Minority Languages

There are no arrangements of minority language(s) text-books and other teaching materials for minority language students and the inter-state arrangement for procurement thereof.

15.12 Maintenance of 'Language Preference Registers' in Schools

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

15.13 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished on scheme for promotion and development of minority languages in the State.

15.14 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

No Committee has been set up at the State/District level to monitor and review the implementation of the safeguards for the linguistic minorities in the State.

15.15 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

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

15.16 ANALYSIS/RECOMMENDATIONS

- a. Most of the questions have been replied as either 'N.A./Not applicable or 'does not arise' or 'nil'. Some of the questions have been replied in the negative or 'Not identified/notified so far'. Replies need to be elaborated.
- b. English is the official language of the State. However, notification in this regard, is yet to be issued.
- c. Speakers of an Indian language other than the main official language of the State constitute linguistic minorities in the State no matter these languages do not have a script. The State Government should view different minority/tribal languages as resource, and therefore, efforts should be made to promote and preserve these languages in terms of providing facilities for primary education in their mother-tongue(s) and prevent these languages from the danger of extinction. The State Government should endeavor to evolve/adopt suitable script for the scriptless languages in collaboration with the CIIL, so as to preserve them.
- d. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc., in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15% or more of the District/Tehsil/ Taluka/Municipality population.
- e. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.
- f. The State Government should revisit relevant Rules & Regulation/ Guidelines and designate the competent authority for grant of recognition and sanction of grants-in-aid to the linguistic minority educational institutions.
- g. The State Government needs to ensure that 'Language Preference Registers' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.

- h. The State Government is expected to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- i. The State Government needs to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- j. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- k. The State Government is advised to set up a State Level Safeguards Implementation Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- l. The State Government would be well advised to avail appropriate assistance/expertise of CIIL, Mysore in promotion of tribal language in the State.
- m. The Nodal Officer, Government of Arunachal Pradesh, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire in this so as to enable the Constitutional Authority of prepare his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution.

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

ASSAM

16

Linguistic Profile

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

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

16.2 The linguistic profile of Assam, as provided by its Government, as follows:

Language	Speakers	Percentage
Assamese	1,30,10,478	48.80
Bengali	73,43,338	27.54
Bodo	12,96,162	4.86
Mishing	5,17,170	1.94
Karbi	4,06,160	1.52
Santali	2,42,886	0.91
Rabha	1,30,875	0.49
Dimasao	1,08,133	0.40
Tiwa	32,633	0.12
Deori	23,360	8.087

16.3 a. **Official Language of the State:** Assamese.

b. **Additional official language:** Bengali in 3 district and Bodo in 4 district for medium of instruction.

16.4 The following minority languages are spoken by 60% or more of the district population:

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

16.5 The following minority languages are spoken by 15% or more of the district/ tehsil/taluka/Municipality population:

District	Language	Percentage
Karimganj	Bengali	84.8
Hailakandi	-do-	82.3
Cachar	-do-	75.6
Barpeta	-do-	28.5
Bongaigaon	-do-	27.7
Nagaon	-do-	24.7
Goalpara	-do-	22.4
Kokrajhar	-do-	19.7
N.C. Hills	-do-	15.7
Kokrajhar	Bodo	39.5
Bongaigaon	-do-	16.5
Dhemaji	Mising	26.0
Karbi Anglong	Karbi	44.0
N.C. Hills	Dimassa	32.0

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

16.6 Use of Minority Languages in the State

- a. Rules, Regulations, Orders and notifications, etc. are stated to be published in Bengali only.

- b. No orders have been issued for receipt of, and reply to representations in minority language. It has been stated that no government office ever refuses to receive representations/petitions written in minority languages while reply is generally given in English or other official languages viz. Assamese, Bengali and Bodo. However, in response to our Questionnaire for July 2009 to June 2010, it was informed that representations for redress of grievances are received in all recognized languages and replied to in the same language as far as practicable. This needs to be clarified.

16.7 Recruitment to State Services

- a. Bengali is stated to be permitted for answering question papers in recruitment tests to State Services, in the districts of Cachar, Karimganj and Hailakandi while Bodo is permitted in Kokrajhar, Chirnag, Baska and Udalgiri districts, where their speakers are predominantly located.
- b. The knowledge of official languages is a pre-requisite for recruitment to State Services and preference is given to the candidates having knowledge of the local languages.
- c. No domiciliary restrictions apply for recruitment to State Services.

16.8 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that formulation of rules, regulation and guidelines are under consideration for recognition of linguistic minority educational institutions.
- b. The details of institution recognised as linguistic minority educational institutions are as follows:

Medium	Number of Upper primary schools
Bengali	363
Bodo	12
Manipuri	2
Hindi	8
Mix medium Assamese+Bodo	2

16.9 Grants-in-aid to Linguistic Minority Educational Institutions

There is no separate provision to sanction grants-in-aid to linguistic minority educational institutions. Grants-in-aid are said to be sanctioned to all institutions by the Director, Elementary Education and the Director, Secondary Education primary and secondary schools respectively. However, details, have not been furnished about linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

16.10 Primary Stage (Class I to V)

- a. The minority languages are the medium of instruction, at the primary stage of education as follows:

Language	School		Student		Teachers	
	Provin- cialised	Govt. Aided	Provin- cialised	Govt. Aided	Provin- cialised	Govt. Aided
Bengali	3,813	309	623,432	15,230	7,626	618
Manipuri	185	4	25,277	390	370	8
Garo	38	6	6,814	570	76	12
Bodo	1,713	87	245,590	5,251	3,426	174
Hmar	5	-	1,222	-	10	-
Nepali	5	-	1,210	-	10	-
Hindi	78	12	6,162	792	156	24
Assamese + Bodo	-	39	-	2,519	-	78

- b. The following minority language(s) are being taught as a subject, at the primary stage of education:

Language	Schools	Students	Teachers
Tai	200	9,405	200
Mising	230	11,520	230
Rabha	70	26,820	70
Karbi	25	1,425	25
Nepali	100	4,500	100
Bishnupriya manipuri	52	2,646	201

16.11 Upper Primary Stage (VI to VIII)

- a. The minority languages are the medium of instruction at the upper primary stage of education as per following details:

Language	School		Students		Teachers	
	Provin- cialised	Govt. Aided	Provin- cialised	Govt. Aided	Provin- cialised	Govt. Aided
Bengali	994	70	88,560	6,586	5,982	350
Manipuri	68	1	77,983	1,552	408	5
Nepali	14	-	10,250	-	84	-
Hmar	6	5	2,314	560	30	25
Garo	2	-	912	-	10	-
Hindi	215	33	29,312	2,534	1,075	165
Bodo	3	-	5,754	-	18	-
Mixed Medium	-	37	-	2,997	-	185

- b. The following minority language(s) are being taught as a subject:

Language	Schools	Students	Teachers
Hindi	6,730	3,95,564	7,330
Arabic	1,818	95,610	1,818

16.12 Secondary Stage (IX to X)

- a. The minority languages are being taught as a subject at secondary stage of education, as per following details:

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

16.13 Higher Secondary Stage (XI to XII)

It has been stated that minority languages are the medium of instruction upto class VIII. However, no information has been furnished on teaching of minority languages as a subject, at the higher secondary stage of education.

16.14 Three-Language Formula

The languages taught under Three Language Formula are as under:

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

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

16.15 Teachers for Minority Languages

- a. The detail of posts of teachers earmarked/created for teaching of minority language as a subject and as a medium of instruction (Class I to VIII) is as follows:

Language	As a Medium		As a Subject	
	Post Sanctioned	Post filled-up	Post Sanctioned	Post filled-up
Bengali	-	14,576	-	-
Manipuri	-	791	-	-
Bodo	-	3,608	-	-
Garó	-	98	-	-
Hmar	-	35	-	-
Nepali	-	94	-	100
Hindi	-	1,420	-	-
Mixed	-	263	-	-
Tai	-	-	-	200
Missing	-	-	-	230
Rabha	-	-	-	70
Karbi	-	-	-	25
Bishnupriya manipuri	-	-	-	201

- b. The teachers are said to be imparted training for teaching of minority languages as a medium of instruction and as a subject as follows:

Name of Institutions	Language	
	As a medium	As a subject
Kokrajhar BTC	Bodo	Bodo
DIET Cachar	Bengali	Bengali, Bishnupriya manipuri
DIET Karimganj	Bengali	-do-
BTC Udalguri	Bengali	-do-
BTC Kaliganj	Bengali	-do-
BTC Hailakandi	Bengali	-do-

16.16 Text-books in Minority Languages

- a. The SCERT, Assam prepares the manuscript, while Assam State Text-Book Production & Publication Corporation is the agency entrusted with the publication of text-books in minority languages. The agency is stated to supply text-books to students in time and these are not procured from other states.
- b. The teaching materials are said to be supplied by ASIDC/AGMC or through open tenders from manufacturers/dealers.

16.17 Maintenance of 'Language Preference Registers' in Schools

'Language Preference Registers' for recording language preference of pupils are being maintained in 6,255 Primary Schools and 1,411 Upper Primary Schools.

16.18 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. It has been stated that Bengali, Bodo, Manipuri, Garo, Hmar, Nepali, Tai, Mising, Rabha, Karbi and Bishnupriya-Manipuri are being taught, at the primary stage of education. .
- b. There are no separate academies set up for promotion of minority languages in the State.

16.19 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. The State Level Assam Linguistic Minorities Development Board, has been constituted vide Govt. Notification No. WMD.20/99/Pt/62 Dated 14.10.2009 to monitor and review the implementation of safeguards for linguistic minorities. The last meeting of the Committee was held on 23rd January, 2011. Besides, the State Minorities Commission also deals with linguistic minority affairs.
- b. It has also been stated that implementation of consensual and constitutional safeguards are regularly reviewed during development review meeting concerning minority affairs.
- c. There are no district level committees. It has been stated that at the Sub-Divisional Level Minority Development Boards look after the minority affairs.

16.20 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The Assam Linguistic Minorities Development Board has been entrusted with the publicity and other welfare schemes through seminars, meetings, etc. However, the pamphlets, etc. detailing the safeguards for the linguistic minorities are yet to published.

16.21 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc., in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the district/tehsil/municipality, population in the State, as is done in case of Bengali.
- b. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.
- c. Though, Bengali and Bodo are the additional official languages in certain districts but their purpose is reported to be limited to medium of instruction.

- d. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary/Secondary/Higher Secondary stages of education.
- e. The State Government is expected to furnish detailed information on posts of minority languages teachers and the arrangement for their training for teaching of minority languages as a medium and as a subject as done in cases of Bengali, Bodo and Bishnupriya Manipuri languages.
- f. The Assam Linguistic Minorities Development Board has been constituted in 2009 to monitor and review the implementation of the safeguards for the linguistic minorities.
- g. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- h. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- i. The Nodal Officer, Government of Assam, needs to ensure that the comprehensive and consolidated replies are furnished expeditiously to, the National Commissioner's Questionnaire so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution of India.

16.22 The Government of Assam is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in Assam.

MANIPUR 17

Linguistic Profile

17.1 The Census-2001 registered the population of Manipur to be 21,66,788 and its broad linguistic profile as follows: (It excludes the figures of Paomata, Mao-Maram and Purul sub-division of Senapati districts)

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

17.2 The linguistic profile of Manipur, as provided by its Government as follows:

Language	Speakers	Percentage
Thadou	182,594	24.06
Tangkhul	146,075	19.7
Kabui	82,386	11.1
Paite	49,271	6.6
Hmar	42,933	5.8
Kacha Naga	42,013	5.7
Vaiphei	38,267	5.2
Maring	23,238	3.1
Anal	21,242	2.9
Any Mizo (Lusai)	15,164	2.2
Kom	14,602	2.2

Simte	11,065	1.5
Zou	10,060	0.94
All Schedule Tribes	741,141	100

No information has been furnished on districts where linguistic minorities constitute 60% or more of district population nor has the State Government reported on the tehsils/talukas/municipality where linguistic minorities constitute 15% or more of its population.

17.3 a. **Official Language of the State:** Manipuri.

b. **Additional Official Language:** English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

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

a. There are no arrangements for translation and publication of rules, regulations and notices, etc. in minority languages. However in response to our Questionnaire for 2009-10 it was reported that the Language Cell of the Directorate of Education, Government of Manipur had been assigned with the work related to implementation of the Safeguards provided to minority languages e.g., translation and publication of government rules, regulations and notices, etc. in minority languages and preparation of text books in minority languages.

b. No orders exist for receipt of, and reply to representations for redress of grievances in minority languages.

17.5 **Recruitment to State Services**

a. Minority Languages are not permitted in answering Question Papers for recruitment tests to the State Services.

b. The knowledge of regional/official language is a pre-requisite for recruitment to the State Services.

- c. The domiciliary restrictions apply at the time of recruitment to State Services.

17.6 Recognition of Linguistic Minority Educational Institutions

- a. The Director of Education, Government of Manipur is the Competent Authority for according recognition to the linguistic minority educational institutions.
- b. Manipur does not have any school meant for linguistic minorities. There are stated to be 33 scheduled tribes in Manipur. Majority of them live in 5 Hill-Districts of the State and their children go to the schools established for them as follows:

Name District	Higher Secondary School		High School		Jr. High School		Primary School	
	Govt.	Aided	Govt.	Aided	Govt.	Aided	Govt.	Aided
Ukhrul	4	-	22	2	35	2	27	33
Senapati	1	-	9	7	51	9	69	72
Tameng-long	3	-	9	1	30	-	46	27
C.C. pur	-	-	27	3	45	24	50	40
Chandel	-	-	7	-	15	5	29	40

17.7 Grants-in-aid to Linguistic Minority Educational Institutions

There is said to be no specific school grant instituted by the State Government for minority languages institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

17.8 Primary/Upper Primary/Secondary/Higher Secondary Stages

- a. It has been reported that as far as medium of instruction is concerned, English or Manipuri is medium of instruction from Class I to X; and English is for Classes beyond X.

- b. The following recognized Tribal Languages are stated to be taught as subjects:

Language	From Class	Upto Class
Mao	I	V
Rongmei	I	V
Kom	I	X
Vaiphei	I	X
Mizo	I	X
Zou	I	X
Tangkhu	I	XII
Hmar	I	XII
Thadou-Kuki	I	XII
Paite	I	XII

17.9 Three-Language Formula

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

First Language : Manipuri or One of the Major Indian Languages (Bengali, Nepali, Punjabi, etc.) or One of the nine recognized Tribal Languages

Second Language : English

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

- b. However, the statistics on students covered under the Three Language Formula in classes VIII & X have not been furnished.

17.10 Teachers for Minority Languages

- a. There are no sanctioned posts for teachers in the Department of School Education to teach minority/tribal languages as a medium or as a subject so far. However, any teacher of the school, whose mother tongue is one of the recognized Tribal Language is assigned the job of teaching the language.

- b. There is no arrangement for training of teachers for teaching of minority languages as a medium or as a subject.
- c. It has been informed that sufficient teachers for minority language have been recently appointed in Government Schools under RMSA, where linguistic minority are inhabited.

17.11 **Text-books in Minority Languages**

- a. The Board of Secondary Education, Manipur and the Literature Society of the respective Minority Language are the agencies for preparation & publication text-books for recognized Minority Languages.
- b. Free text-books are said to be distributed under the Sarva Siksha Abhiyan programme. There is stated to be a scheme also under the Department of Education for purchase of books written in Tribal Languages for distribution to the minority language students, at free of cost.

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

Language Preference Registers are yet to be maintained in the State. However, in response to our Questionnaire for 2010-11, it was stated that orders has been issued for opening of such registers in all the primary schools.

17.13 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

The Language Cell of the Department of Education(s) is stated to be undertaking the following for promotion and development of minority languages:

- a. Preparation and Publication of comprehensive grammars, teaching and learning materials,
- b. Compilation of monolingual, Bilingual and Multilingual Dictionaries.

17.14 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

- a. No Committee has been constituted at the State/District level to monitor and review the implementation of the Safeguards for the linguistic minorities in the State.
- c. However, respective Zonal Education Offices are stated to have been entrusted with the linguistic minorities affairs at the district level.

17.15 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

The publicity of the Safeguards for the linguistic minorities is said to be done through media in the State Official Language.

17.16 **ANALYSIS/RECOMMENDATIONS**

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority/tribal languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- B. The State Government should consider permitting minority languages in answering the Question Papers for recruitment tests to the State Services.
- c. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).

-
- d. The State Government is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- e. The State Government is expected to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- f. The State Government needs to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- g. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.

h. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

i. The Nodal Officer, Government of Manipur, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

MEGHALAYA 18

Linguistic Profile

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

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

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

18.3 The minority languages are spoken by 60% or more of the district population, as under:

District	Language	Percentage
West Garo Hills	Garo	64
East Garo Hills	Garo	93
South Garo Hills	Garo	95
West Khasi Hills	Khasi	68
East Khasi Hills	Khasi	73
Jaintia Hills	Khasi	90
Ri-Bhoi District	Khasi	52

18.4 The minority languages are spoken by 15% or more of the district population:

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

18.5 Use of Minority Languages in the State

- a. The State Government has not furnished any information on any additional official language in reply to Commissioner's Questionnaire for 2010-11. However, it was mentioned that Khasi language had been declared as Associate Official Language in East Khasi Hills, West Khasi Hills, Jaintia Hills and Ri-Bhoi Districts. Similarly, Garo was mentioned as Additional Official Language in the East, West and South Garo Hills Districts.
- b. There are arrangement for no translation of publication of rules, regulations and notices, etc., in minority languages where their speakers constitute 15% or more of the district/taluka/tehsil/municipality population.
- c. No orders exist for receipt of, and reply to, representations for redress of grievances in minority languages.
- d. As per the Action Taken Report on 47th Report, it has been stated therein that necessary instructions will be issued to all the subordinate officers to disseminate important GO, Notification, Rules, etc. in minority language and also to encourage representation for redress of grievances in minority language.

18.6 Recruitment to State Services

- a. Question papers for recruitment tests to the State Services are answered in the official language of the State English.
- b. No specific information has been furnished on whether knowledge of regional/official is a pre-requisite for and whether any domiciliary restriction is imposed at the recruitment to state services.

18.7 Recognition of Linguistic Minority Educational Institutions

No information on the Rules & Regulation/Guidelines have been furnished for recognition of linguistic minority educational institutions. However, it has been mentioned that the Education Department, Govt. of Meghalaya, is the Competent Authority for recognition of linguistic minority educational institutions. It has been reported that one Sikh educational institution is recognized as on June 30, 2010 and no application is pending for recognition as linguistic minority educational institutions, however, it has not been specified whether the recognition is on the grounds of the religious minority or linguistic minority.

18.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. There is no designated Authority at present. Neither any information has been furnished about the Rules & Regulation, Guideline have been furnished.
- b. However, the linguistic minority institutions are stated to have been sanctioned grants-in-aid as follows:

Language	Level	Number of School
Sikh	Primary	1
Nil	Upper Primary/Middle	Nil
Nil	Secondary	Nil
Khasi	Higher Secondary	4

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

18.9 Primary/Upper Primary/Secondary/Higher Secondary stages

'Nil' information has been furnished in respect of educational facilities available to the linguistic minority students at the Primary/Upper Primary/Secondary/Higher Secondary stages of education in the State.

18.10 Three-Language Formula

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

First Language	:	English
Second Language	:	Major Indian Language (Hindi/ Khasi) etc.
Third Language	:	Language other than that opted for as the second language

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

18.11 Teachers for Minority Languages

No information about the minority language teachers or arrangement for training of teachers for teaching the minority languages as a medium of instruction or as a subject has been furnished. There is no collaboration/arrangement with the neighbouring State for exchange of minority language teachers and their training.

18.12 Text-books in Minority Languages

The Meghalaya Board of School Education is the agency, entrusted with the preparation and publication of text-books in minority languages. The agency is said to be able to supply text-books and other teaching materials to students in time. There are no inter- state arrangements for procurement of minority language text-books and other teaching materials for linguistic minorities students. The text-books are said to be available to the minority language students at competitive/subsidized rates. However, in reply to Questionnaire for 2009-10 it was stated to be available at competitive price.

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

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

18.14 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

No information has been furnished by State Government for promotion and development of minority language in the State.

18.15 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

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

18.16 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been informed that the Social Welfare Department has forwarded the Safeguards to the subordinate offices for wide-publicity. Further it has been stated that pamphlets are published in official language only, however, no details have been furnished. In the ATR on 47th Report of CLM, the Director, Social Welfare has informed that the department has taken action in publishing the safeguards for linguistic minority and forwarded the same to all the District Officer for wide publicity.

18.17 **ANALYSIS/RECOMMENDATIONS**

- a. Most of the questions have been replied as either 'N.A./Not applicable or 'nil'.
- b. English is the official language of the State. However, notification in this regard, is yet to be issued.

-
- c. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc., to in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
 - d. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
 - e. The State Government should revisit relevant Rules & Regulation/Guidelines and designate the Authority for grant of recognition and sanction of grants-in-aid to the linguistic minority educational institutions.
 - f. The State Government needs to elucidate the position on whether domiciliary restrictions, if any, are imposed on recruitment to the State Services.
 - g. The State Government should to furnish complete and comprehensive information on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education, sanctioned and fill-in posts of teachers for minority languages and arrangement for their training to teach minority language as a subject and as a medium of instruction.
 - h. The State Government needs to furnish complete details of post of teachers created/sanctioned for minority language and arrange for training facility for minority language teachers.
 - i. One Sikh educational institution is stated to have been granted recognition. However, it had not been clarified whether the recognition has been granted on the basis of religious minority or the linguistic minority. Only linguistic minority educational institution would qualify to be mentioned in this Report.

- j. The State Government needs to institute wide publicity of the Safeguards facilities available to the linguistic minorities so as to spread awareness among them in the State.
- k. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- l. The Nodal Officer, Government of Meghalaya, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

MIZORAM 19

Linguistic Profile

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

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

19.2 The linguistic profile of Mizoram, as provided by its Government, as follows:

Language	Speakers	Percentage
Lushai/Mizo	6,47,849	72.91
Chakma	67,057	7.55
Lakher	34,731	3.91
Pawi	24,900	2.80
Paite	14,356	1.62
Hmar	14,240	1.6
Bengali	13,325	1.5
Nepali	8,944	1.01

19.3 **Official Language of the State:** English and Mizo.

19.4 The minority languages are spoken by 60% or more of the district population as under:

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

19.5 The minority languages are spoken by 15% or more of the district population as under:

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

19.6 Use of Minority Languages in the State

- a. No Information about translation and publication of relevant rules, regulations and notices, etc. in minority languages for the benefit of linguistic minorities has been furnished.
- b. Similarly, no information regarding arrangements for receipt of, and reply to representation for redress of grievances in minority languages has been furnished. However, in reply to CLM's Questionnaire for 2009-10 it was stated that no order have been issued in the regards but representation/petition even if written in minority languages are entertained but replied in state language English or Mizo.

19.7 Recruitment to State Services

- a. No information has been furnished regarding use of minority language for recruitment to the State Services. However, in response to the CLM Questionnaire for 2009-10 it was stated that minority language were not permitted.

- b. Working knowledge of Mizo (regional language) of Middle School level has been prescribed as an essential educational qualification for recruitment to the State Services.
- c. There were no domiciliary restrictions for recruitment to the State Services.

19.8 Recognition of Linguistic Minority Educational Institutions

Information about Rules & Regulations/Guidelines and the authority designated for recognition of the linguistic minority institutions, has not been furnished and it has been stated that there is no minority institution in Mizoram.

19.9 Grants-in-aid to Linguistic Minority Educational Institutions

No information on Rules & Regulation/Guidelines and the competent authority for sanction of grants-in-aid has been furnished.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

19.10 Primary Stage (Class I to V)

- a. Mizo is the medium of instruction at the primary stage of education as per follows:

Language	School	Students	Teachers
Mizo	919	57,950	3,635

- b. The minority languages are taught as a subject at the primary stage education as per following details:

Language	School	Students	Teachers
Mizo	1,778	1,63,185	7,824
Pawi (Laicharel)	144	16,566	645
Mara (Lakher)	127	12,535	790
Chakma	108	10,633	339

19.11 Upper Primary Stage (VI to VIII)

- a. Mizo is medium of instruction at the upper primary stage as follows:

Language	School	Students	Teachers
Mizo	679	31,813	3,983

- b. The minority languages are taught as a subject at the upper primary stage as follows:

Language	School	Students	Teachers
Mizo	1,340	68,458	7,735
Laicharel (Pavi)	99	3,891	550
Mara (Lakher)	92	4,073	580
Chakma	57	3,073	254

19.12 Secondary Stage (IX to X)

At the secondary primary stage of education Mizo languages is taught as a subject:

Language	School	Students	Teachers
Mizo	538	50,252	3,870

19.13 Higher Secondary Stage (XI to XII)

At the higher secondary stage of education Mizo is taught as a subject:

Language	School	Students	Teachers
Mizo	98	18,437	1,224

19.14 Three-Language Formula

The languages taught under the Three Language Formula are:

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

The number of students, studying various languages under the Three Language Formula:

Language	Class VIII	Class X	Class XII
Mizo	20,690	14,199	-
English	20,690	14,199	18,437
Hindi	20,690	-	-

19.15 Teachers for Minority Languages

No information has been furnished about the post of teachers and their training for teaching of minority language as a subject or as a medium of instruction.

19.16 Text-books in Minority Languages

No information has been furnished on publication and supply text-books and other teaching material to the students of minority languages.

19.17 Maintenance of 'Language Preference Registers' in Schools

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

19.18 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished on any scheme for promotion & development of minority language in the State.

19.19 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. No information has been furnished on the machinery for implementation of safeguards for linguistic minorities.
- b. There was no Committee set up at the State/District level to monitor and review the implementation of the Safeguards for the linguistic minorities in the State.
- c. At the district level, the Deputy Commissioners were said to be looking after the linguistic minority affairs.

19.20 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

No information has been furnished regarding facilities available to linguistic minorities.

19.21 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government should revisit its policy about allowing only the regional/official language in recruitment tests to the State Services.
- c. The State Government's replies to most of the Commissioner's questions about educational facilities for the linguistic minorities have been 'Nil'/'No'/'N.A.'/'Not Applicable' or simply left blank, should be replied clearly.
- d. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- e. The State Government should evolve a proper mechanism to publicize the Safeguards available to linguistic minorities so as to ensure that speakers of minority languages are not denied their linguistic rights for want of information in this regard.

- f. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- g. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- h. The Nodal Officer, Government of Mizoram, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire , in time, so as to enable this Constitutional Institution to present prepare and his Report in time.

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

NAGALAND

20

Linguistic Profile

20.1 The Census-2001 registered the population of Nagaland to be 19,90,036 and its broad Linguistic profile as follows:

Language	Speakers	Percentage
Ao	2,57,500	12.94
Konyak	2,48,002	12.46
Lotha	1,68,356	8.46
Angami	1,31,737	6.62
Phom	1,22,454	6.15
Sema	92,884	4.67
Yimchungre	92,092	4.63
Sangtam	84,150	4.23
Chokri	83,506	4.20
Chang	62,347	3.13
Zeliang	61,492	3.09
Bengali	58,890	2.96
Rengma	58,590	2.94
Hindi	56,981	2.86
Kuzha (Kheza)	40,362	2.03
Khiemnungan	37,752	1.90
Nepali	34,222	1.72
Kuki	16,846	0.85
Assamese	16,813	0.84
Pochury	16,681	0.84
Zemi	10,462	0.53
Garo	1,838	0.09
Liangmai	1,295	0.07

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

20.3 The following minority language are spoken by more than 60% of the district population.

District	Language	Percentage
Mon	Konyak	97.60
Longleng	Phom	90.00
Mokokchung	Ao	86.98
Wokha	Lotha	85.20
Zunheboto	Sumi	89.77
Peren	Zeme	80.00
Kohima	Angami	78.00
Kiphire	Sangtam	70.00

20.4 The following minority languages are spoken by 15% or more of the district/tehsil/taluka/municipality population.

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

20.5 Use of Minority Languages in the State

- a. There are no arrangements for translation or publication of rules, regulations and notices, etc. in relevant minority languages where their speakers constitute 15% or more of the district/tehsil/taluka/municipality population.
- b. No Order exists regarding receipt of, and reply to representations for redress of grievances in minority language.

20.6 Recruitment to State Services

- a. The knowledge of regional/official language is said to be not a pre-requisite and domiciliary restrictions do not apply for recruitment to State Services.
- b. Minority languages are not permitted for answering Question Papers for recruitment tests to State Services.

20.7 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished on the Rules and Regulations/Guidelines for grant of recognition to linguistic minority educational institutions. However, it has been stated that the Government of Nagaland is the competent authority to accord recognition to linguistic minority educational institutions.
- b. No specific information has been furnished about the applications pending for grant of recognition as linguistic minority educational institutions.

20.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. No information has been furnished on the Rules/Regulation Guidelines or the competent authority for sanction of grants-in-aid to linguistic minority educational institutions. However, in response to our Questionnaire for 2009-10, it was informed that the Directorate of School Education was the competent authority for sanction of grants-in-aid to linguistic minority educational institutions.
- b. The grants-in-aid are said to have been sanctioned, as follows:

Name of Minority Language	Level	Number of Schools
Information not furnished	Primary	38
	Upper Primary/Middle	74
	Secondary	116
	Higher Secondary	50

However, the names of minority language have not been mentioned.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

20.9 Primary Stage (Class I to V)

- a. The following minority languages are said to be taught as a medium of instruction and as a subject at the primary stage of education:

Language	School	Students	Teacher
Ao	Relevant information not furnished	Relevant information not furnished	Relevant information not furnished
Angami			
Lotha			
Sema			
Konyak			
Sangtam			
Phom			
Yimchunger			
Chang			
Rengma			
Khiamniungan			
Kuki			
Zeme			
Chokri			
Liangmai			
Khehza			
Pochury			

However, the information furnished on schools, students and teachers is not as per the questionnaire. Requisite information as per the prescribed format needs to be furnished.

20.10 Upper Primary Stage (VI to VIII)

No specific information have been furnished on the minority languages being taught as a medium of instruction or as a subject, at the upper primary stage of education.

20.11 Secondary Stage (IX to X)

- a. The following minority language are stated to be the medium of instruction, at the secondary stage of education:

Language	School	Students	Teacher
Sema	19	285	19
Ao	16	240	16
Tenyidie	18	270	18
Lotha	8	120	8

The same old statistics were furnished on schools, students and teachers in response to the Questionnaire for 2009-10, which needs to be clarified.

- b. No information has been furnished about teaching of minority language as a subject, at the secondary stage of education.

20.12 Higher Secondary Stage (XI to XII)

- a. The following minority language are the medium of instruction, at the higher secondary stage of education:

Language	School	Student	Teacher
Tenyidie	2	Information not furnished	Information not furnished
Sumi	3		
Ao	3		
Lotha	1		

The same old statistics were furnished on school students and teachers in response to the Questionnaire for 2009-10, which needs to be clarified.

- b. No information has been furnished about teaching of minority language as a subject at the higher secondary stage of education.

20.13 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Tenyidie		4,505	1,464
Sumi	Information	805	120
Lotha	not	850	50
Ao	furnished	460	150

- c. Numbers of students in class X and XII for minority language Tenyidie, are the same as that of the 2009-10, i.e. 4,505 and 1,464 respectively which needs to be clarified.
- d. Details of students of studying Hindi has not been furnished, though it is mentioned as the third optional language under the Three Language formula.

20.14 Teachers for Minority Languages

No information has been furnished about sanctioned/filled up posts of teachers and arrangements for their training for teaching of minority language(s) as a subject and as a medium of instruction.

20.15 Text-books in Minority Languages

- a. No information has been furnished on agency responsible for preparation and publication of text-books & other teaching material for teaching of minority languages. However, in response to our questionnaire for 2009-10, it was stated that Sincere Press, Novelty Press and N.V. Press were the agencies for publication of text-books and other teaching materials in minority languages. These agencies were said to be able to supply text books and other teaching materials to the students in time at competitive/subsidized rates.

- b. Although the text-books and other teaching material are said to be available to the linguistic minority students but details have not been furnished.

20.16 Maintenance of 'Language Preference Registers' in Schools

Language Preference Registers for recording language preference of the linguistic minority pupils are said to be maintained in the Schools. However, no statistics have been furnished in this regard.

20.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

There are said to be the following 17 minority language Committees/Academies/Boards in the State.

1. Ura Academy for Tenyidie
2. Zeme Literature Board
3. Sangtam Literature Board
4. Pochury Literature Board
5. Konyak Literature Board
6. Lotha Literature Board
7. Rengma Literature Board
8. Chang Literature Board
9. Chokri Literature Board
10. Khamniungam Literature Board
11. Phom Literature Board
12. Sumi Literature Board
13. Ao Literature Board
14. Liangmai Literature Committee
15. Kuki Literature Committee
16. Yimchungrer Literature Committee
17. Khezha Literature Board

20.18 Machinery for Implementation of Safeguards

No information has been furnished about the State/District level machinery for monitoring and review of implementation of the Safeguards for the linguistic minorities.

20.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

There is no mechanism for informing the linguistic minorities about the Safeguards/facility available to them in state. No Pamphlets, detailing the Safeguards for the linguistic minorities have been published.

20.20 ANALYSIS/RECOMMENDATIONS

- a. The information received from the State Government is not legible and most of the information are not relevant, which needs to be taken note of and only relevant information in the prescribed format needs to be furnished.
- b. The information furnished on recognition of linguistic minority institutions is on language/literature committees and does not answer the question on recognition of linguistic minority educational institutions. It need to be clarified.
- c. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- d. Arrangements should be made to ensure receipt of, and reply to representations for redress of grievances in minority languages.
- e. The State Government should ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- f. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.

- g. The State Government needs to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- h. The details of activities of the minority languages academies/boards/committee need to be furnished so as to enlighten about development of languages spoken by the linguistic minorities in the state.
- i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- j. ☆ The statistics furnished by the State Government on educational facilities for linguistic minority students show that there has been no changes in the number of Schools, students and teachers wherein minority languages are taught as a medium at the secondary and higher secondary school i.e. at para 20.11(a) and 20.12(a), and the number of students studying Tenyidie as subject at the secondary and higher secondary levels under the Three Language Formula which needs to be clarified. The State Government is advised to furnish the relevant detailed information as per the questionnaire and avoid ambiguity in data.

k. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

l. The Nodal Officer, Government of Nagaland, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

ODISHA

21

Linguistic Profile

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

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

21.2 The linguistic profile of Odisha, as provided by its Government is as follows:

Language	Speakers	Percentage
Oriya	3,03,75,522	82.50
Hindi	8,80,030	2.40
Telugu	7,71,002	2.09
Urdu	5,82,137	1.58
Bengali	5,13,581	1.40

21.3 No information has been furnished on the districts where minority languages are spoken by 60% or more of its population.

21.4 The following minority languages are said to be spoken by 15% or more of the district population:

District	Tehsil/Taluka/Municipality	Language	Percentage
Kandhamal	-	Kui	-
Mayurbhanj	-	Santhali	-
Sundargarh	-	Hindi	-

However, their percentage and name of the District/Tehsil/Taluka/Municipality have not been furnished.

- 21.5 a. **Official Language of the State:** Odiya.
- b. **Additional Official Language:** English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

21.6 Use of Minority Languages in the State

- a. No information has been furnished about translation and publication of rules, regulations and notices, etc. in the relevant minority languages for the benefit of the linguistic minority in the State.
- b. Similarly, information about receipt of, and reply to representations in minority languages for redress of grievances has not been provided.

21.7 Recruitment to State Services

- a. The Knowledge of regional language is a pre-requisite for recruitment to the State Services.
- b. No information has been furnished on use of minority language for writing Question Paper for recruitment to the State Services.
- c. The domiciliary restrictions are said to apply at the time of recruitment to the State Services.

21.8 Recognition of Linguistic Minority Educational Institutions

- a. The Director, Elementary Education for elementary schools and the Director, Secondary Education for secondary schools are the competent authorities for grant of recognition to the linguistic minority educational institutions under the Orissa Education Act, 1969.

- b. As on 30 June 2010, at the elementary level, there were 78 aided Madarsas, 88 un-aided Madarsas and 4 Hindi medium Schools; at the Secondary level, 4 aided Madarsas, 1 Government Madarsa and 3 Urdu medium High Schools have been recognized as the linguistic minority institutions.
- c. There were 30 Madarsa applications pending for recognition as linguistic minority institutions as on June 30, 2010. The same statistics was furnished in response to Questionnaire for 2009-10, which needs to be clarified.

21.9 Grants-in-aid to Linguistic Minority Educational Institutions

- a. The School & Mass Education Department, Government of Orissa is the competent authority for sanction of grants-in-aid to linguistic minority educational institutions.
- b. The grants-in-aid for the year 2010-11 were such sanctioned to such institutions, as per following details:

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

21.10 Primary Stage (Class I to V)

- a. The following minority languages are the medium of instruction at the primary stage of education as per following details:

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

- b. As Santhali language has been included in the 8th Schedule of the Constitution, the School & Mass Education Department, Government of Odisha is stated to have introduced teaching of Santhali language in Olchiki Script in 100 Primary Schools in Classes I, II and III, where the 100% Santhali students are studying and have engaged 100 Community Mobilizers for teaching Santhali.
- c. The minority languages are taught as a subject, at the primary stage of education:

Language	Schools	Students	Teachers
Telugu	135	15,525	405
Bengali	24	960	48
Hindi	60	15,630	120
Urdu	64	4,416	128
Assamese	3	300	6
Kannada	5	201	10
Sindhi	1	23	2
Sanskrit	3	100	6
Punjabi	2	80	4
Gujarati	6	300	12
Nepali	3	70	6
Santhali	100	-	100

21.11 Upper Primary Stage (Class VI to VII)

- a. The minority languages are medium of instruction, at the upper primary stage of education, as follows:

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

- b. The minority languages are taught as a subject, at the upper primary stage of education as per following details:

Language	Schools	Student	Teachers
Telugu	30	3,451	60
Hindi	4	162	08
Punjabi	1	53	2

21.12 Secondary Stage (Class VIII to X)

- a. The Urdu is the medium of instruction at the secondary stage of education, as per following details:

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

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

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

21.13 Higher Secondary Stage (Class XI to XII)

- a. No information has been furnished on the minority languages as the medium of instruction.
- b. However, the Urdu is taught as a subject, as follows:

Language	Schools	Students	Teachers
Urdu	8	972	16

21.14 Three-Language Formula

- a. The languages taught under Three Language Formula are:
- First Language : Odiya/Bengali/Telugu/Urdu
- Second Language : English compulsory for all
- Third Language : Hindi/Sanskrit/Persian
- b. The statistics on students studying various languages in classes VIII, X and XII under the Three Language Formula have not been furnished.

21.15 Teachers for Minority Languages

- a. The posts of teachers created/earmarked for teaching minority languages both as a subject and as a medium of instruction at High School level are:

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

- b. It has been informed that the training of teachers for teaching of minority language are imparted at Urdu Secondary Training School at Cuttack with 50 seats for Urdu language. However, no mention has, been made about the Government S.T. School at Parlakhemundi for Telugu language with 30 seats, which was reported in response to CLM's Questionnaire for 2009-10, which needs to be clarified.

21.16 Text-books in Minority Languages

- a. M/s Qadri Kutab Khana, Rourkela, is stated to be the agency for preparation and publication of text books and other teaching materials in Urdu. The text-books are procured from Andhra Pradesh and West Bengal for Telugu and Bengali students, respectively on reciprocal basis. Santhali language text-books for Class-I and II are developed and printed at Laxmi Press, Cuttack.
- b. The State Government is said to be taking necessary steps to ensure the timely supply of the textbooks to students.

21.17 Maintenance of 'Language Preference Registers' in Schools

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

21.18 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been stated that for promotion and development of minority languages Infrastructure Development in Private aided/ unaided Minority Institution (IDMI), Scheme for providing Quality Education in Madarsa (SPQEM) are in vogue. The State Government has furnished the following information about establishment of academy for developments of minority language:

Language	Name of Academy	Date Set up	Budget for 2009-10 (in lakhs)
Urdu	Orissa Urdu Academy (Under Culture Department)	1987	Rs.18.00
	Orissa State Board of Madarsa Education (Under S & ME Department)	31.8.1971	Rs.0.08

21.19 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

There is no Committee at the State/District levels for implementation of the Safeguards for the linguistic minorities. However, Constitution of a Minority Commission in the State is under consideration.

21.20 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The State Government has informed that no mechanism is functioning for the publicity of the Safeguards/facilities available to the linguistic minorities in the State.

21.21 ANALYSIS/RECOMMENDATIONS

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

-
- c. The State Government needs to review its policy about the prior knowledge of the State's Regional/Official language at the time of recruitment and the domiciliary restrictions for recruitment to State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State.
- d. The State Government is expected to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education in the prescribed format.
- e. The State Government has created posts of teachers for Urdu language, the posts for teachers in other minority languages should also be considered to facilitate teaching in other minority languages.
- f. The State Government is should ensure 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- g. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.

h. The State Government advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

i. The Nodal Officer, Government of Odisha, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

SIKKIM

22

Linguistic Profile

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

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

22.2 The linguistic profile of Sikkim, as provided by its Government, as follows:

Language	Speakers	Percentage
Bhutia	-	Not specified the community-wise percentage by the census Deptt.
Lepcha	-	
Limboo	-	
Newari	-	
Gurung	-	
Manager	-	
Mukhia	-	
Rai	-	
Sherpa	-	
Tamang	-	

- 22.3 a. **Official Language of the State:** English.
- b. **Additional Official Language(s):** Bhotia, Gurung, Lepcha, Limboo, Manger, Mukhia, Newari, Rai, Sherpa and Tamang have been identified as additional official languages for preservation of culture and tradition in the State. Nepali is stated to be the *lingua franca* of the State.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

22.4 Use of Minority Languages in the State

- a. It has been stated that no language has been identified as minority language in the state. Linguistic Minority in the state is not yet defined.
- b. There are no arrangements for translation and publication of rules, regulations, notices, etc. in the relevant minority languages, where their speakers constitute 15% or more of the district/tehsil/taluka/municipality population.
- c. No orders have been issued for receipt of, and reply to the representations for redress of grievances in minority languages.

22.5 Recruitment to State Services

- a. The knowledge of regional/official language is a pre-requisite for recruitment to the State Services.
- b. No specific information has been furnished whether minority languages are permitted in answering Question Papers for recruitment tests to the State Services.
- c. The domiciliary restrictions apply at the time of recruitment to the State Services.

22.6 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished on rules, regulations and the competent authority to accord recognition to the linguistic minority educational institutions.
- b. In the ATR on 47th Report of the CLM, it has been stated that there is no separate educational institution for linguistic minorities in the State.

22.7 Grants-in-aid to Linguistic Minority Educational Institutions

There is no provision for sanction of grants-in-aid to linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

22.8 Primary Stage (Class I to V)

- a. It has been stated that the primary teachers teach languages upto Class VIII. However, no statistics has been furnished on the minority/mother language(s) as a medium of instruction at the primary stage of education.
- b. In the ATR on 47th Report of the CLM it has been informed that there is no provision for primary education in mother language in the State.
- c. The following minority languages are stated to be taught as a subject, at the primary stage of education:

Language	Schools	Students	Teachers
Bhutia	184	Number not furnished	328
Lepcha	184		262
Limboo	175		200
Newari	08		08
Gurung	10		10
Manger	06		06
Mukhia	04		04
Rai	14		14
Sherpa	10		10
Tamang	08		08

22.9 Upper Primary Stage (Class VI to VIII)

Mother/Minority languages not being taught as a medium of instruction or as a subject at the upper primary stage of education.

22.10 Secondary Stage (Class IX to X)

- a. No information has been furnished about teaching of minority languages as a medium of instruction, at the secondary stage of education.

- b. The following minority languages are taught as a subject:

Language	Schools	Students	Teachers
Bhutia	76	Number not furnished	69
Lepcha	62		53
Limboo	53		48

However, the data furnished about school, students and teachers is incomplete.

22.11 Higher Secondary Stage (XI to XII)

- a. The minority languages are not being a medium of instruction, at the higher secondary stage of education.
- b. However, the minority languages are taught as a subject as per following details:

Language	Schools	Students	Teachers
Bhutia	24	Number not furnished	24
Lepcha	13		13
Limboo	10		10

22.12 Three-Language Formula

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

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

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

Language	Class VII	Class X	Class XII
Bhutia	263	250	173
Lepcha	453	319	216
Limboo	278	235	129

22.13 Teachers for Minority Languages

- a. It has been stated that no posts of teachers have been sanctioned during 2010-11 to teach minority language as a medium or as a subject.

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

22.14 **Text-books in Minority Languages**

- a. The text-books and other teaching material in minority languages are stated to be available to linguistic minority students at the beginning of the academic session. The text-books are said to be available to students of the minority languages at competitive/ subsidized rates.
- b. There are no inter-state arrangement for procurement of the minority language(s) text-books and other teaching material.

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

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

22.16 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

There is no scheme to promote minority language or the academies set-up for promotion and development of minority language in the state. However, in the ATR on 47th Report it has been stated that the dictionaries of Hindi to Lepcha, Hindi to Bhutia, Hindi to Limboo and Hindi to Rai languages are being prepared by the language experts in collaboration with the Central Institute of India Language (CIIL), Mysore. Simultaneously, preparation of dictionaries from Hindi to Lepcha, Hindi to Bhutia, Hindi to Limboo and Hindi to Rai language are also in progress under the aegis of the Central Hindi Institute, Agra, U.P. The State Government has not identified any language as minority languages, the aforesaid regional languages are recognized as state languages with the main objective of preservation and protection.

22.17 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

There is said to be no Safeguard Implementation Committee formed at the State/District level in the state. However, in response to our Questionnaire for 2009-10, it was informed that a Committee had been set up at the State Level to monitor and review the implementation of the Safeguards provided for linguistic minorities, with the Chief Secretary/Home Secretary as Chairman; Secretary, Information and Public Relations; Principal Secretary, Social Justice and Empowerment and Welfare Department; Secretary, Human Resource Development Department (HRD) as Members and Joint Secretary (Home) as the Member Secretary of the Committee. However, the details of the Meetings held so far have not been furnished.

22.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

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

22.19 **ANALYSIS/RECOMMENDATIONS**

- a. Speakers of an Indian language other than the main official language of the State constitute linguistic minorities in the State no matter if these languages do not have a script. The State Government should view minority/tribal languages, as resource and therefore, efforts should be made to promote and preserve these languages in terms of providing facilities for primary education in their mother-tongue(s) and prevent these languages from the danger of extinction. The State Government should endeavor to evolve/adopt suitable script for the scriptless languages in collaboration with the CIIL, so as to preserve them.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.

- c. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).
- d. The State Government needs to implement the Constitutional Safeguards for providing adequate facilities for instruction in mother tongue/language, at the primary stage of education to children belonging to the linguistic minorities in the State.
- e. The State Government should furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government is expected to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- g. The State Government needs to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- h. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.

- i. The State Government are advised to set up a State Level Safeguard implementation Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- j. The Nodal Officer, Government of Sikkim needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present prepare and his Report in time.

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

TRIPURA

23

Linguistic Profile

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

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

- 23.2 a. **Official Languages of the State:** Bengali.
 b. **Additional Official Language(S):** Kok Borok and English.

23.3 It has been reported that there is no district where minority languages are spoken by 60% or more of its population. However, Kok Borok is spoken by more than 15% or more of the district population, as follows:

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

23.4 Use of Minority Languages in the State

- a. The geust of the Government Notifications, awareness notifications, etc. are being published in Kokborok.
- b. Sarva Sikha Abiyan, Rajya Mission, Health & Family Welfare Deptt., ICA Deptt. publish awareness leaflets and other Notifications etc. in Kokborok.
- c. It has been informed that usually the representations for redress of grievances in minority languages are received and it is stated that actions are taken in Kokborok. However efforts said to being made to reply such representations in the same language.

23.5 Recruitment to State Services

- a. Knowledge of regional/official language is a pre-requisite for recruitment to State Services.
- b. Minority languages are not permitted in answering the question papers for recruitment tests to State Services.
- c. Domiciliary restriction does not apply for recruitment to the State Services.

23.6 Recognition of Linguistic Minority Educational Institutions

- a. The Department of School Education, Government of Tripura is the competent authority to accord recognition to the linguistic minority educational institutions.
- b. The details of Schools recognized as the linguistic minority educational institutions:

Language	Class	No. of schools
Kok Borok	I to V	783
Chakma	I to V	58
Kok Borok	VI to XII	40
Halam Kuki	I to V	43
Bishnupriya Manipuri	I to V	36
Manipuri	I to V	22

- c. It has been reported that no application is pending for recognition as a linguistic minority educational institution.

23.7 Grants-in-aid to Linguistic Minority Educational Institutions

The Department of School Education is the competent authority for sanction of grants-in-aid to primary and secondary schools claiming to be the linguistic minority educational institutions. All the Government/TTAADC managed schools are said to have been sanctioned grants-in-aid for 2010-11. However, no statistics have been furnished in this regard.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

23.8 Primary Stage (Class I to V)

- a. Kokborok is the medium of instruction at the primary stage of education as per following details:

Language	School	Students	Teachers
Kokborok	783	1,10,542	3,520

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

Language	School	Students	Teachers
Bishnupriya Manipuri	36	4,251	72
Chakma	58	12,780	58
Halam-Kuki	43	3,187	43
Manipuri	22	1,520	22

23.9 Upper Primary/Secondary/Higher Secondary Stage (VI to XII)

'Nil' Information has been furnished about teaching of minority languages as medium of instruction at the upper primary, secondary and higher secondary stages of education.

However, it has been informed that Kok Borok is taught as a subject in classes VI to XII as under:

Language	School	Students	Teachers
Kokborok	40	6,458	56

23.10 Three-Language Formula

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

First Language : Bengali/Kokborok/Bishnupriya
Manipuri/Chakma/Halam
Kuki/Manipuri
Second Language: English

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

Language	Class VIII	Class X	Class XII
Kokborok	2,175	916	317

- c. It has been stated that Bishnupriya Manipuri, Chakma, Halam Kuki and Manipuri are not in vogue in classes VIII, IX and X.

23.11 Teachers for Minority Languages

- a. The details of teachers for teaching of Kokborok only as a medium of instructions, is as follows:

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

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

Training Institute	Minority Language	
	As a Medium	As a Subject
District Institutes of Education Training (DIET) in Agartala, Kamalpur, Kakrban, Kailasahar	-	Kokborok

- c. The posts of teachers are sanctioned and filled up for teaching of Kokborok.

23.12 Text-books in Minority Languages

It has been informed that the SCERT, Tripura is the agency for preparation and publication of text-books and other teaching materials in minority languages. The text-books are being provided to the students, free of cost upto Class VIII.

23.13 Maintenance of 'Language Preference Registers'

No specific information has been furnished on maintenance of 'Language Preference Registers' for recording of language preferences of linguistic minority pupils. However, in the ATR on 47th Report, it has been informed that efforts are being made to maintain the Language Preference Registers in schools for recording the language preference of students in Tripura.

23.14 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been informed that minority languages are being developed as per decisions of the respective Advisory Committee, headed by the Minister, School Education. The Tribal Language Cell of the SCERT has been set up for the development of following minority languages in the State:

Language	Name of Academy	When established	Budget for Year 2010-11 (in Lakh)
Kokborok	Tribal Language Cell, SCERT	1972	Included in the SCERT budget. However, figures have not been furnished.
Halamkuki		1994	
Chakma		1994	
Mog		1996	
Bishnupriya Manipuri		1994	
Manipuri		1994	

23.15 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

It has been stated that Advisory Committee for respective languages have been constituted. At the district level the District Education Officers have been entrusted with this responsibility. The SCERT is working a State Level institution for implementation of Safeguards the linguistic minority. However, in the ATR on 47th Report the Government of Tripura has assured that a State level Committee headed by the Chief Secretary and District level Committee headed by the District Collector will be formed shortly.

23.16 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been reported that newspapers and electronic media, etc. are used for informing the linguistic minorities about the safeguards and the facilities available to them. The ICA Department publishes leaflets, notification, etc. while other departments also publish pamphlets detailing the safeguards for the linguistic minorities as and when necessary.

23.17 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc., in relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the population in the district/tehsil/taluka/municipality, population in the State as is done in case of Kokborok.
- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.

- c. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).
- d. The State Government should make arrangements, through DIETs or any other institution to train teachers for teaching the minority languages, as a medium and as a subject, as is done in case of Kok Borok.
- e. The State Government should consider permitting minority languages in answering the Question Papers for recruitment tests to the State Services.
- f. The State Government needs to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- g. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.

h. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A Local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A Local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted as assured in the ATR on 47th Report of CLM.

i. The Nodal Officer, Government of Tripura, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

WEST BENGAL 24

Linguistic Profile

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

Language	Speakers	Percentage
Bengali	6,83,69,255	85.27
Hindi	57,47,099	7.17
Santhali	22,47,113	2.80
Urdu	16,53,739	2.06
Nepali	10,22,725	1.28
Oriya	1,86,391	0.23

24.2 The linguistic profile of the State, as provided by its Government, as follows:

Language	Speakers	Percentage
Hindi	44,79,170	6.58
Urdu	14,55,649	2.14
Nepali	8,60,403	1.26
Oriya	1,70,001	0.25
Punjabi	71,376	0.10

- 24.3 a. **Official Language of the State:** Bengali
- b. **Additional Official Language:** English. Nepali in three Hill Sub-divisions of the Darjeeling District.

24.4 Nepali is spoken by stated to be or more than 60% of its population (As per Census 2001) as under :

District	Language	Percentage
Darjeeling (Hill Sub Division)	Nepali	60+

24.5 The minority languages are spoken by 15% or more of the District/Tehsil/Taluka/Municipality population (as per Census 2001) as under:

District	Tehsil/Taluka/ Municipality	Language	Percentage
Darjeeling	Kurseong, Kalimpong, Darjeeling	Nepali	+60
Uttar Danajpur	Goalpokhar-I	Urdu	21.65
	Goalpokhar-II	Urdu	15.37
Hooghly	Champdani	Urdu	23.52
	Bhadreswar	Urdu	19.41
	Rishra	Urdu	15.26
North 24 Pargans	Titagarh	Urdu	21.83
	Kamarhati	Urdu	21.85

In the ATR on 47th Report of the CLM, it has been stated that Urdu, Hindi, Nepali, Oriya, Santhali and Punjabi speakers have been declared as Linguistic Minorities.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

24.6 Use of Minority Languages in the State

- a. It has been stated that there are arrangements for translation and dissemination of important government orders, notifications, rules, etc., in Nepali language, in the three Hill Sub-divisions of Darjeeling Districts. However, details have not been furnished.

- b. All efforts should be made to disseminate important Government Orders, Notifications, and Rules etc. in minority languages by the department concerned. However, dissemination of such documents at present is being done in Nepali Language for three Hill sub-division in Darjeeling district. Dissemination of the above documents shall also be done in Urdu Language as the same is likely to be declared as 2nd Official Language of the State after Nepali. In order to ensure their legitimate participation in the affairs of the State, appropriate arrangements for translation and publication of important orders in minority languages.
- c. Further, in the ATR on 47th Report of the CLM, it has been informed that Public Grievance Cells are functioning in each and every district in the State with periodical monitoring by the competent authorities posted in the districts as to how many representations of multifarious nature are received in minority languages, attended to with due attention and the replies of the grievances redressed or action taken in that language. In MA & ME Department of the State, one such Cell is also functioning under overall supervision of a senior officer attending various grievances for redress.

24.7 Recruitment to State Services

- a. The minority languages are said to be permitted in answering the Question Papers for recruitment of the Primary School Teachers.
- b. The knowledge of Nepali is a pre-requisite for recruitment to State Services in three Hill Sub-divisions of Darjeeling District.

- c. While appearing for recruitment tests to the State Services, the linguistic minorities do not face discrimination on account of domiciliary restrictions or insistence on prior knowledge of the regional/official language but acquire working knowledge of regional or official language subsequent to recruitment and such successful candidates have to pass the departmental examination in regional or official language during the period of probation.

24.8 **Recognition of Linguistic Minority Educational Institutions**

- a. It has been stated that Rules & Regulations/Guidelines for recognition of linguistic minority educational institutions (Schools) are not different from that of the major language schools. The primary schools are recognized/established by the 'District Primary School Council' under the guidance of the 'West Bengal Board of Primary Education' on recommendations of School Education Department. Similarly recognition of schools at Upper Primary/ Secondary level is accorded by the 'West Bengal Board of Secondary Education' on recommendations of School Education Department. The medium of instruction of such school is decided by the local level authorities depending upon the requirement of the concerned locality.
- b. It has been informed that the linguistic minorities do not face any discrimination in matters of establishment and administration of their educational institutions. The bonafide schools so established, managed, run by them recognized by State Schools Education Department are treated on par with other eligible institutions.
- c. A number of institutions organized and established by the linguistic minorities in the State have been running successfully according to the plan framed and formulated by the managing committee of those institutions. Some of these institutions have also applied for awarding Minority Status and few of them have been granted.

- d. However, statistics have not been furnished on the linguistic minorities educational institutions recognised as yet and the applications pending for recognition as on 30.6.2011.

24.9 Grants-in-aid to Linguistic Minority Educational Institutions

It has been informed the Schools/Madarsas in West Bengal are established by the Government on its own depending upon the necessity of such institutions to address the issue of accessibility. However, the proposals may be initiated by the local Panchayat Raj Institutions and those are evaluated by the department as per the access and neighborhood norms fixed by the State. All such institutions are recognised on the recommendations of the department with or without grants-in-aid from the state government. This is applicable to minority language institutions as well. The proposals from private bodies/persons are evaluated from the accessibility, neighborhood and infrastructure point of view, and when recommended by the government for recognition, they are recognised without any grant-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

24.10 Primary Stage (Class I to V)

Minority language(s) are the medium of instruction at the primary stage of education as per following details:

Language	Schools	Students	Teachers
English	219	32,136	1,135
Hindi	1,268	20,3031	5,174
Urdu	404	63,195	1,907
Nepali	793	49,022	2,733
Oriya	32	2,418	119
Telugu	21	1,710	98
Santali	9	748	11

Information is said to be not available about the minority languages taught as a subject.

24.11 Upper Primary Stage (Class VI to VIII)

- a. Minority language(s) are a medium of instructions, at the upper primary stage of education, as follows.

Language	Schools	Students	Teachers
English	181	48,942	1,760
Hindi	315	1,89,827	2,846
Urdu	97	49,412	687
Nepali	76	21,660	782
Oriya	8	1,025	43
Telugu	7	1,386	58
Santali	7	1,386	58

- b. However, data is said to be not available as regards minority languages taught as a subject.

24.12 Secondary Stage (Class IX to X)

- a. Minority language(s) are a medium of instructions, at the secondary stage of education, as per following details:

Language	Schools	Students	Teachers
English	63	9,186	345
Hindi	237	78,190	1,198
Urdu	70	21,242	319
Nepali	14	2,429	55
Oriya	4	448	23
Telugu	6	759	25
Santali	3	265	11

- b. Information is said to be not available as regard minority languages being taught as a subject at the secondary stage of education.

24.13 Higher Secondary Stage (XI to XII)

- a. Minority language(s) are a medium of instructions at the higher secondary stage of education as per following details:

Language	Schools	Students	Teachers
English	46	8,718	300
Hindi	131	44,947	471
Urdu	41	11,015	108
Nepali	6	1,490	21
Oriya	1	100	1
Telugu	1	118	5

- b. Information is stated to be not available on the minority languages being taught as a subject.

24.14 Three-Language Formula

- a. The languages taught under Three Language Formula:

☆ First Language :	English, Hindi, Urdu, Nepali, Oriya, Telugu and Santhali
Second Language :	English, Bengali/Nepali (Where English is the 1 st language)
Third language :	Hindi, Bengali, Sanskrit, Persian

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

Language	Class VIII	Class X	Class XII
English	5,992	Not applicable	Not applicable
Hindi	44,986		
Urdu	4,364		
Nepali	5,410		
Oriya	277		
Telugu	378		

- c. It has been stated that third language is taught upto class VIII only.

- d. In the ATR on 47th Report of CLM it has been stated that the School Education Department will evolve mechanism for introducing the Punjabi (Gurumukhi) language at primary stage from next academic year. The programme of Action on the National Policy on Education (1986) shall also be implemented by the department concerned with full spirit from the next academic year.

24.15 Teachers for Minority Languages

- a. It has been informed that the segregated data of teachers in language and other subject teachers are not available.
- b. There are arrangements for training of the teachers for teaching minority languages as a medium of instruction as per the following details:

Training Institute	Minority Language	
	As a medium	As a subject
PTTI/DIET (Primary Level)	01	0
B.Ed./Equivalent College	-	-

- c. It has been stated in the ATR on 47th Report of the CLM that there exists a single Teachers Training Institute called PTTI/DIET (Primary Level) for providing training to the teachers as a medium but not as a subject resulting in acute shortage of trained minority language teachers in primary stages. The School Education Department is drawing up a plan to set up new PTTI/DIET to train teachers subject-wise in minority language. However, this important agenda or issue will be reviewed at length in the next State Level Committee and also in Safeguards Implementation Committee meetings headed by the Chief Secretary, West Bengal to be convened in early 2012.

24.16 Text-books in Minority Languages

- a. The text-books and teaching material are made available to the students of the minority languages free of cost at the primary level.
- b. The Oriya medium text-book are procured from Orissa and Andhra Pradesh.

- c. It has been stated in the ATR on 47th Report of the CLM that the text books up-to class V called "National Text Books" are printed by the State Government in 6 languages viz. Bengali, Hindi, Urdu, Nepali, Oriya, & Santhali and distributed to all the students of government/ government-aided schools at free of cost. Efforts are also said to be continuing to provide teaching materials to be in conformity with the local condition by the state School Education Department with an aim to lessen the dearth of suitable text-books with local orientation to be implemented from next academic year.

24.17 Maintenance of 'Language Preference Registers' in Schools

It has been informed that no specific registers are maintained in the schools, as in most of the cases the schools for minority languages are exclusively for a particular minority language.

24.18 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been stated that Urdu Language Classes for Non-Urdu speaking people are organized by West Bengal Urdu Academy under the administrative control of MA & ME Department as per following details:

Language	Name of Academy	Date Set up	Budget for 2009-10 (in lakhs)
Urdu	Urdu Academy	1978	Rs.210.00

24.19 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. There is a committee at the state level to monitor the implementation of the safeguards for the linguistic minorities constituted vide notification no. 505-MW dated 12.4.2004.

The composition of the committee is as follows :

- | | | | |
|----|---|---|-----------------------------|
| 1. | Chief Secretary to the Government of West Bengal | - | Chairman |
| 2. | The Principal Secretary, Hill Affairs Department | - | Member |
| 3. | The Principal Secretary, Development & Planning | - | Member |
| 4. | The Principal Secretary, School Education Deptt. | - | Member |
| 5. | The Principal Secretary, I & CA Department | - | Member |
| 6. | The Secretary, Municipal Affairs Department | - | Member |
| 7. | The Secretary, Panchayats Department | - | Member |
| 8. | The Principal Secretary, Minority Affairs & Madarsas Education Department shall act as Member | - | Secretary of the Committee. |

However, details of the meeting last held have not been furnished till the finalization of this report.

- b. No District Level Committee exists to monitor implementation of Safeguards for the linguistic minorities. However, District-wise Minority Cell is being formed with infrastructures for developing mechanism and for implementation of scheme of Safeguards available to linguistic minorities. At present DM, ADM (Minority Affairs) and DOMA looking after entire affairs.

A separate meeting of Safeguards implementation Committee constituted vide Notification No. 505-MW dated 12.4.2004 headed by the Chief Secretary would be convened shortly. Action has been taken to constitute District Level Committees headed by the District Magistrates where Local MPs/MLAs may be a part of the said Committee.

At present, District Minority Cell is functioning at district level for developing mechanism and for implementation of scheme of Safeguards available to linguistic minorities wherein DM, ADM (MA) and DOMA has been entrusted the task.

- b. Generation of awareness and appreciation of the existing safeguards available to the linguistic minorities are being made through electronic media, local and leading newspapers and also through different means like distributing hand bills, pamphlets, announcement through loud speakers, etc.

24.20 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

- a. It has been informed that I & CA Department are taking initiatives for publicity of the safeguards through Print & Electronic Media as well as in daily leading newspapers.

24.21 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc., in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government is advised to implement the Three Language Formula to enable the linguistic minority students to learn their language as a subject at the secondary stage education and with a view to encourage multilingualism and national integration.
- c. The State Government needs to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- d. The State Government should furnish complete and comprehensive information on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education, sanctioned and filled-in posts of teachers for minority languages and arrangement for their training to teach minority languages as a subject and as a medium of instruction.

- e. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- f. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- g. The Nodal Officer, Government of West Bengal, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire , in time, so as to enable this Constitutional Institution to present prepare and his Report in time.

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

Western Zone

Dadra & Nagar Haveli

Daman & Diu

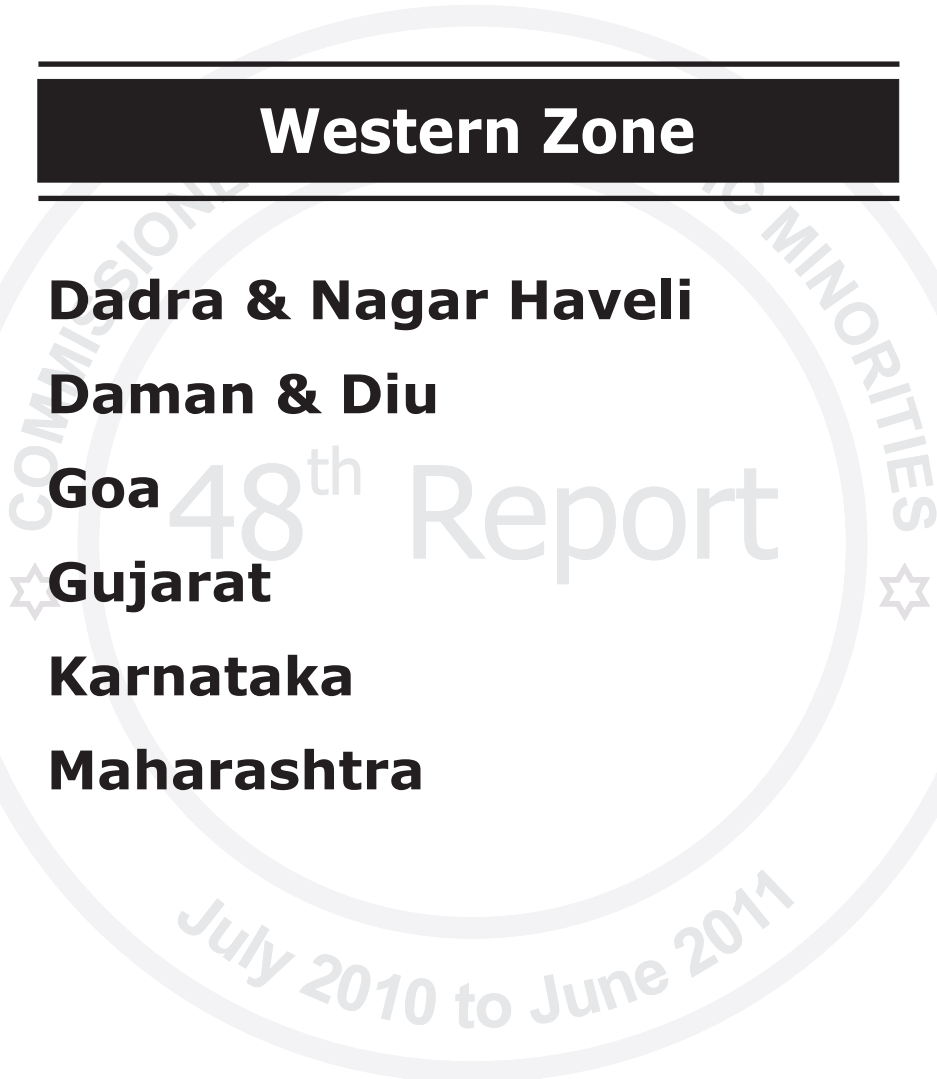
Goa

★ **Gujarat** ★

Karnataka

Maharashtra

July 2010 to June 2011



DADRA AND NAGAR HAVELI 25

Linguistic Profile

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

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

25.2 a. **Official Language of the Union Territory:** Hindi

b. **Additional official languages :** Gujarati.

25.3 The following minority languages are spoken by 15% or more of (tehsil/taluka/municipality) population:

District	Tehsil/Taluka/ Municipality	Language	Percentage
DNH	01 DNH	Gujarati	23.62
		Hindi	15.07

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

25.4 **Use of Minority Languages in the U.T.**

a. It has been stated that all important government orders, rules, etc. are issued in Gujarati and Hindi.

- b. Orders are said to have been issued for receipt of representations for redress of grievances in minority languages. However, no information has been furnished about reply thereof in the concerned minority language(s).

25.5 Recruitment to U.T. Services

- a. The knowledge of regional/official language is a pre-requisite for recruitment to U.T. Services.
- b. Hindi is permitted for answering Question Papers for recruitment tests to the U.T. Services.
- c. Domiciliary restrictions apply at the time of recruitment to Group 'C' and 'D' Services.

25.6 Recognition of Linguistic Minority Educational Institutions

No guidelines have been formulated for recognition of linguistic minority educational institutions. There is said to be no school managed by the linguistic minorities in the U.T.

25.7 Grants-in-aid to Linguistic Minority Educational Institutions

No information has been furnished about the linguistic minorities educational institutions sanctioned grants-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

25.8 Primary Stage (Class I to V)

- a. The minority languages are the medium of instruction, at the primary stage of education, as follows:

Language	Schools	Students	Teachers
Hindi	1	1,254	20
Marathi	50	6,337	132

- b. Hindi is taught as a subject as per the following details:

Language	Schools	Students	Teachers
Hindi	268	12,944	536

25.9 Upper Primary Stage (Class VI to VIII)

- a. The minority languages are the medium of instruction at the upper primary stage of education as follows:

Language	Schools	Students	Teachers
Hindi	1	751	13
Marathi	19	3,361	67

- b. Hindi is taught as a subject as per the following details:

Language	Schools	Students	Teachers
Hindi	83	17,135	108

25.10 Secondary Stage (Class IX to X)

- a. The minority languages are the medium of instruction at the secondary stage of education as follows:

Language	Schools	Students	Teachers
Hindi	1	550	10
Marathi	6	1,505	49

- b. The minority languages are taught as a subject as per the following details:

Language	Schools	Students	Teachers
Hindi	1	550	10
Marathi	2	633	08

25.11 Higher Secondary Stage (Class XI to XII)

No information has been furnished on the minority language being taught as a medium of instruction or as a subject, at the higher secondary stage of education.

25.12 Three-Language Formula

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

First Language	:	Gujarati
Second Language	:	Marathi
Third Language	:	English

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

Language	Class VIII	Class X	Class XII
Gujarati	3,285	2,612	888
Marathi	856	624	299
English	-	1,129	467

25.13 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Hindi	33	33	644	644
Marathi	199	199	199	199

- b. No information has been furnished about arrangements for training of teacher for teaching of minority language as a medium of instruction and as a subject. It has been stated that trained minority language teachers in Marathi have already been appointed and there is no shortage of trained teachers in Marathi. There is a shortage of 25 teachers in Hindi minority language. Efforts are being made to fulfill the shortage. Efforts are constantly made to provide Gujarati and Hindi language teachers and teaching material in all the Gujarati and Hindi medium schools.

25.14 Text-books in minority languages

- a. The text-books for Hindi and Marathi minority languages are said to be procured from the Government of Gujarat.

- b. The text-books are being provided, free of cost to all the students including minority languages students for classes of I to VIII.

25.15 Maintenance of 'Language Preference Registers' in Schools

The Language Preference Registers for recording language preference of linguistic minority pupils are stated to be maintained in the primary and upper primary schools .

25.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

There is no scheme for promotion and development of minority languages in the U.T.

25.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

There is no U.T./District level Monitoring Committee constituted to ensure implementation of the Safeguards for the linguistic minorities so that the linguistic minority issues are properly addressed and resolved.

25.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The Social Welfare Department is said to be preparing publicity materials, etc. wherein the District Panchayat/ Municipal Council shall assist in dissemination of the information.

25.19 ANALYSIS/RECOMMENDATIONS

- a. The U.T. Administration needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population, as is done in the case of Hindi and Gujarati.
- b. Arrangements should be made to ensure receipt of, and reply to representation for redress of grievances in minority languages.

-
- c. The additional official language Hindi is not mentioned in the languages taught under the Three Language Formula. This needs to be elucidated.
- d. The U.T. Administration is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- e. The U.T. Administration is expected to furnish detailed information on posts of teachers and arrangements for their training for teaching of minority languages as a medium of instruction and as a subject.
- f. The U.T. Administration needs to ensure that 'Language Preference Registers to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the primary and secondary stages of education in the U.T.
- g. Effective action needs to be taken to protect and promote the minority languages in the U.T. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the in the U.T.
- h. The U.T. Administration is urged to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the U.T.

- i. The U.T. Administration is advised to set up a U.T. Level Committee under the Chairmanship of the Administrator to monitor implementation of the safeguards for the linguistic minorities in the U.T. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said U.T.-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- j. The U.T. Administration needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as per under Article 350B (2) of the Constitution of India.

25.20 The U.T. Administration of Dadra and Nagar Haveli is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the U.T.

DAMAN AND DIU 26

Linguistic Profile

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

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

26.2 The linguistic profile of Daman & Diu, (as per Census-1991) provided by its Government, as follows:

Language	Speakers	Percentage
Gujarati	92,579	91.13
Hindi	3,645	3.59
Marathi	1,256	1.23

- 26.3 a. **Official Language of the U.T.:** Gujarati.
 b. **Additional Language:** English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

26.4 Use of Minority Languages in the U.T.

- a. There is said to be no district/tehsil/taluka/municipality where minority languages are spoken by 15% or more of their population. However, it has been stated that important orders, rules, regulations, notification, etc. are issued in English, Hindi and Gujarati la

- b. There are said to be no linguistic minorities in Daman & Diu. It has been stated that most of the representations for redress of any grievance to any officer or authority of U.T. are received either in English, Hindi and Gujarati. However, it has not been reported whether they are replied to in the same language.

26.5 Recruitment to U.T. Services

- a. The knowledge of regional language is stated to be desirable as per Recruitment Rules for recruitment to U.T. Services.
- b. Hindi, English and Gujarati are normally permitted in answering Question Papers for recruitment tests to the U.T. Services. No request for answering Question Papers in minority languages is said to be received by the Department. However, in the ATR on 47th Report of CLM it has been stated that there is no linguistic minority in Daman & Diu and recruitment tests are held either in English or Gujarati.
- e. No specific information has been furnished on whether domiciliary restrictions apply for recruitment to the U.T. Services.

26.6 Recognition of Linguistic Minority Educational Institutions

It has been stated that there is no minority language and no linguistic minority educational institutions in the U.T. of Daman & Diu.

26.7 Grants-in-aid to Linguistic Minority Educational Institutions

There is no linguistic minority educational institution in U.T. of Daman & Diu. However, it has been mentioned that the Administrator of U.T. is the competent authority for sanction of grants-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

26.8 Primary/Upper Primary/Secondary/Higher Secondary Stages

The U.T. Administration has not furnished information about educational facilities available to the students of minority languages at primary, upper primary, secondary and higher secondary stage of education.

26.9 Three-Language Formula

a. The languages taught under the Three Language Formula:

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

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

Language	Class VIII	Class X	Class XII
Gujarati	2,860	2,807	1,567
Hindi	2,860	2,807	567
English	2,860	1961 (Optional)	934 (Optional)

c. The number of students is the same for Gujarati, Hindi and English in class VIII; Similarly, number of students for are the same Gujarati and Hindi in class X, which needs be clarified.

26.10 Teachers for Minority Languages

Nil information has been furnished about the posts of teachers sanctioned/filled up and on their training for teaching of minority language as a subject and as a medium of instruction.

26.11 Text-books in Minority Languages

It has been informed that there is no minority language in U.T. Hence, there is no requirement of minority language text-books.

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

It has been stated that since there is no linguistic minority in Daman & Diu, the question of maintenance of 'Language Preference Registers' for recording of language preference by the linguistic minority students does not arise.

26.13 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

There is stated to be no minority language in the U.T. of Daman & Diu

26.14 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

There is said to be no minority language in U.T. of Daman & Diu, hence, no machinery/committee for monitoring and review of implementation for the safeguards for linguistic minority, at the U.T. and the District levels are needed.

26.15 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

There is no mechanism for publicity of the Safeguards and the facilities available to linguistic minorities, in U.T.

26.16 **ANALYSIS/RECOMMENDATIONS**

- a. Daman and Diu became a separate U.T. w.e.f. 30.05.1987, however, notification has not been issued for declaring the official language of the U.T. of Daman and Diu, which needs to be expedited.
- b. The U.T. Administration needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- c. The U.T. Administration should ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the primary and secondary stages of education in the State.

- d. Effective action needs to be taken to protect and promote the minority languages in the U.T. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the in the U.T.
- e. The U.T. Administration is required to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The U.T. Administration is required to furnish detailed information on posts of teachers and arrangements for their training for teaching of minority languages as a medium of instruction and as a subject.
- g. The U.T. Administration needs to institute wide publicity of the Safeguards/facilities available to the linguistic minorities so as to spread awareness among them in the Union Territory.
- h. The U.T. Administration is advised to set up a U.T. Level Committee under the Chairmanship of the Administrator to monitor implementation of the safeguards for the linguistic minorities in the U.T. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- i. The Nodal Officer of the U.T. Administration of Daman and Diu needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

26.17 The U.T. Administration of Daman and Diu is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the U.T. Administration.

**D
A
M
A
N
&
D
I
U**

GOA

27

Linguistic Profile

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

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

27.2 The linguistic profile of Goa, as provided by its Government as follows:

Language	Speakers	Percentage
Konkani	7,69,888	57.13
Marathi	3,04,208	22.57
Hindi	76,775	5.70
Kannada	74,615	5.54
Urdu	54,163	4.02
Malayalam	15,081	1.12
Telugu	11,926	0.89
Gujarati	9,273	0.69
Tamil	7,903	0.59
Bengali	4,111	0.31
Oriya	2,681	0.20
Nepali	2,135	0.16
Punjabi	1,815	0.13
Sindhi	527	0.04
Kashmiri	472	0.04
Assamese	195	0.01
Maithili	164	0.01
Others	11,517	0.85

27.3 a. **Official Language of the State:** Konkani.

b. **Additional Official Language :** Marathi.

27.4 'Nil' information has been furnished as regards where the linguistic minorities constitute 15% or more of the district/tehsil/taluka/municipality population.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

27.5 Use of Minority Languages in the State

- a. Rules, regulations, notices, etc. are not being translated and published in the minority languages.
- b. The State Government is stated to have issued a Notification (No.1/1/87/OL&PG dated 15.12.1987, published in Government Gazette, No. 37 Series I dated December 1987) specifying the use of Marathi for the purpose of replies by the Government, whenever the communication are received in Marathi language.

27.6 Recruitment to State Services

- a. Minority languages are not permitted for answering the Question Papers for recruitment tests to the State Services.
- b. The knowledge of regional/Official languages is a pre-requisite for recruitment to the State Services.
- c. Domiciliary restrictions apply for recruitment to State Services.

27.7 Recognition of Linguistic Minority Educational Institutions

- a. The Directorate of Education is the competent authority to accord recognition to linguistic minority educational institutions as per Goa, Daman & Diu Official Languages Act 1987 (Act of 1985)
- b. 33 Urdu, 21 Kannada, 4 Hindi and 1 Telugu linguistic educational institutions are stated to have been recognized as linguistic minority educational institutions in the State as on 30.09.2010

27.8 Grants-in-aid to Linguistic Minority Educational Institutions

Grants-in-aid are sanctioned under the Goa School Education Rules, 1986. However, no institution was sanctioned grants-in-aid during the period under review. There is said to be no separate Rules & Regulations for linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

27.9 Primary Stage (Class I to IV)

- a. The minority languages are the medium of instruction at the primary stage of education, as per following details.

Language	Aided Schools	Students	Teachers
Urdu	Anjuman Narul Islam P. School, Panaji,	68	03
Urdu	Anjuman Narul Islam Mariamoon, Margao	135	04
	Unaided Schools		
Urdu	Asuatul Mustaque Pry. School, Fatorda	63	03
Urdu	Jamiya-E-Mogbily's KGN, Bethoda, Ponda	58	02
	Government Schools		
Urdu	24	1,184	51
Urdu	15	1,529	71
Telugu	01	13	02

- b. No information has been furnished about teaching of minority languages as a subject.

27.10 Upper Primary Stage (Class VI to VIII)

- a. The following minority languages are the medium of instruction at the upper primary stage of education:

Language	Schools	Students	Teachers
Urdu	Jadeed Urdu School, Chimbhel	122	12
Urdu	National High School, Valpoi	Std VIII-20	04
Urdu	AIM High School, Malbhat	606	23
Urdu	Ameeniya High School, Vasco	68	09
Urdu	Fatima High School, Ponda	100	01
	Government Class		
Urdu	01	45	06
Kannad	01	46	05

- b. The Urdu is stated to be taught as a subject at the upper primary stage of education:

Language	Schools	Students	Teachers
Urdu	Anjuman Narul Islam P. School, Panaji,	312	13
Urdu	Govt. High School, Vasco (Main)	50	Nil

27.11 Secondary Stage (Class IX to X)

- a. Urdu is the medium of instruction, at the secondary stage of education, as follows:

Language	Schools	Students	Teachers
Urdu	Jadeed Urdu School, Chimbhel	55	12
Urdu	National High School, Valpoi	64	04

Urdu	AIM High School, Malbhat	606	23
Urdu	Ameeniya High School, Vasco	45	09
Urdu	Fatima High School, Ponda	100	01

- b. Urdu is said to be taught as a subject, at the secondary stage of education, as under:

Language	Schools	Students	Teachers
Urdu	Anjuman Narul Islam P. School, Panaji,	312	13

27.12 Higher Secondary Stage (Class XI to XII)

'Nil' information has been furnished on teaching of minority languages as a medium and as a subject, at the higher secondary stage of education.

27.13 Three-Language Formula

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

First Language : English, Hindi, Marathi
 Second Language : Urdu, Konkani, French
 Third language : Portuguese

- b. Number of students covered under the Three Language Formula in Classes VIII, X and XII :

Language	Class VIII	Class X	Class XII
-	24,167	15,406	-

Languages-wise break-up have not been furnished which should have been done.

27.14 Teachers for Minority Languages

No information has been furnished on the posts of teachers created/earmarked and arrangements for their training for teaching of minority languages as a medium or as a subject.

**G
O
A**

27.15 Text-books in Minority Languages

The SCERT is the agency for preparation and publication of text-books in minority languages. The text-books are said to be supplied free of cost. However in response to our Questionnaire for 2009-10, it was stated that the minority language text-books were mainly supplied by the Maharashtra Text Book Bureau and some of the text books are procured from Karnataka.

27.16 Maintenance of 'Language Preference Registers' in Schools

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

27.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

The State Government has not set up any Academy for promotion and development of the minority language. However the following academies which are registered under societies registration Act, 1860 are functioning in the state for development of the following languages. The Government is stated to releasing regular Annual Grants to Gomantak Marathi Academy for development of Marathi and Dalgado Konkani Academy for development of Konkani in Roman script, as follows:

Language	Name of the Academy	Date set up	Budget for year 2010-11 (in lakh)
Marathi	Gomantakm Marathi Academy	1987	Rs.36.00
Roman Konkani	Dalgado Konkani Academy	1989	Rs.18.00

27.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

There seems to be no committee at the State/District level to monitor and review the implementation of the safeguards for linguistic minorities in the State. However, in response to our Questionnaire 2009-10, it was stated that there were a State Level Committee to monitor and review the implementation of safeguards for linguistic minorities under the Chairmanship of the Chief Secretary. The Development Commissioner and Director of Education were the members and the Education Secretary as the Co-coordinator. It needs to be clarified whether the committee still exists.

27.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been stated that the linguistic minorities are informed about the Safeguards and facilities available to them through circulars and advertisement in the local dailies. No such pamphlets are published.

27.20 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of and reply to the representations for redress of grievances, which are received in minority languages as in case of Marathi.
- c. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).
- d. The State Government is required to furnish detailed statistics giving break-up of students covered language were under the Three Language formula.
- e. The State Government is required to furnish complete and comprehensive information, as per the prescribed format of the Questionnaire, on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education, sanctioned and filled-in posts of teachers and arrangement for their training for teaching of minority languages as a subject and as a medium of instruction.

-
- f. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- g. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- h. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- i. The Nodal Officer, Government of Goa, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

GUJARAT

28

Linguistic Profile

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

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

28.2 The linguistic profile of the State, as provided by its Government as follows:

Language	Speakers	Percentage
Gujarati	3,77,92,933	91.49
Hindi	12,15,825	2.94
Sindhi	7,04,088	1.70
Marathi	5,66,191	1.37
Urdu	5,47,737	1.33

28.3 **Official Language of the State:** Gujarati.

28.4 No information has been furnished on district/tehsil/taluka/municipality by State Government where the linguistic minorities constitute 15% or more its population.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

28.5 Use of Minority Languages in the State

- a. Rules, Regulations and notices, etc. are not being published in minority languages.
- b. No orders exist for receipt of, and reply to representations for redress of grievances in minority languages.

28.6 Recruitment to State Services

- a. Minority languages are not permitted for answering Question Papers in recruitment tests to the State Services.
- b. Knowledge of regional/official language is a pre-requisite for recruitment to the State Services.
- c. There are no domiciliary restrictions for recruitment to the State Services.

28.7 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished on the Rules and Regulations/Guidelines for recognition of linguistic minority educational institutions, however, Commissioner, Mid-day Meals & School in Education Department is the competent authority to accord recognition to linguistic minority educational institutions.
- b. However, no details of linguistic minority educational institutions recognised as on 30.06.2011 have been furnished.

28.8 Grants-in-aid to Linguistic Minority Educational Institutions

Director Primary Education and Commissioner, Mid-day Meals & School in Education Department are the competent authorities for sanction of grants-in-aid to the linguistic minority educational institutions at the primary and secondary level respectively. However, no statistics has been furnished on the linguistic minority educational institutions sanctioned grants-in-aid for 2010-11.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

28.9 Primary Stage (Class I to V)

- a. The minority languages are the medium of instruction, at the primary stage of education, as per following details:

Language	Schools	Students	Teachers
Urdu	178	54,843	1,205
Marathi	104	47,692	945
Sindhi	36	5,188	230

- b. The minority languages are being taught as a subject, at the primary stage of education, as under:

Language	Schools	Students	Teachers
Hindi	38,791	31,95,792	38,853
Sanskrit	38,791	31,95,792	38,853
English	38,791	31,95,792	38,853

28.10 Upper Primary Stage (Class VI to VIII)

- a. The minority languages are medium of instruction, at the upper primary stage of education, as follows:

Language	Schools	Students	Teachers
Urdu	178	54,843	1,205
Marathi	104	47,692	945
Sindhi	36	5,188	230

- b. The minority languages are taught as a subject, at the upper primary stage of education, as per following details:

Language	Schools	Students	Teachers
Hindi	38,791	31,95,792	38,853
Sanskrit	38,791	31,95,792	38,853
English	38,791	31,95,792	38,853

28.11 Secondary Stage (IX to X)

- a. At the secondary stage of education, the minority language are the medium of instruction as follows:

Language	Schools	Students	Teachers
Urdu	15	5,678	206
Marathi	11	7,342	169
Sindhi	15	2,113	79
Tamil	02	996	10
Hindi	60	22,259	728

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

28.12 Higher Secondary Stage (XI to XII)

- a. At the higher secondary stage of education, the minority language are the medium of instruction, as per following details:

Language	Schools	Students	Teachers
Urdu	15	5,678	206
Marathi	11	7,342	169
Sindhi	15	2,113	79
Tamil	02	996	10
Hindi	60	22,259	728

- b. However, the statistics on the minority language being taught as a subject has not been furnished.

28.13 Three-Language Formula

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

First Language : Gujarati/Hindi/Marathi/ Sindhi/English/
Urdu

Second Language: Gujarati/English

Third Language : Hindi

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

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

28.14 Teachers for Minority Languages

- a. Details of sanctioned posts of teachers for teaching minority languages is as follows:

Language	As a Medium		As a Subject	
	Post Sanctioned	Post filled-up	Post Sanctioned	Post filled-up
Hindi	798	Information not furnished	Information not furnished	Information not furnished
Marathi	172			
Tamil	16			
Sindhi	89			
Urdu	249			

- b. Information about teachers for teaching of minority language as a subject has not furnished. No information has been furnished on the arrangement for training of teachers for teaching of minority language as a medium or as a subject.

28.15 Text-books in Minority Languages

The Gujarat State Text Books Board is the Agency for preparation and publication of text-books and other teaching material in minority languages. It has been stated that the text-books are made available to linguistic minority students on time at competitive/subsidized rates. There is no inter-state collaborate/ arrangement for procurement of minority language text-books.

28.16 Maintenance of 'Language Preference Registers'

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

28.17 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

- a. No information has been furnished about any scheme for promotion and development of minority languages in the State.
- b. Sindhi Academy and Urdu Academy have been set up for the promotion and development of these languages as follows:

Language	Name of Academy	When Established	Budget for year 2010-11 (in lakhs)
Urdu	Urdu Academy	1993	Information not furnished
Sindhi	Sindhi Academy	1993	

28.18 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

- a. No information has been furnished as regards Machinery or Committee constituted to monitor and review the implementation of safeguards for the linguistic minorities at the State/District level in the state.
- b. The District Education Officers for Primary and Secondary Schools have been entrusted to look after linguistic minority affairs at the district level.

28.19 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

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

28.20 **ANALYSIS/RECOMMENDATIONS**

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

-
- b. Necessary arrangements should be made to ensure receipt of, and reply to, representations for redress of grievances in minority languages.
- c. The State Government should review its policy about the prior knowledge of the State's Regional/Official language at the time of recruitment to the State Services to ensure afford equal opportunities to the linguistic minorities in the State.
- d. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- e. No statistics have been provided on recognition and sanction of grants-in-aid to the linguistic minority educational institutions in the State, which needs to be furnished.
- f. The statistics furnished by the State Government on educational facilities for linguistic minority students show that there are equal number of schools, students and teachers wherein minority languages are taught as a medium at the primary and upper primary school i.e. 28.9(a) and 28.10(a) as a subject at 28.9(b) and 28.10(b) Similarly, at the secondary and higher secondary level vide the table appearing in Para 28.11 (a) and 28.12(a) they are same which needs to be clarified. The State Government is advised to furnish the relevant, detailed information as per the questionnaire, and avoid ambiguity in data.

-
- g. The State Government is required to furnish detailed information on posts of teachers and arrangements for their training for teaching of minority languages as a medium of instruction and as a subject.
- h. The State Government is expected to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- j. The Nodal Officer, Government of Gujarat, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

KARNATAKA

29

Linguistic Profile

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

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

29.2 The linguistic profile of the State, as provided by its Government as follows:

Language	Speakers	Percentage
Urdu	110,79,820	22.65
Marathi	55,16,600	11.66
Tamil	37,42,646	7.88
Telugu	73,13,553	15.57

29.3 **Official Language of the State:** Kannada.

29.4 There are no districts where a minority language is spoken by 60% or more of the district's population. The minority languages are said to be spoken by 15% or more of the district/tehsils/ talukas/ municipality population, as follows:

Name of District	Name of Taluka	Total population	Marathi Speaking Population	Percentage
Belgaum	Athani	4,61,862	74,645	16.16
	Khanapur	2,43,185	126,381	51.96
Bidar	Basvakalyana	2,99,910	71,220	23.74
	Bhalki	2,57,042	87,167	33.91
	Aurad	2,45,294	89,206	36.36

Uttara Kannada	Supa	48,914	21,562	44.08
	Haliyala	105,851	59,271	55.99
	Yellapura	73,497	11,955	16.26
Chikkaballa- pur	Chikkaballa- pur	191,122	68,146	35.65

Name of District	Name of Taluka	Total population	Urdu Speaking Population	Percentage
Bijapur	Bijapur	5,69,348	1,16,379	20.44
	Sindagi	3,26,655	51,771	15.85
Gulbarga	Gulbarga	6,75,679	1,81,662	26.89
	Chittapur	3,66,802	73,656	20.08
	Jevargi	2,35,254	35,462	15.07
Bidar	Basavakalyana	2,99,910	50,736	16.91
	Bidar	4,05,294	1,12,557	27.75
Raichur	Raichur	4,35,380	73,940	16.98
Dharwad	Hubli Dharwad	7,86,195	1,93,590	24.62
	Mundgod	90,738	14,111	15.55
Haveri	Shiggaon	1,66,742	37,541	22.51
	Savanur	1,43,885	36,348	25.26
	Hangal	2,30,750	48,009	20.81
Bellary	Hospet	3,74,949	57,794	15.41
Devangere	Davangere	6,02,523	93,438	15.51
	Harihar	2,45,654	39,736	16.18
Shimoga	Shimoga	4,45,192	75,842	17.04
Tumkur	Tumkur	51,661	78,257	15.15
Kolar	Kolar	2,42,593	62,296	18.18
	Mulbagal	2,31,302	35,148	15.20
Ramnagar	Ramnagar	2,38,347	39,198	16.45
Mysore	Mysore	10,38,490	1,56,740	15.09

Name of District	Name of Taluka	Total population	Tamil Speaking Population	Percentage
Kolar	Bangarpet	4,21,437	1,18,880	28.2
Bangalore	Bangalore	12,04,745	9,15,913	18.4
	Bangalore South	10,09,924	1,67,159	16.5

Name of District	Name of Taluka	Total population	Telugu Speaking Population	Percentage
Gulbarga	Sedam	1,96,154	59,549	30.3
Raichur	Raichur	4,35,380	1,15,980	26.6
Chitradurga	Molakalmuru	1,26,742	30,680	24.20
	Holkere	1,97,766	9,290	46.9
Tumkur	Pavagada	2,46,255	92,479	37.55
Kolar	Kolar	10,00,607	-	39.4
	Srinivasapur	1,84,721	1,14,459	61.9
	Malur	2,07,009	63,072	30.4
	Bangarpet	4,21,437	1,39,357	33.06
	Mulbagal	2,31,302	91,416	39.5
	Kolar	3,42,593	53,214	15.5
Chikkaballapur	Chikkaballapur	1,91,122	68,146	35.65
	Gauribidnur	2,71,119	81,711	30.13
	Gudibande	51,828	34,731	67.0
	Shidlgatta	1,93,965	71,613	36.9
	Chimtamani	2,71,284	1,62,701	59.9
Bangalore	Bangalore	42,11,437	1,39,357	33.06
	Bangalore South	10,09,924	2,11,731	20.96
	Anekal	2,99,428	81,641	27.26
Bangalore Rural	Doddaballapur	2,68,332	42,730	15.92
	Devanahally	1,85,326	44,308	23.9
	Hosakote	2,22,430	48,833	21.95

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

29.5 Use of Minority Languages in the State

- There seem to be no arrangements for translation and publication of Rules, Regulation and notices etc. in minority languages. However, in the ATR on 47th Report of CLM, it has been informed that the Government Orders have already been issued in this regard, which is being followed.

It has been stated that use of minority language for translation and dissemination of important Government orders is permissible as per the G.O. No. DPAR 14 ML,2003, Dated 31-3-2004.

- b. No orders are said to be issued for receipt of, and reply to the representations for redress of grievance in minority languages. However, as per the ATR on 47th Report, of the CLM it is has been stated that The Government of Karnataka only facilitate the use of official language for representation from public. They are free to give the representation in English and any minority languages, and this will be considered for suitable action. The Government of Karnataka has issued Orders towards the use of the minority languages for issue of Government orders, Circulars etc. depending on the population of each District.

29.6 **Recruitment to State Services**

- a. The minority languages are permitted to be used for answering the recruitment tests, only for the language paper. The other general papers are required to be answered in Kannada or English.
- b. It has been stated that those who do not have prior knowledge of regional/official language, are required to acquire proficiency in the official language, within two years, after recruitment to the State Services.
- c. There are no domiciliary restrictions at the time of recruitment to the State services.

29.7 **Recognition of Linguistic Minority Educational Institutions**

- a. The 'Minority Declaration Committee' under the Chairmanship of the Commissioner of Public Instruction is the competent authority for recognition of linguistic minority educational institutions.

- b. It has stated that 19 Tamil; 6 Telugu; 31 Marathi; 66 Urdu; 5 Konkani (07) and 1 Sindhi institution have been recognized as linguistic minority educational institutions and no request for recognition is pending as on 30.06.2011.
- c. As per the ATR on 47th Report of the CLM, it has been stated that as per the population of linguistic minorities in Karnataka which comprise of Urdu, Tamil, Telugu and Marathi schools have been opened. If an further demand for new schools of Linguistic Minorities, it will be complied. As per the Minority population, educational facilities are provided to all religious and linguistic Minorities. The Karnataka Government has sanctioned Rs.15 lakhs to conduct cultural and literary competitions to the Urdu, Telugu, Tamil Marathi schools children to promote national integration in the country.

29.8 **Grants-in-aid to Linguistic Minority Educational Institutions**

No information has been furnished on recognition the linguistic minority educational institutions of during the period under review. However, in response to the CLM Questionnaire for 2009-10, it was reported that grants-in-aid were sanctioned as per Karnataka Education Act-1986 and the Director, Primary Education and the Director Secondary Education were the competent authorities for sanction of grants-in-aid to primary and secondary linguistic minority educational institutions and 1 Urdu and 2 Marathi Upper Primary and 1 Urdu and 3 Marathi Secondary Schools were said to be sanctioned grant-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

29.9 **Primary Stage (Class I to V)**

The minority languages are the medium of instructions at the primary stage of education as follows:

Language	Schools	Students	Teachers
Urdu	2,333	3,33,494	6,409
Marathi	370	85,339	2,178
Tamil	70	4,443	227
Telugu	27	5,957	155

29.10 Upper Primary Stage (Class VI to VIII)

The minority languages are the medium of instruction at the upper primary stage of education, as follows:

Language	Schools	Students	Teachers
Urdu	2,339	1,46,168	16,374
Marathi	706	53,739	10,692
Tamil	157	5,918	831
Telugu	50	3,096	578

29.11 Secondary Stage (Class IX to X)

The minority languages are the medium of instruction at the secondary stage of education as follows:

Language	Schools	Students	Teachers
Urdu	484	55,974	5,520
Marathi	264	33,634	3,551
Telugu	20	1,922	563
Tamil	05	200	57

29.12 Higher Secondary Stage (Class XI to XII)

- No information has been furnished on the minority language being taught as a medium of instruction or as a subject at the higher secondary stage of education.
- However, details have not been furnished on the minority languages being taught as a subject at the primary, upper primary, secondary stages of education.

29.13 Three-Language Formula

- Languages taught under Three Language Formula are:

First Language : Urdu/Tamil/Telugu/ Marathi

Second Language : Kannada

Third language : English

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

29.14 Teachers for Minority Languages

- a. No information on the posts of teachers created/earmarked for the minority languages has been furnished. However, in response to the CLM's Questionnaire for 2009-10 the following information was furnished:

Language	As a Medium		As a Subject	
	Post Sanctioned	Post filled-up	Post Sanctioned	Post filled-up
Urdu	45,525	41,591	Information not furnished	Information not furnished
Marathi	15,745	14,325		
Telugu	1,606	1,426		
Tamil	1,429	1,190		

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

Training Institute	Minority Language	
	As a medium	As a subject
32 DIET'S at District level	Urdu	Urdu
	Marathi	Marathi
	Telugu at State Level	Telugu

- c. There are no inter-state arrangements/collaboration for training of minority language teachers. Trained teachers have been appointed and induction training has been given to these teachers for effective teaching. Trained teachers have been appointed regularly as and when vacancies arise in the respective schools.

29.15 Text-books in Minority Languages

- a. It has been stated that the Karnataka State Text Book Society under the Department of Public Instruction, Government of Karnataka is the agency for procuring text books and other teaching material in minority languages for linguistic minority students.
- b. It has been informed that free text-books are given to Government/Aided Primary and High School Students and for other students, text books are available at subsidized rates.

- c. As per the ATR on 47th Report of the CLM, it has been stated that every child has got the right to pursue education in his/her mother tongue. Free text-books have been supplied, in time, to the childrens of all minority schools like Urdu, Tamil, Telugu, Marathi and Konkani, for both Government and private aided institutions. Grants has been released by the State Government/SSA through SDMCs to purchase and prepare Teaching Learning materials (TLMs).

29.16 Maintenance of 'Language Preference Registers' in Schools

It has been stated that majority of the Schools are maintaining the 'Language Preference Registers' to record languages preference of Linguistic Minority Students. However, no statistics has been furnished. As per the ATR on 47th Report of the CLM, it has been assured that the maintenance of 'languages preference Registers in schools is being made compulsory.

29.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

Language	Name of Academy	Budget (2010-11) (in Lakh)
Urdu	Urdu Academy	Plan : Rs.35.00 Non Plan: Rs.5.50
Tulu	Karnataka Tulu Sahitya Academy	Rs. 40.00
Konkani	Karnataka Sahitya Academy	Plan : Rs.40.00 Non Plan: Rs.5.00

29.18 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

'Nil" information has been furnished on State level/District level machinery for monitoring and review of the implementation of the Scheme of Safeguards for the linguistic minorities of the State. However, the DDPI (Administration), DDPI (Development) are said to be the designated implementing officer only for education department at the district level.

29.19 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been stated that publicity of the Safeguards and facilities available to linguistic minorities being done through electronic media, letters and meetings, etc. However, orders are said to have been issued for exhibiting the safeguards and facilities available to the linguistic minorities at the district/tehsil offices. In the ATR on 47th Report, it has been stated that in the Education Department the awareness programmes for safeguards to afford equal opportunities and inclusive development are arranged through Sarva Shiksha Abhiyan and District Institute of Education and Training (DIETs).

29.20 **ANALYSIS/RECOMMENDATIONS**

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

- c. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- d. The State Government is required to ensure that 'Language Preference Registers to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages, at the primary and secondary stages of education in the State.
- E. The State Government is expected to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- f. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- g. The Nodal Officer, Government of Karnataka needs to ensure that comprehensive and consolidated replies, if there are furnished to the Commissioner's Questionnaire, in time so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as per under Article 350B (2) of the Constitution of India.

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

MAHARASHTRA 30

Linguistic Profile

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

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

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

30.4 Use of Minority Languages in the State

- a. There are said to be no arrangements for translation and publication of important government rules, regulations and orders, etc. in minority languages.
- b. No orders exist for receipt of, and reply to representations for redress of grievances in minority languages.

30.5 Recruitment to State Services

- a. Minority languages are not permitted for answering Question Papers in recruitment tests to the State Services.
- b. Knowledge of regional/official language is a pre-requisite for recruitment to State Services.
- c. The domiciliary restrictions apply at the time of recruitment to the State Services.

30.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the linguistic minority educational institutions are granted recognition as per the Government Maharashtra Resolution no. ASS-2008/CR 133/2008/Desk-1 dated 4.7.2008 and the Additional Chief Secretary, Minorities Development Department is the competent authority for according recognition to the linguistic minority educational institutions in the State.
- b. It is stated that 1,443 institutions have been recognized as religious as well as linguistic minority institutions in the State as on June 30, 2011.
- c. 2 complaints were said to have been received by the competent authority from linguistic minority for grant of recognition for their institution. As per the procedure laid down by the Government Resolution, dated 4.7.2008; reasonable opportunities were given for verifying the records of the institutions. The competent authority passed order to terminate linguistic minority status given to the said institutions. 574 applications were pending for recognition as Religious as well as linguistic minority educational institutions as on 30.6.2011.

30.7 Grants-in-aid to Linguistic Minority Educational Institutions

No specific information have been furnished about the competent authority for sanction of grants-in-aid to linguistic minority educational institutions. However in response the Questionnaire for 2009-10, it was informed that the Principal Secretary, School Education Department, was the competent authority for sanction of grants-in-aid to primary and secondary Schools claiming to be linguistic minority educational institutions. The of the linguistic minority educational institutions sanctioned grants-in-aid, during the period under review are as under:

Language	Primary & Upper Primary/Middle	Secondary Schools	Higher Secondary Schools
Urdu	-	14	-
Hindi	-	1	-

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

30.8 Primary State (Class I to V)

- a. The minority language(s) are the medium of instruction, at the Primary stage of education, as per the following details:

Language	Schools	Students	Teachers
Urdu	2,905	7,76,592	17,454
Gujarati	285	57,076	1,694
English	2,497	8,90,050	21,146
Sindhi	24	4,949	188
Kannada	258	38,051	1,136
Tamil	54	16,936	474
Telugu	88	16,774	437
Bengali	7	1,155	34

- b. Urdu is taught as a subject, at the primary stage of education, as under:

Language	Schools	Students	Teachers
Urdu	-	99,620	Information not furnished

30.9 Upper Primary Stage (Class VI to VIII)

- a. No information has been furnished about minority languages as a medium of instruction at the Upper primary stage of education.
- b. The minority language are being taught as a subject at the upper primary stage of education:

Language	Schools	Students	Teachers
English	2,528	Information not furnished	Information not furnished
Urdu	952		
Hindi	544		
Gujarati	117		
Kannada	61		
Sindhi	05		
Telugu	10		

30.10 Secondary Stage (Class IX to X)

- a. Minority languages are the medium of instruction at the secondary stage of education, as per the following details:

Language	Schools	Students	Teachers
Urdu	1,072	74,091	-
Gujarati	124	9,802	-
Kannada	81	3,090	-
Telugu	13	962	-
Sindhi	15	813	-

- b. Minority Language are taught as a subject at the secondary stage of education, as follows:

Language	Schools	Students	Teachers
Urdu	01	06	-
Gujarati	29	359	-

30.11 Higher Secondary Stage (Class XI to XII)

- a. Minority languages are the medium of instruction at the higher secondary stage of education, as per the following details:

Language	Schools	Students	Teachers
Urdu	389	28,555	-
Gujarati	7	282	-
Kannada	17	924	-
Sindhi	2	62	-

- b. Minority Language are taught as a subject, at the higher secondary stage of education as follows:

Language	Schools	Students	Teachers
Urdu	224	7,307	-
Gujarati	86	4,536	-
Kannada	23	749	-
Sindhi	13	150	-

30.12 Three-Language Formula

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

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

Second Language : Marathi, Hindi, English, Urdu, Gujarati, Kannada, Tamil, Telugu, Sindhi, Bengali, Sanskrit, Pali, Arabic, German & French

Third Language : Marathi, Hindi, English, Urdu, Gujarati, Pali, Kannada, Tamil, Telugu, Sindhi, Bengali, Sanskrit, Arabic, German & French

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

Language	Class VIII	Class X	Class XII
Urdu	Not available	73,342	32,719
Gujarat		8,836	4,104
Kannada		2,883	1,399
Tamil		541	591
Telugu		1065	123
Sindhi		641	2,423
Bengali		67	361

30.13 Teachers for Minority Languages

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

Language	As Medium		As Subject	
	Sanctioned	Filled	Sanctioned	Filled
English	120	115	20	18
Urdu	324	320	54	51
Hindi	78	74	13	10
Kannada	24	21	4	03

- b. It has been informed that Urdu teachers are trained as per following details.

Training Institute	Minority Language	
	As a medium	As a Subject
There are 3 service training division for Urdu Medium	As a Medium Urdu	As a subject in service training

- c. No information has been provided on the availability of training facilities for teachers in other minority languages.

30.14 Text-books in Minority Languages

- a. No information has been furnished on the agency responsible for preparation and publication of minority languages text-books. However, in response to our Questionnaire for 2009-10, it was stated that the Maharashtra State Bureau of Text-book Production & Curriculum Research is the Agency for preparation and publication of the text books in Urdu, Hindi, Sindhi, Telugu, Gujarati and English in the State.
- b. The free text-books are said to be provided in minority languages to linguistic minority students, under the Sarva Shiksha Abhiyan.

30.15 Maintenance of 'Language Preference Registers' in Schools

'Nil' information has been furnished on maintenance of the 'Language Preference Registers' for recording language preference of linguistic minority students.

30.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

There are no schemes for promotion and development of minority languages. However, the details of Language Academies set up by the State Government for their promotion and development are as under:

Language	Name of Academy	When established	Budget for year 2010-11 (in lakh)
Urdu	Urdu Sahitya Academy	1975	20.00
Hindi	Hindi Sahitya Academy	1982	0.50
Gujarat	Gujarat Sahitya Academy	1996	0.35
Sindhi	Sindhi Sahitya Academy	1983	1.07

30.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. There is a Minorities Commission in the State but it does not handle the linguistic minority affairs.
- b. No information has been provided on the machinery instituted at the State/District level for monitoring and review of the implementation of the Safeguards for the linguistic minorities in the State.

30.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

No information has been furnished by State Government in this regard.

30.19 ANALYSIS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- c. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).
- d. The State Government is required to furnish detailed information on posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.

- e. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.
- f. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- g. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
- h. The Nodal Officer, Government of Maharashtra, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

Southern Zone

Andaman & Nicobar Islands

Andhra Pradesh

Kerala

Lakshadweep

Puducherry

Tamilnadu

July 2010 to June 2011

ANDAMAN & NICOBAR ISLANDS 31

Linguistic Profile

31.1 The Census-2001 registered the population of Andaman & Nicobar Islands to be 3,56,152 and its broad linguistic profile as follows:

Language	Speakers	Percentage
Bengali	91,582	25.71
Hindi	64,933	18.23
Tamil	62,961	17.68
Telugu	45,631	12.81
Malayalam	28,869	8.11
Nicobarese	28,651	8.04
Kurukh/Oraon	13,759	3.86
Munda	4,582	1.29
Kharia	4,090	1.15

31.2 The linguistic profile of the Andaman & Nicobar Islands, as provided by the U.T. Administration, as follows:

Language	Speakers	Percentage
Bengali	91,582	25.71
Hindi	64,933	18.23
Tamil	62,961	17.68
Telugu	45,631	12.81
Malayalam	28,869	8.11
Punjabi	1,925	0.51
Urdu	1,615	0.45
Marathi	1,294	0.36
Oriya	867	0.25
Nepali	782	0.22
Gujarati	387	0.11
Kannada	303	0.09
Santhali	77	0.02
Assamese	67	0.02

Maithili	55	0.02
Konkani	44	0.01
Dogri	42	0.01
Manipuri	20	0.01
Sindhi	16	0.01

Non Schedule Language	Speakers	Percentage
Nicobarese	28,651	8.05
Kurukh/Oraon	13,759	3.86
Munda	4,582	1.26
Kharia	4,090	1.15
Mundari	242	0.07
English	36	0.01
Sangtam	34	0.01
Other Languages	3,282	0.92

The U.T. Administration has stated that there is no district wherein the speakers of minority language constitute 60% or more of its population. However, in response to the CLM's Questionnaire for 2009-10, it was informed that Nicobarese was spoken by more than 60% of the population of Nicobar district.

No information has been furnished on district/tehsil/taluka/municipality wherein linguistic minority constitute 15% or more of its population.

- 31.3 a. **Official Language of the U.T.:** Hindi.
 b. **Additional Official Language:** English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

31.4 **Use of Minority Languages in the U.T.**

- a. There is no arrangement for translation and publication of rules, regulations, notices, etc. in minority languages in the U.T. However, it has been informed that the UT Administration publishes all the important orders, Notification and Rules in bilingual form i.e. in Hindi and English. All the linguistic group are very much familiar with the official languages.

- b. No orders exist for receipt of, and reply to the representations for redress of grievances in minority languages. However, in response to the CLM Questionnaire for 2009-10, it was stated that representations in minority languages were entertained by the U.T. Administration.
- c. In the ATR on the CLM's 47th Report, it has been stated that people are free to submit their representations in their own specific spoken languages and cognizance is taken in all the cases.

31.5 Recruitment to U.T. Services

- a. The knowledge of regional/official language is not a prerequisite for recruitment to U.T. Services and there are no domiciliary restrictions for recruitment to the U.T. Services.
- b. Minority languages are not permitted in answering Question Papers for recruitment tests to U.T. Services. However, as per ATR on the CLM's 47th Report, it has been informed that the candidates are free to speak or write in their own mother language or the preferred language as and when recruitments are made for different language teachers.

31.6 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished on the Rules & Regulations/Guidelines or the competent authority for according recognition to linguistic minority educational institutions.
- b. However, in response to the CLM Questionnaire for 2009-10, it was informed that the Director of Education was the competent authority to recognize educational institutions.
- c. It has been stated in the ATR on the CLM's 47th Report that there is harmonious relationship between the school education and linguistic minorities in the islands, as they are free to establish and administer their educational institutions, preserve and protect their language and children are free to study in their own mother tongues.

31.7 Grants-in-aid to Linguistic Minority Educational Institutions

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

31.8 Primary Stage (Class I to V)

- a. The minority languages are the medium of instruction at the primary stage of education as follows:

Language	Schools	Students	Teachers
Bengali	111	7,732	359
Tamil	27	978	180
Telugu	14	347	64

- b. However no information has been furnished on minority languages being taught as a subject.

31.9 Upper Primary Stage (VI to VIII)

- a. At the upper primary stage of education, the minority languages are the medium of instruction as follows:

Language	Schools	Students	Teachers
Bengali	41	6,388	143
Tamil	15	979	71
Telugu	7	422	21

- b. However, no information has been furnished on minority languages being taught as a subject.

31.10 Secondary Stage (IX to X)

- a. At the secondary level of education, the minority languages are the medium of instruction as follows:

Language	Schools	Students	Teachers
Bengali	25	3,341	129
Tamil	12	1,675	81
Telugu	6	273	36

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

31.11 Higher Secondary Stage (XI to XII)

- a. At the Higher Secondary level, the minority languages are the medium of instruction as follows:

Language	Schools	Students	Teachers
Bengali	14	5,451	61
Tamil	05	2,844	27
Telugu	02	558	10

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

31.12 Three-Language Formula

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

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

31.13 Teachers for Minority Languages

- a. It has been stated that posts of teachers have not been created for teaching of minority language as a medium or as a subject. However, their allotment is made according to necessity.
- b. In the ATR on the CLM's 47th Report, it has been stated that the trained language teachers in Tamil, Telugu, Bengali are available in the institutions and they are preparing teaching aids, charts, etc. in their respective languages and there is no shortage of teachers in any language.

Training Institute	Minority Language	
	As a medium	As a subject
NCERT, New Delhi	Karen language at Primary Stage	Karen language at Primary Stage

- c. It has been informed that NCERT, New Delhi had organized training programme for minority language teachers from 31.1.2011 to 2.2.2011 at SIE, Port Blair.

31.14 **Text-books in Minority Languages**

It has been stated that in the Union Territory of Andaman & Nicobar Islands, no language is declared as minority language and no information has been furnished on the availability of minority languages text books and reading material for the linguistic minority students.

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

- a. No information has been furnished about the maintenance of 'Language Preference Registers' to record preference of the linguistic minority students in the Primary and Secondary Schools.
- b. However, in the ATR on CLM's 47th Report, it has been stated that parents and students have the options to choose preferred medium of instruction while admitting the children in the school. The U.T. Administration provides for learning of that language and they have the option to learn any preferred language as third language.

31.16 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

No information has been furnished on scheme for promotion and development of minority languages in the U.T.

31.17 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

It has been informed that there is no Committee to monitor and review the implementation of safeguards for the linguistic minorities as no language has been declared as Minority Language in the U.T. However, the Social Welfare Department implements schemes for the welfare of the linguistic minorities.

31.18 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been stated that the Government Schemes are being published through local news-papers and wide publicity given through AIR and Doordarshan and the same are said to be displayed on the notice board. It has been added that in order to create awareness among the stakeholders, different outreach programmes are held from time to time by involving the communities in the school programmes.

31.19 **ANALYSIS/RECOMMENDATIONS**

- a. The U.T. Administration need to appreciate the importance of the information asked for in the CLM Questionnaire and furnish the information and relevant statistics accordingly and accurately.
- b. The U.T. Administration need to ensure translation and publication of Rules, Regulations, Notices, etc., in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more on the district/tehsil/municipality, population in the U.T.
- c. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- d. The U.T. Administration should initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions, where necessary.
- e. The U.T. Administration need to furnish detailed information on educational facilities available to the linguistic minority students at the primary, upper primary, secondary and higher secondary stages of education in the U.T.

- f. The U.T. Administration is required to ensure that 'Language Preference Registers' to record preference of linguistic minority students are maintained in all the primary and secondary schools in the U.T. to facilitate inter-school adjustments so as to provide instruction in the mother languages at the primary and secondary stages of education.
- g. The U.T. Administration needs to furnish detailed information on the languages taught under the Three Language Formula, in Classes VIII, X and XII.
- h. The U.T. Administration should furnish detailed information on the availability of the minority language teachers, proper training facilities for them and also on the availability of text-books for linguistic minority students in schools.
- i. The U.T. Administration needs to institute wide publicity of the Constitutional. Safeguards and the facilities available to the linguistic minorities so as to spread awareness among them in the U.T.
- j. The U.T. Administration are advised to set up a U.T. Level Committee under the Chairmanship of the Administrator to monitor & review implementation of the safeguards for the linguistic minorities in the U.T. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

k. The U.T. Administration need to designate appropriately a Senior IAS Officer as the Nodal Officer for linguistic minority to ensure effective coordination/consultation with various departments dealing with the linguistic minority affairs in the U.T. already recommended in the 47th Report.

l. The Nodal Officer for linguistic minorities, Government of Andaman & Nicobar Islands, needs to ensure that the comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire in time so as to enable the Constitutional Authority to prepare his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution.

31.20 The U.T. Administration is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the Andaman & Nicobar Islands.

ANDHRA PRADESH 32

Linguistic Profile

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

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

32.2 The linguistic profile of the State, as provided by its Government, as follows:

Language	Speakers	Percentage
Telugu	6,41,94,236	84.77
Urdu	67,30,822	8.34
Hindi	20,97,653	2.77
Tamil	7,55,721	1.13

- 32.3 a. **Official Language of the State:** Telugu.
- b. **Additional Official Language(s):** Urdu for publication of rules, regulations, notification etc. and for providing instruction in Primary and Secondary Schools in the State.

32.4 There are no districts where a minority language is spoken by 60% or more of the district population. However, Urdu is stated to be spoken by 15% or more of Districts/Tehsils/Taluka/Municipalities population, as follows:

District	Tehsil/ Municipality	Language	Percentage
Nellore	Nellore (Urban)	Urdu	15.76
Chittoor	Chittoor (Urban)	Urdu	15.00
Kadapa	Kadapa (Urban)	Urdu	32.62
	Rayachoti	Urdu	52.70
Anantapur	Kadiri	Urdu	34.82
Kurnool	Kurnool (Urban)	Urdu	32.94
	Atyakur	Urdu	33.39
	Nandyal	Urdu	33.33
Hyderabad	Hyderabad (Urban)	Urdu	41.00
Mahabubnagar	Mahabubnagar	Urdu	27.40
Ranga Reddy	Ranga Reddy	Urdu	15.00
Medak	Zaheerabad	Urdu	30.26
Nizamabad	Bodhan	Urdu	30.26
Adilabad	Adilabad	Urdu	24.01
Warangal	Warangal (Urban)	Urdu	15.82
Guntur	Guntur (Urban)	Urdu	16.52
Nalgonda	Nalgonda (Urban)	Urdu	30.00
Karimnagar	Karimnagar (Urban)	Urdu	30.00

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

32.5 Use of Minority Languages in the State

- a. There are no arrangements for translation/publication of important rules, regulations and notices, etc. in minority languages where their speakers constitute 15% or more of the District/Tehsil/ Taluka/Municipality population.
- b. No specific information has been furnished about the arrangements for receipt of, and reply to representations for redress of grievances in minority languages.

32.6 Recruitment to State Services

- a. Minority languages are said to be permitted in answering the Question Papers for recruitment tests to the State Services.
- b. Domiciliary restrictions apply for recruitment to the State Services.
- c. No specific information has been furnished on whether the knowledge of regional/official language is a pre-requisite for recruitment to state service.

32.7 Recognition of Linguistic Minority Educational Institutions

- a. The District Educational Officer in respect of Primary and Upper Primary Schools and the Regional Joint Director of School Education in respect of High Schools, are the competent authorities for according recognition to linguistic minority educational institutions as per Government Order Ms. No. 1 NW, (M & R) Department dated 16.01.2004 of Government of Andhra Pradesh.
- b. The details of the linguistic minority educational institutions recognised as on 30.06.2011:

Language	No. of institutions
Urdu	2,799
Oriya	100
Tamil	72
Kannada	61
Hindi	58
Marathi	31
Bengali	1

- c. No application is stated to be pending for recognition as a linguistic minority educational institution as on 30.6.2011.

32.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. The State Government is the competent authority for sanction of grants-in-aid to linguistic minority educational institutions.

- b. Grants-in-aid were said to be sanctioned to the linguistic minority educational institutions for the year 2009-10, as follows:

Level	Number of Schools	Name of Minority Language
Primary	2,481	Information not furnished
Upper Primary/Middle	389	
Secondary	251	

However, the requisite information for 2010-11, should have been furnished.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

32.9 Primary Stage (I to V)

- a. The following minority languages are the medium of instruction, at the primary stage of education:

Language	Schools	Students	Teachers
Urdu	2,257	1,48,182	4,654
Oriya	72	3,504	110
Tamil	65	2,535	95
Kannada	41	4,946	78
Hindi	29	3,459	73
Marathi	17	877	30

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

Language	Schools	Students	Teachers
Urdu	328	44,108	1,265
Oriya	22	2,478	66
Tamil	3	451	15
Kannada	18	3,958	67
Hindi	6	736	20
Marathi	12	1,230	51

32.10 Upper Primary Stage (VI to VIII)

- a. The following minority languages are the medium of instruction, at the upper primary stage of education:

Language	Schools	Students	Teachers
Urdu	328	44,108	1,265
Oriya	22	2,478	66
Tamil	3	451	15
Kannada	18	3,958	67
Hindi	6	7,36	20
Marathi	12	1,230	51

- b. The minority languages are taught as a subject, at the upper primary stage of education, as under:

Language	Schools	Students	Teachers
Urdu	328	44,108	1,265
Oriya	22	2,478	66
Tamil	3	451	15
Kannada	18	3,958	67
Hindi	6	736	20
Marathi	12	1,230	51

The above statistics furnished by the State Government show that there are equal number of schools, students and teachers respectively, where the aforementioned minority languages are said to be taught as a medium of instruction and as a subject at the upper primary stage and their being taught as a subject, at the primary stage of education. It needs to be clarified.

32.11 Secondary Stage (IX to X)

- a. The following minority languages are the medium of instruction, at the secondary stage of education:

Language	Schools	Students	Teachers
Urdu	214	36,394	1,503
Oriya	6	1,096	33
Tamil	4	454	20
Kannada	2	2936	6
Hindi	23	3,888	144
Marathi	2	238	10

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

Language	Schools	Students	Teachers
Urdu	214	36,394	1,503
Oriya	6	1,096	33
Tamil	4	454	20
Kannada	2	2936	6
Hindi	23	3,888	144
Marathi	2	238	10

The numbers of schools, students and teachers are same as regards teaching of minority languages as a medium of instruction and as a subject, at the Secondary stage of education. It needs to be clarified.

32.12 Higher Secondary Stage (XI to XII)

'No' information has been furnished on teaching of minority languages as a medium and as a subject at the higher secondary stage of education.

32.13 Three-Language Formula

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

Level	Telugu Medium Schools	English Medium Schools	Other Medium Schools
First Language	Telugu	Telugu/Urdu/Hindi	Medium of the Institution
Second Language	Hindi	Hindi/Telugu	Telugu
Third Language	English	English	English

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

Language	High School	Higher Secondary
All Languages		
1,33,01,022	54,65,453	1,00,827

Languages-wise break-up has not been furnished which should have been done.

32.14 Teachers for Minority Languages

- a. No information has been furnished on the sanctioned and filled up posts of teachers and arrangements for their training for teaching of minority language as a medium or as a subject.
- b. However, Urdu and Tamil Language teachers are said to be trained in some districts of Andhra Pradesh.

32.15 Text-books in Minority Languages

- a. It has been stated that the Director, SCERT and the Director, Andhra Pradesh Government Text-Book Press, Hyderabad are the agencies for preparation and publication of text-books and teaching material in minority languages.
- b. The text-books are said to be supplied free of cost by State Government. No information has been furnished on inter-state arrangement for procurement of text-books and other teaching material, etc. in minority languages.

32.16 Maintenance of 'Language Preference Registers' in Schools

'Language Preference Registers' for recording language preference of the linguistic minority students are said to be maintained in the schools. However, no statistics have been furnished in this regard.

32.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished on scheme for promotion and development of minority languages. However, it has been informed that the Hindi and Urdu Academies set up by the Government for promotion and development of Hindi and Urdu languages as per following details:

Language	Name of Academy	When Established	Budget for 2010-11 (in lakh)
Urdu	Urdu Academy	1975-1976	586.50
Hindi	Hindi Academy	1971-1972	1.50


32.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. Andhra Pradesh Minority Commission has been constituted with Principal Secretary, Minority Welfare Department, Government of Andhra Pradesh as Chairman of the Commission. However, it has not been mentioned whether it is also looking after the linguistic minority affairs.
- b. The District Educational Officers are entrusted with linguistic minority affairs, at the district level.

32.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The information about facilities available to linguistic minorities is stated to be provided through Public Notifications and hoarding and banners, etc. The pamphlets detailing safeguards for the linguistic minorities are also said to be published. However, details have not been furnished regarding its last publication.

32.20 RECOMMENDATIONS

- a.  The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of and reply to representations for redress of grievances in minority languages.
- c. The State Government should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).

- d. The numbers of schools, students and teachers are same as regards teaching of minority languages as a medium of instruction and as a subject, at the upper primary stage of education and their being taught as a subject at the primary stage of education. Similarly, the numbers of schools, students and teachers are same as regards teaching of minority languages as a medium of instruction and as a subject, at the secondary stage of education. It needs to be clarified.
- e. Languages-wise break-up of students covered under the Three Language formula has not been furnished, which should have been done.
- f. The State Government is required to furnish complete and comprehensive information as per the prescribed format of the Questionnaire on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education, sanctioned and fill-in posts of teachers and arrangement for their training for teaching of minority language as a subject and as a medium of instruction.
- g. The State Government is required to ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the State.

h. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

i. The Nodal Officer, Government of Andhra needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

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

**A
N
D
H
R
A

P
R
A
D
E
S
H**

KERALA

33

Linguistic Profile

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

Language	Speakers	Percentage
Malayalam	3,08,03,747	96.74
Tamil	5,96,971	1.87
Kannada	81,406	0.26
Konkani	61,376	0.19

33.2 **Official Language of the State:** Malayalam.

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

33.4 Tamil is spoken by more than 15% the District/Taluka/Municipality population, as follows:

District	Tehsil/Taluka/Municipality	Language	Percentage
Idukki	-	Tamil	19.64

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

33.5 Use of Minority Languages in the State

- a. There is said to be no arrangement for translation and dissemination of important government rules, regulations, notices, etc. in minority languages.

- b. However, in response to our Questionnaire for 2009-10, it was informed that rules, regulations and notices, etc. were published in minority language in those areas where the speakers of minority languages constitute 15% or more of the local population. It needs to be clarified. It needs to be clarified.
- b. However, the ration cards, electoral rolls, various application forms and notices and name boards, etc. are said to be published/issued/written in minority languages along-with Malayalam.
- c. The orders are said to have been issued for receipt of, and reply to the representations for redress of grievances in minority languages. It has been informed that such representation, if requested, are replied in the same minority languages.

33.6 Recruitment to State Services

- a. The knowledge of regional/official language is not a pre-requisite for recruitment to state service except for the teaching posts in the medium of Malayalam, Tamil and Kannada where the knowledge of regional language is compulsory. A pass in official language is not insisted on.
- b. The use of minority languages is not permitted for answering Question Papers of all recruitment tests except for the Lower Division Clerks, Last Grade Servant (various) Departments and some other posts for which the notified qualification are below SSLC or literacy.
- c. No domiciliary restrictions do not apply for recruitment to the State Services.

33.7 Recognition of Linguistic Minority Educational Institutions

The State Government is the competent authority to recognize linguistic minority educational institutions. 11 Tamil medium linguistic minority educational institutions have been recognized as 30.06.2011 and no application is pending for recognition.

33.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. As per the "Safeguards for the linguistic minority in Kerala, 2002", the State Government is the competent authority to sanction grants-in-aid to the linguistic minority educational institutions.
- b. Details of the linguistic minority educational institutions were sanctioned grants-in-aid, for 2010-11:

Language	Level	Number of Schools
Tamil	Primary	2
Tamil	Upper Primary/Middle	2
Tamil	Secondary	4

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

33.9 Primary Stage (Class I to V)

- a. The minority languages are the medium of instruction, at the primary stage of education, as follows:

Language	Schools	Students	Teachers
Tamil	111	11,163	52
Kannada	92	12,467	10

- b. Arabic is taught as a subject, at the primary stage of education, as under:

Language	Schools	Students	Teachers
Arabic	3,258	4,95,763	4,452

33.10 Upper Primary Stage (Class VI to VIII)

- a. The following minority languages are the medium of instruction, at the upper primary stage of education:

Language	Schools	Students	Teachers
Tamil	39	8,491	51
Kannada	49	10,687	7

- b. At the upper primary stage of education, the following minority languages are taught as a subject:

Language	Schools	Students	Teachers
Sanskrit	1,868	1,76,986	2,029
Arabic	1,665	2,48,267	1,708
Urdu	1,087	73,800	1,152

33.11 Secondary Stage (Class IX to X)

- a. The minority languages are the medium of instruction, at the secondary stage of education, as follows:

Language	Schools	Students	Teachers
Tamil	52	7,229	70
Kannada	45	10,484	74

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

Language	Schools	Students	Teachers
Sanskrit	1,160	70,557	869
Arabic	1,175	2,38,073	1,375
Urdu	447	39,869	371

33.12 Higher Secondary Stage (XI to XII)

No Information has been furnished about teaching of minority languages as a medium of instruction and as a subject.

33.13 Three-Language Formula

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

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

- b. The students covered under Three-Language Formula in Classes VIII, X and Class XII for various languages are, as follows:

Language	Class VIII	Class X	Class XII
Tamil	2,498	2,236	-
Kannada	3,540	3,329	-

- c. The number of students studying Hindi is not given in the above statistics, however, Hindi is the third language under Three Language Formula.

33.14 Teachers for Minority Languages

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

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

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

Training Institute	Minority Language	
	As a medium	As a subject
DIET	Tamil	Tamil
	Kannada	Kannada

33.15 Text-books in Minority Languages

- a. The SCERT has been entrusted with the task of preparation and publication of text-books and other teaching material in minority languages.
- b. The minority language text-books are stated to be supplied to students, on time, at subsidized rates.

33.16 Maintenance of 'Language Preference Registers' in Schools

The 'Language Preference Registers' are said to be maintained in 232-Lower Primary Schools, 90-Upper Primary Schools and 109-High Schools for recording the language preferences of linguistic minority students in school.

33.17 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

No information has been furnished about scheme or setting up of academies for promotion and development of minority languages in the State.

33.18 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

- a. There is stated to be a State Level Committee Stated to monitor and review the implementation of safeguards for linguistic minorities under the Chairmanship of the Chief Minister. The Members of Parliament, Members of Legislative Assembly and the Heads of Administrative Departments are its members. The last meeting of the Committee was held on 28-11-2007.
- b. The District Level Committees has been constituted with District Collectors as Chairmen & Conveners and MPs, MLAs representing linguistic minority area, Deputy Directors of Education/Collegiate Education, District Panchayat President and three representatives of the linguistic minorities as Members.

33.19 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

- a. The Brochure on safeguards available to the linguistic minorities published by the Commissioner, Linguistic Minorities were said to be distributed among the concerned officials and representatives of the linguistic minority organizations.
- b. A booklet, "Safeguards for Linguistic Minorities in Kerala" was published by the State Government in 2002. The orders are said to have been issued for exhibiting the concessions available to the linguistic minorities through hoardings, banners, etc. in District/Tehsils offices.

33.20 **ANALYSIS/RECOMMENDATIONS**

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

- b. Names of the regional languages being taught as the first language under the Three-Language Formula have not been mentioned which should have been given. Similarly, Hindi is mentioned as the third language under the Three Language Formula, however, the number of students studying Hindi has not been mentioned. It needs to be clarified.
- c. As per the statistics, Sanskrit, Arabic and Urdu are being taught as a subject however, no information has been furnished on the posts of teachers for teaching of these minority languages, which should have been done.
- d. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the State.
- e. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State. Pamphlets containing safeguards and the facilities available to the linguistic minorities needs to be published annual basis.
- d. The Nodal Officer, Government of Kerala needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner's Questionnaire so as to enable the Constitutional Authority to prepare his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as mandated under Article 350B (2) of the Constitution of India.

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

LAKSHADWEEP 34

Linguistic Profile

34.1 The Census-2001 registered the population of Lakshadweep to be 60,650 and its broad linguistic profile as follows:

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

34.2 The linguistic profile of the U.T., as provided by its Administration as follows:

Language	Speakers	Percentage
Malayalam	51,100	84
Mahal	9,495	16

34.3 a. **Official Language of the U.T.:** English.

b. **Additional Official Language :** Hindi

34.4 Malayalam is said to be spoken in all the islands except Minicoy Island, where Mahal is spoken by the inhabitants:

Tehsil/Taluka/Municipality	Language	Percentage
Minicoy Islands	Mahal	94

Mahal is a minority language, which is written in Divehi script as in Maldives.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

34.5 Use of Minority Languages in the U.T.

- a. It has been informed that gist of important rules, regulations, notices, etc. are published in the Mahal Edition of "Lakshadweep Times", a Government fortnightly from Minicoy Islands.
- b. No specific information has been furnished about orders for receipt of, and reply to representations in minority languages. However, it has been stated that no such representation have been received.

34.6 Recruitment to U.T. Services

- a. The knowledge of regional language is not a pre-requisite for recruitment.
- b. Minority languages are not permitted for answering questions papers for recruitment tests to the U.T. Services.
- c. No specific information has been furnished whether domiciliary restrictions apply for recruitment to U.T. Services. However, all group C and D posts under U.T. Administration of Lakshadweep are filled up from local persons.

34.7 Recognition of Linguistic Minority Educational Institutions

Nil information has been furnished by U.T. Administration of Lakshadweep on rules regulation and the competent authority to accord recognition to linguistic minority educational institution in Lakshadweep.

34.8 Grants-in-aid to Linguistic Minority Educational Institutions

The Administrator, U.T. of Lakshadweep is said to be the competent authority for sanction of grants-in-aid. However no linguistic minority educationa institution has been sanction grants-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

34.9 Primary Stage (Class I to V)

No information has been furnished about teaching of the minority languages as a medium of instruction. However, Mahal is being taught as a subject, at the primary stage, as follows:

Language	Schools	Students	Teachers
Mahal	J.B.S. Minicoy	274	02
Mahal	J.B.S. (C) Minicoy	59	01
Mahal	S.B.S. Minicoy	229	02

34.10 Upper Primary/Secondary/Higher Secondary Stage

Nil information has been furnished on teaching of the minority languages as a medium or as a subject at the upper primary/secondary/higher secondary stages of education.

34.11 Three-Language Formula

a. The languages taught under Three Language Formula are:

First Language	:	Malayalam/Arabic
Second Language	:	English
Third language	:	Hindi

b. The details of students covered under the Three Language Formula in Classes VIII, Class X and Class XII:

Language	Class VIII	Class X	Class XII
Malayalam	682	584	308
Arabic	516	493	358
Hindi	51	9	341
English	1,249	1,086	1,007

34.12 Teachers for Minority Languages

The details of Mahal language teachers are as under:

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

However, there is no facility for training of teachers for teaching of minority languages as a medium or as a subject.

34.13 **Text-books in Minority Languages**

- a. The Directorate of Education is stated to be the agency for preparation and publication of text-books in minority languages.
- b. It has been stated that the text-books and teaching material in the minority languages are supplied free of cost to minority language students on time.

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

It has been stated that 'Language Preference Registers' for recording language preference of the linguistic minority students are not maintained in the U.T.

34.15 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

No information has been furnished on scheme for promotion and development of minority language in the U.T.

34.16 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

- a. There is no U.T./District level Committee to monitor and review implementation of the safeguards for linguistic minority in Lakshadweep. However, in response to our questionnaire for 2009-10, it was informed that there were a U.T. level Committee under the Chairmanship of the Administration. It needs to be clarified whether it still exist or not.
- b. The Director of Education is stated to have been entrusted with the linguistic minority affairs in the U.T.

34.17 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

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

34.18 RECOMMENDATIONS

- a. The U.T. Administration needs to take effective measures to implement the Constitutional Safeguards regarding recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions, wherever necessary.
- b. The U.T. Administration needs to furnish complete and comprehensive information as per the prescribed format of the Questionnaire on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education, sanctioned and filled-in posts of teachers and arrangement for their training for teaching of minority language as a subject and as a medium of instruction.
- c. The U.T. Administration should ensure that 'Language Preference Register' to record language preference of linguistic minority students are maintained in all the primary and secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the primary and secondary stages of education in the U.T.
- d. The U.T. Administration needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the U.T.

e. The U.T. Administration is advised to set up a U.T. Level Committee under the Chairmanship of the Administrator to monitor & review the implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the linguistic minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the linguistic minorities, may be co-opted.

f. The Nodal Officer, U.T. Administration, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.

34.19 The U.T. Administration is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the U.T.

PUDUCHERRY 35

Linguistic Profile

35.1 The Census-2001 registered the population of U.T. of Puducherry to be 9,74,345 and its broad linguistic profile, as follows:

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

35.2 The linguistic profile of the U.T. of Puducherry as provided by its U.T. Administration, as follows:

Language	Speakers	Percentage
Tamil	7,20,473	89.19
Malayalam	38,392	4.75
Telugu	34,799	4.30

35.3 a. **Official Language of the U.T.:** Tamil.

b. **Additional Official Language:** English Malayalam-Mahe and Telugu-Yanam.

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

35.5 Use of Minority Languages in the U.T.

- a. It has been stated that rules, regulations and notices, etc. are not published in minority languages.
- b. There is no arrangement for receipt of, and reply to representations for redress of grievances in minority languages.

35.6 Recruitment to U.T. Services

- a. Minority languages are not permitted to be used in answering question papers for recruitment to U.T. Services.
- b. Knowledge of regional/official language is a pre-requisite for recruitment to U.T. Services.
- c. Domiciliary restrictions apply at the time of recruitment to U.T. Services.

35.7 Recognition of Linguistic Minority Educational Institutions

- a. Rules and regulations/guidelines on recognition of linguistic minority educational institutions have not been mentioned. However, it has been stated that the Secretary (Education), Government of Puducherry is the competent authority to accord recognition to such institutions.
- b. No representations/applications is said to be pending for recognition as linguistic minority educational institution.

35.8 Grants-in-aid to Linguistic Minority Educational Institutions

The Director, Directorate of School Education, Puducherry is the competent authority to sanction grants-in-aid to the linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

35.9 Primary/Upper Primary/Secondary/Higher Secondary Stages

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

35.10 Three-Language Formula

- a. The U.T. Administration has stated that Two Language Formula is being followed in the Puducherry and Karaikal regions of the Union Territory. However, in the Yanam and Mahe regions of the U.T., Three Language Formula has been adopted, as per following details:

Puducherry Region

First Language	:	Tamil Class I to XII standard Hindi/French/Sanskrit Class XI to XII only (in some schools introduced from Class VI)
Second Language	:	English Class I to XII
Third Language	:	No third language in Puducherry region.

Karaikal Region

First Language	:	Tamil Class I to XII standard Hindi/French/Sanskrit Class XI to XII only (in some schools introduced from Class VI)
Second Language	:	English Class I to XII standard

Third Language : No third language in Karaikal region.

Mahe Region

First Language : Malayalam
Class I to XII standard
Hindi/French/Arabic
Class V & XII only
(in some schools introduced from Class VI)

Second Language : English
Class I to XII standard

Third Language : Hindi

Yanam Region

First Language : Telugu
Class I to XII standard
Hindi/French/Sanskrit
Class XI to XII only
(in some schools introduced from Class VI)

Second Language : English
Class I to XII standard

Third Language : Hindi

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

Puducherry & Karaikal Region

Language	Class VIII	Class X	Class XII
Hindi	368	377	250
French	347	437	1,711
Sanskrit	20	39	59

Yanam Region

Language	Class VIII	Class X	Class XII
Hindi & Telugu	604	407	Nil

The language-wise breakup of students has not been provided which should have been done.

35.11 Teachers for Minority Languages

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

Language	As a Medium		As a Subject	
	Post Sanctioned	Post filled-up	Post Sanctioned	Post filled-up
French	No information furnished		10	6
Sanskrit			3	2
Hindi			51	18
Arabic			21	11

- b. It has been informed that in Mahe region, resource personnel from DIET, Tellicherry, Kozhikkodu and Kannur University are invited to organize Orientation Course for in-service teachers in the minority languages such as Arabic, Hindi, French and Sanskrit to rejuvenate their skills.
- c. Similarly, in Yanam region, resource persons from DIET, Boomavaram and College of Education, Rajamundry are invited to organize orientation and Refresher programmes in the minority languages like Hindi, etc.

35.12 Text-Book in Minority Languages

- a. The following Boards of Education of the neighbouring States are stated to be the agencies for preparation and publication of text-books and other teaching material in minority languages, as follows:
- Kerala Board of Secondary Education, Thiruvananthapuram.
 - SCERT, Thiruvananthapuram, Kerala.
 - Andhra Pradesh Board of Secondary Education, Hyderabad.
 - Board of Intermediate Education, Andhra Pradesh, Hyderabad.
 - Hindi Prachar Sabha, New Delhi and Chennai.

- b. Minority Language(s) text-books and other teaching materials for linguistic minorities' students are procured from the neighbouring districts such as Cuddalore and Villupuram in the case of Puducherry region, Rajamundry for Yanam and Tellicherry for Mahe region.
- c. During the training hand-outs and worksheets are used to discuss the issues of language related methodology and the specific content of the minority languages.
- d. Generally, the Chief Educational Officers of the nearby District such as Cuddalore, Villupuram in the case of Puducherry region, Rajamundry for Yanam and Tellicherry for Mahe region are consulted for the procurement of books in the minority languages.
- e. These books are said to be printed and published by Government-owned Text-Books Societies of the respective States, they can offer those books at the comparable rates to the students.

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

'Language Preference Registers' for recording language preference of the linguistic minority students are not maintained in the schools.

35.14 **PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES**

There are no schemes or academies set-up for promotion and development of minority languages in the U.T.

35.15 **MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS**

The U.T. Level Committee to monitor and review the implementation of the safeguards for the linguistic minorities has not been constituted in the U.T. However, it has been stated that The Director, Social Welfare is the Nodal Officer for the linguistic minorities affairs in the four regions of U.T. i.e. Puducherry, Karaikal, Mahe and Yanam.

35.16 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The U.T. Administration has no mechanism to publicize the safeguards and facilities available to the linguistic minorities in the U.T.

35.17 ANALYSIS/RECOMMENDATIONS

- a. The U.T. Administration needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- b. The U.T. Administration should not insist on the prior knowledge of the State's Regional/Official language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period as per the decision taken in para no. 16 of the meeting of the Chief Ministers of States and Central Ministers held in August 1961 (*Annexure-VIII*).
- c. Arrangements should be made to ensure receipt of, and reply to the representations for redress of grievances received in minority languages.
- d. The U.T. Administration needs to initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to these institutions, where necessary.
- e. The U.T. Administration needs to furnish complete and comprehensive information as per the prescribed format of the Questionnaire on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education, sanctioned and filled-in posts of teachers and arrangements for their training for teaching of minority languages as a subject and as a medium of instruction.

- f. The U.T. Administration should ensure implementation of the Three Language Formula in all the regions of the Union Territory so that linguistic minority students are able to study their mother tongues/minority language in Schools.
- g. The U.T. Administration should ensure that 'Language Preference Registers' to record language preference of linguistic minority students are maintained in all the primary and secondary schools in the State to facilitate inter-school adjustment so as to provide instruction in the mother tongue/languages at the primary and secondary stages of education.
- h. The U.T. Administration is advised to set up a U.T. Level Committee under the Chairmanship of the Administrator to monitor & review the implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the linguistic minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the linguistic minorities, may be co-opted.
- i. The U.T. Administration is expected to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- j. The Nodal Officer, U.T. Administration needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities as per under Article 350B (2) of the Constitution of India.

35.18 The U.T. Administration is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the U.T.

TAMILNADU

36

Linguistic Profile

36.1 The Census-2001 registered the population of Tamil Nadu to be 6,24,05,679 and its broad linguistic profile as follows:

Language	Speakers	Percentage
Tamil	5,57,98,916	89.41
Telugu	35,27,594	5.65
Kannada	10,45,238	1.67
Urdu	9,42,299	1.51
Malayalam	5,57,705	0.89

36.2 The linguistic profile of Tamil Nadu, as provided by its Government, is as follows:

Language	Speakers	Percentage
Tamil	5,57,98,916	89.4
Telugu	35,27,594	5.65
Kannada	10,45,238	1.67
Urdu	9,42,299	1.50
Malayalam	5,57,705	0.89
Gujarati	2,02,621	0.32
Hindi	1,89,474	0.30
Marathi	60,614	0.10
Sindhi	7,375	0.01
Oriya	6,154	0.01
Punjabi	5,696	0.01
Bengali	5,447	0.01
Konkani	4,657	0.01
Nepali	4,323	0.01

- 36.3 a. **Official Language of the State:** Tamil.
 b. **Additional Official Language:** English.

- 36.4 a. It has been informed that there is no district, wherein the linguistic minorities constitute 60% or more of the district population.
- b. As per the State Government, the following minority languages are spoken by 15% or more of the District/Tehsil/Taluka/Municipality population (as per Census 2001):

District	Tehsil/Taluka/ municipality	Language	Percentage
Chengalpattu	Tiruttani	Telugu	27.11
Tiruvalur	Tiruvallur	Telugu	16.21
Vellore	Vaniyambodi	Urdu	56.80
(New North Arcot Ambedkar)	Vaniyambodi	Urdu	42.42
Kanniyakumari	Kalkulam	Malayalam	18.36
Ramanathapuram (Now Kamarajar)	Rajapalayam	Telugu	21.07
Madurai	Kodaikanal	Telugu	17.36
Dindigul	Palani	Telugu	16.46
Madurai	Periyakulam	Telugu	20.19
The Nilgiris	Mettupalayam	Kannada	53.77
Dharmapuri	Hosur	Telugu	29.07
Salem	Salem	Telugu	19.55
Coimbatore	Coimbatore T	Telugu	22.82
Periyar	Gobichettipalayam	Telugu	16.14

However, in response to CLM's Questionnaire for 2009-10, the above old statistics as per the Census-1981, instead of the Census-2001, were furnished, in this regards, which needs to be looked into by the State Government.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

36.5 Use of Minority Languages in the State

- a. Orders are stated to have been issued in G.O.(Ms) No.455 Public (Partition) Department dated 14.5.1961 to the effect that all important government notices, rules, electoral rolls and forms etc. shall be published in the minority languages and facilities for registration of documents, etc. in the minority language, shall be provided in the specified local areas where 20% or more population of that area speak a language different from Tamil.
- b. Electoral rolls are said to be printed in minority languages also in the following constituencies, where the population of the linguistic minorities are sizeable, in numbers.
 1. Tiruttani, Pallipattu - Telugu, Tamil
 2. Vettannakalli, Hosur, Thalli - Telugu, Tamil
 3. Kudalur, Vilavancode, killiyur, Padmanabhapuram - Malayalam
- c. No orders have been issued for receipt of representations for redress of grievance in minority languages. It has been stated that if it is received in minority languages the petition would be sent to the petitioner stating that to send the petition again in regional languages like Tamil or English. However, in response to our Questionnaire for 2009-10, the G.O.(Ms) No.455 Public (Partition) Department dated 14.5.1961, it was mentioned regarding receipt of, the representations for redress of grievance in minority languages.
- d. The representations for redress of grievances written in minority languages are generally replied to in Tamil, the State's official language.

36.6 Recruitment to State Services

- a. It has been informed that only Tamil and English are permitted to be used for answering Question paper for recruitment tests in the State.

- b. The knowledge of regional/official language is not a pre-requisite for recruitment to State services. However, the candidate with the mother tongue other than Tamil has to pass Tamil Language Test conducted by TNPSC within the period of probation i.e. 2 years or within the maximum extended limit of 2 years as per rule 12A(b) of Tamil Nadu State and Subordinate Service Rules.
- c. No domiciliary restrictions apply at the time of recruitment to State services.

36.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that according to Tamil Nadu Private Schools Regulation Act, 1973, 1974 and Minorities School and Regulation Act, 1977 recognition is granted to Linguistic Minorities Institutions. The School Education Department; Higher Education Department and Health and Family Welfare Department in their respective fields are the competent authority for grant of recognition to linguistic minority educational institutions.
- b. The statistics on linguistic minority educational institutions recognized in the State as on June 30 2010 are follows:

Language	Primary School	Middle School	High School	Higher Secondary School
Telugu	14	8	11	13
Urdu	39	5	-	08
Hindi	4	-	-	07
Malayalam	23	3	6	16
Gujarati	2	-	-	03
Kannada	-	-	9	08
Sourashtra	-	-	2	04
Arabic	-	-	-	01

36.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that according to the Tamil Nadu Private Schools Regulation Act, 1973 modified as per Tamil Nadu Recognized Private Schools (Regulation) amendment Act 1998, the schools started after 1.4.92 are not sanctioned grants-in-aid to primary and secondary linguistic minorities educational institutions. However, the Government has sanctioned grant-in-aid to the minorities institutions started prior to 1.4.92, in the form salaries to teaching and non-teaching staff.
- b. The District Elementary Educational Officer and District Educational Officer, Assistant Elementary Educational Officer are the competent authorities to sanction grants-in-aid to primary and secondary schools respectively.
- c. The statistics on grants-in-aid sanctioned to the linguistic minority educational institutions, for the year 2010-11 in the State are, as under:

Minority Language	No. of Schools		
	Primary	Upper Primary	Secondary
Urdu	39	5	-
Telugu	14	8	-
Malayalam	23	3	-
Hindi	4	-	-
Gujarati	2	-	-

- d. There is no mention of the secondary schools sanctioned the grants-in-aid for 2010-11, that were stated to have been sanctioned grants-in-aid for the year 2009-10, as detailed below:

Minority Language	No. of Schools
	Secondary
Urdu	31
Telugu	98
Malayalam	64
Kannada	11
Hindi	25
Gujarati	2

- e. Hence, it needs to be clarified whether the grants-in-aid to the aforesaid minority language educational institutions have continued or otherwise, during the period under review, i.e. for July 2010 to June 2011.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

36.9 Primary Stage (Class I to V)

- a. The minority languages are the medium of instruction, at the primary stage of education:

Language	Schools	Students	Teachers
Urdu	279	26,825	551
Telugu	352	20,117	785
Malayalam	90	6,256	122
Kannada	47	3,097	122
Hindi	4	428	15
Gujarati	2	48	2

- b. It has been reported that the minority language(s) are being taught as a subject as under:

Language	Schools	Students	Teachers
Urdu	212	14,523	357
Telugu	281	20,170	514
Malayalam	68	5,560	72
Kannada	48	2,278	36

36.10 Upper Primary Stage (VI to VIII)

- a. It has been reported that the following minority languages(s) are medium of instruction at upper primary stage of education as detailed below:

Language	Schools	Students	Teachers
Urdu	27	5,033	210
Telugu	39	5,963	200
Malayalam	32	1,326	54
Kannada	7	1,417	40

- b. The minority languages are taught as a subject, at the upper primary stage of education:

Language	Schools	Students	Teachers
Urdu	25	3,312	72
Telugu	44	5,110	176
Malayalam	14	1,052	46
Kannada	3	468	9

36.11 Secondary Stage (IX to X)

- a. It has been stated that the minority language(s) are the medium of instruction, as per following details:

Language	Schools	Students	Teachers
Telugu	4	9,268	12
Malayalam	3	9,889	10
Urdu	0	3,540	13
Kannada	4	5,185	3
Hindi	5	72	5
Gujarati	2	18	2

- b. No information has been furnished regarding the minority languages being taught as a subject at the secondary stage of education, whereas in reply to Questionnaire for 2009-10, the following minority languages were stated to have been taught as a subject as under:

Language	Schools	Students	Teachers
Urdu	25	3,502	74
Telugu	44	5,347	179
Malayalam	14	2,294	48
Kannada	3	501	09
Gujarati	2	2,093	0
Saurashtra/Saurashtri	2	9,265	0
Arabic	1	810	0

- c. Hence, it needs to be clarified whether the teaching of the aforesaid minority languages as a subject continued during the period under review, i.e. for July 2010 to June 2011.

36.12 Higher Secondary Stage (XI to XII)

- a. At the higher secondary stage of education, the minority languages are the medium of instruction, as follows:

Language	Schools	Students	Teachers
Telugu	8	6,180	5
Malayalam	9	3,282	10
Urdu	3	1,191	7
Kannada	6	105	1

- b. No information has been furnished regarding the minority languages being taught as a subject at the higher secondary stage of education. However, in response to our Questionnaire for 2009-10, the following minority languages were taught as a subject as under:

Language	Schools	Students	Teachers
Urdu	8	1,244	17
Telugu	9	1,826	2
Malayalam	4	1,415	3
Kannada	3	121	3
Gujarati	1	551	0
Saurashtra/Saurashtri	2	2,988	0

- c. Hence, it needs to be clarified whether the teaching of the aforesaid minority languages as a subject, continued during the period under review i.e. July 2010 to June 2011.

36.13 Three-Language Formula

- a. It has been reported that two-language formula is, practiced in the State:

First Language : Tamil
Second Language : English

Those who wish to study their own language they would have to study as Additional language.

- b. No Statistics have been furnished on the students covered under Three Language Formula.

36.14 Teachers for Minority Languages

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

Elementary school education:

Language	Medium and Subject	
	Post Sanctioned	Post filled-up
Telugu	780	763
Malayalam	1,035	985
Urdu	152	150
Kannada	132	122
Hindi	13	13
Gujarati	2	2
Two Medium Subjects	489	489

- b. However, it is not clear from the above table as to how many teachers teach minorities languages as a subject and how many of the teachers teach these languages as a medium of instruction.

Secondary School Education

Language	As a Medium		As a Subject	
	Post Sanctioned	Post filled-up	Post Sanctioned	Post filled-up
Telugu	68	49	307	266
Malayalam	30	28	237	209
Urdu	39	38	98	77
Kannada	10	09	102	84
Hindi	19	19	-	-
Arabic	8	8	-	-

- c. It has been stated that the SCERT imparts intensive training to all the teachers irrespective of whether they are working in Linguistic Minorities Institutions or Government/Government-aided Schools. Rs. 1.16 Crores has been allotted to the SCERT, for this purpose.

36.15 Text-books in Minority Languages

- a. It has been stated that the text-books are prepared by the Experts Committee constituted for this purpose and printed by the Tamil Nadu Text Book Corporation, Chennai. Private Institutions are also allowed to print the text-books on approval from the State Common Board of School Education.
- b. The text-books and other teaching materials are said to be distributed at free of cost to the students by the Government.

36.16 Maintenance of 'Language Preference Registers' in Schools

The 'Language Preference Registers' are being maintained in 470 Primary Schools, and 63 Upper Primary Schools. It is also said to be maintained in the Secondary and Higher Secondary Schools as follows:

Medium of Instruction	High Schools	Higher Secondary Schools
Telugu	28	22
Malayalam	09	08
Kannada	02	01
Urdu	03	04
Sanskrit	02	0

36.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. No specific information has been furnished regarding scheme for promotion and development of minority language in the State. However, in response to the CLM Questionnaire for 2009-10, it was stated that the minority languages are promoted by opening schools with medium of instruction of Telugu, Malayalam, Kannada, Urdu and Sanskrit.
- b. The details of the Academy set up for promotion and development of Urdu language is as follows:

Language	Name of Academy	When established	Budget for year 2010-11
Urdu	Urdu Academy	G.O.(MS)No.210, Higher Education Department, dated 12.7.2006	Nil

36.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been informed that the State Minorities Commission is also looking after the linguistic minorities affairs. However, no Member of Parliament has been co-opted as a 'Special Invitee'. The Commission had convened its last meeting on 19th January 2011. Further, it has also been stated that the State Minorities Commission makes recommendations with a view:
- i. To ensure effective implementation and enforcement of safeguards for the Linguistic Minorities.
 - ii. To conduct studies, research and analysis, and suggests ways and means of avoidance of discrimination against minorities.
 - iii. To make recommendations for ensuring, maintaining and promoting communal harmony in the State.
 - iv. To suggest appropriate legal and welfare measures in respect of any minorities to be undertaken by the Government.
- b. There is no District Level Committee constituted to monitor and review the implementation of the Safeguards for linguistic minorities. However, it has been stated that the District Collectors/District Backward Classes and Minorities Welfare Officers/Chief Educational Officers of respective education department are entrusted with linguistic minorities affairs at the district level.

36.19 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

- a. It has been informed that Orders have been issued in G.O.(Ms) No.455 Public (Partition) Department dated 14.3.1961 to the effect that all important government notices, rules, electoral rolls and forms etc. shall be published in the minority languages and facilities for registration of documents, etc. in the minority languages, shall be provided in the specified local areas where 20% or more population of that area speak a language different from Tamil.
- b. It has been stated that Infrastructure Development of Minority Institutions/Schools (IDMI) Scheme at the district level has been formed by School Education Department under the Chairmanship of the Chief Educational Officer of the concerned Revenue Districts.

36.20 **ANALYSIS/RECOMMENDATIONS**

- a. ☆ The State Government's response to the question on districts/talukas/municipalities where minority language speakers constitute 15% or more of the population needs to be based on the latest available data as per Census 2001 rather than Census 1981.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population.
- c. The State Government is advised to implement the Three Language Formula to enable the linguistic minority students to learn their language as a subject at the secondary stage of education and with a view to encourage multilingualism and national integration.

- d. The State Government is required to furnish complete and comprehensive information on educational facilities available to the linguistic minority students at primary, upper primary, secondary and higher secondary stages of education as well as the sanctioned and filled-in posts of teachers of minority language(s), including arrangements for their training to teach minority language as a subject and as a medium of instruction. For example, no information has been furnished about teaching of Urdu, Telugu, Malayalam, Kannada, Gujarati, Sourashtri, etc. as a subject at the secondary and higher secondary stages of education.
- e. Some of the information has not been furnished or the information furnished is not clear. In the absence of the requisite information the actual status could not be conclusively ascertained e.g., no information has been furnished about the secondary schools which were stated to have been sanctioned grants-in-aid for 2009-10.
- f. The State Government is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.

g. The State Government are advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.

h. The Nodal Officer, Government of Tamil Nadu, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner's Questionnaire so as to enable the Constitutional Authority to present his Report to Hon'ble President of India on the status of implementation of the Safeguards for Linguistic Minorities.

36.21 The Government of Tamil Nadu is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeaguards for the linguistic minorities is implemented effectively and efficiently in the State.

FINDINGS & OBSERVATIONS 37 AT A GLANCE Part-I

37.1 Each Chapter in this Report contains the **Commissioner's Observations on the status of implementation of the Safeguards** for the Linguistic Minorities in each States/U.T.

The following table broadly reflects the status on implementation of the Safeguards for the linguistic minorities in India:

SAFEGUARDS	IMPLEMENTED OR IMPLEMENTED IN PARTS	NEEDS TO BE IMPLEMENTED	NO SPECIFIC INFORMATON PROVIDED
I	II	III	IV
I. Facility for Instruction in Mother Language at Primary Stage of Education	Implemented; Andhra Pradesh Assam Delhi Implemented in Parts; Kerala Nagaland Orissa Tamil Nadu Chhattisgarh Rajasthan Karnataka Goa Gujarat Chandigarh West Bengal Andaman & Nicobar Islands Maharashtra	Lakshadweep Tripura Manipur Meghalaya Sikkim Daman & Diu Arunachal Pradesh Haryana Himachal Pradesh Mizoram	Uttarakhand Jammu & Kashmir Jharkhand Punjab Uttar Pradesh Dadra & Nagar Haveli Bihar Madhya Pradesh Puducherry
II. Instruction through Modern Indian Languages at Secondary Stage of Education	Implemented; Andhra Pradesh Gujarat Implemented in Parts; Kerala Tamil Nadu Chhattisgarh Karnataka Goa Chandigarh West Bengal Andaman & Nicobar Islands Orissa Maharashtra Delhi Nagaland	Tripura Manipur Meghalaya Mizoram Sikkim Himachal Pradesh Rajasthan Arunachal Pradesh Daman & Diu Haryana Assam	Bihar Jammu & Kashmir Uttarakhand Jharkhand Punjab Uttar Pradesh Dadra & Nagar Haveli Madhya Pradesh Lakshadweep Puducherry

I	II	III	IV
III (a). Availability of Teachers in Minority Languages	Implemented; Tamil Nadu Implemented in Parts; Gujarat Assam Orissa Kerala Delhi Haryana Puducherry Chhattisgarh Karnataka Chandigarh West Bengal Maharashtra Himachal Pradesh	Arunachal Pradesh Manipur Meghalaya Mizoram Sikkim Tripura Andaman & Nicobar Islands Lakshadweep Daman & Diu Rajasthan	Andhra Pradesh Bihar Jammu & Kashmir Uttarakhand Jharkhand Nagaland Dadra & Nagar Haveli Uttar Pradesh Punjab Madhya Pradesh Goa
III (b). Facility for Training of Teachers in Minority Languages	Implemented in Parts; Haryana Kerala Orissa Karnataka Puducherry Chandigarh Chhattisgarh Assam Himachal Pradesh Maharashtra Andhra Pradesh	Delhi Lakshadweep Manipur Meghalaya Mizoram West Bengal Sikkim Tripura Goa Daman & Diu Arunachal Pradesh Andaman & Nicobar Islands	Bihar Jammu & Kashmir Uttarakhand Jharkhand Rajasthan Uttar Pradesh Dadra & Nagar Haveli Punjab Tamil Nadu Madhya Pradesh Gujarat Nagaland
IV. Availability of Text- Books in Minority Languages	Implemented; Maharashtra Implemented in Parts; Andhra Pradesh Kerala Assam Delhi Manipur Nagaland Orissa Puducherry Chhattisgarh Tamil Nadu Rajasthan Karnataka Goa Gujarat Chandigarh West Bengal Sikkim Himachal Pradesh	Lakshadweep Mizoram Tripura Daman & Diu Meghalaya Haryana Uttarakhand Andaman & Nicobar Islands Arunachal Pradesh	Bihar Jammu & Kashmir Jharkhand Dadra & Nagar Haveli Uttar Pradesh Punjab Madhya Pradesh

I	II	III	IV
V. Recognition to Linguistic Minority Educational Institutions	Implemented; Tripura Andhra Pradesh Goa Tamil Nadu Implemented in Parts; Kerala Delhi Orissa Chhattisgarh Assam Karnataka Maharashtra	Rajasthan Chandigarh Daman & Diu Himachal Pradesh Mizoram Sikkim Andaman & Nicobar Islands Arunachal Pradesh	Bihar Jammu & Kashmir Uttarakhand Jharkhand Punjab Haryana Manipur Nagaland Uttar Pradesh Dadra & Nagar Haveli West Bengal Meghalaya Madhya Pradesh Gujarat Puducherry Lakshadweep
VI. Grants-in- aid to the Linguistic Minority Educational Institutions	Implemented in Parts; Kerala Delhi Orissa Chhattisgarh Tamil Nadu Maharashtra Meghalaya	Puducherry Rajasthan Goa Chandigarh Daman & Diu Himachal Pradesh Assam Arunachal Pradesh Andaman & Nicobar Islands Sikkim	Bihar Jammu & Kashmir Uttarakhand Jharkhand Punjab Haryana Uttar Pradesh Dadra & Nagar Haveli Manipur West Bengal Madhya Pradesh Tripura Nagaland Andhra Pradesh Lakshadweep Gujarat Mizoram Karnataka
VII. Three Language Formula	Implemented in Parts; Kerala Lakshadweep Delhi Tripura Manipur Haryana Nagaland Orissa Chhattisgarh Rajasthan Karnataka Gujarat Chandigarh Daman & Diu Maharashtra Sikkim Arunachal Pradesh Assam Himachal Pradesh Mizoram West Bengal Goa Uttarakhand Meghalaya	Tamil Nadu Puducherry	Bihar Jammu & Kashmir Jharkhand Andaman & Nicobar Islands Dadra & Nagar Haveli Punjab Uttar Pradesh Madhya Pradesh Andhra Pradesh

I	II	III	IV
<p>VIII. Maintenance of 'Language Preference Registers' in Schools for Registering Linguistic Preference by Linguistic Minority Pupils</p>	<p>Implemented; Assam Delhi</p> <p>Implemented in Parts; Kerala Andhra Pradesh Rajasthan Karnataka Tamil Nadu Chhattisgarh Nagaland</p>	<p>Chandigarh Lakshadweep Manipur Mizoram Gujarat West Bengal Maharashtra Meghalaya Sikkim Himachal Pradesh Daman & Diu Haryana Andaman & Nicobar Islands Uttarakhand Arunachal Pradesh</p>	<p>Bihar Jammu & Kashmir Jharkhand Goa Dadra & Nagar Haveli Uttar Pradesh Punjab Tripura Madhya Pradesh Puducherry Orissa</p>
<p>IX. Translation and Dissemination of Important Government Orders, Rules and Notifications, etc., in Minority Languages which are Spoken by 15% or more of the District/Tehsil Population</p>	<p>Implemented; Tamil Nadu Lakshadweep</p> <p>Implemented in Parts; Delhi Daman & Diu Assam West Bengal</p>	<p>Andhra Pradesh Manipur Haryana Mizoram Puducherry Chhattisgarh Rajasthan Goa Gujarat Chandigarh Meghalaya Sikkim Himachal Pradesh Tripura Arunachal Pradesh Andaman & Nicobar Islands Kerala Maharashtra Nagaland</p>	<p>Bihar Jammu & Kashmir Uttarakhand Jharkhand Orissa Dadra & Nagar Haveli Punjab Uttar Pradesh Madhya Pradesh Karnataka</p>
<p>X. Receipt and Reply of petitions for Redress of Grievances in Minority Languages</p>	<p>Implemented; Kerala Delhi Assam Tripura</p> <p>Implemented in Parts; Chandigarh Daman & Diu West Bengal Andaman & Nicobar Islands Jharkhand Goa</p>	<p>Manipur Puducherry Chhattisgarh Rajasthan Karnataka Gujarat Sikkim Tamil Nadu Mizoram Maharashtra Meghalaya Arunachal Pradesh Nagaland Himachal Pradesh</p>	<p>Bihar Jammu & Kashmir Uttarakhand Orissa Dadra & Nagar Haveli Punjab Uttar Pradesh Madhya Pradesh Lakshadweep Andhra Pradesh Haryana</p>

I	II	III	IV
XI(a). Non- Insistence on Prior Knowledge of Regional/ Official Language for Recruitment to State/U.T. Services	Implemented; Lakshadweep Tamil Nadu Karnataka Nagaland Andaman & Nicobar Islands West Bengal Implemented in Parts; Kerala Chhattisgarh	Assam Tripura Manipur Puducherry Goa Gujarat Maharashtra Orissa Sikkim Himachal Pradesh Daman & Diu Jharkhand Mizoram Haryana	Arunachal Pradesh Bihar Jammu & Kashmir Uttarakhand Delhi Andhra Pradesh Uttar Pradesh Rajasthan Chandigarh Meghalaya Dadra & Nagar Haveli Madhya Pradesh Punjab
XI(b). Non- Imposition of Domiciliary Restrictions in Recruitment to State/U.T. Services	Implemented; Delhi Kerala Lakshadweep Nagaland Tamil Nadu Rajasthan Chhattisgarh Karnataka Gujarat West Bengal Assam Tripura Andaman & Nicobar Islands Jharkhand Haryana Implemented in Parts;	Manipur Puducherry Maharashtra Orissa Sikkim Mizoram Himachal Pradesh	Bihar Jammu & Kashmir Uttarakhand Uttar Pradesh Goa Chandigarh Meghalaya Arunachal Pradesh Daman & Diu Andhra Pradesh Madhya Pradesh Dadra & Nagar Haveli Punjab
XII(a). Monitoring machinery at the State/U.T. Level to ensure Implementati on of the Safeguards for the Linguistic Minorities	Implemented in Parts; Delhi Kerala Assam Goa Tamil Nadu Chhattisgarh	Chandigarh Daman & Diu Manipur Nagaland Himachal Pradesh Maharashtra Meghalaya Arunachal Pradesh Andaman & Nicobar Islands Tripura Sikkim Uttarakhand Andhra Pradesh Karnataka West Bengal Orissa	Bihar Jammu & Kashmir Jharkhand Dadra & Nagar Haveli Uttar Pradesh Punjab Madhya Pradesh Lakshadweep Mizoram Puducherry Gujarat Haryana Rajasthan

I	II	III	IV
XII(b). Monitoring Machinery at the District Level to ensure Implementat ion of the Safeguards for the Linguistic Minorities	Implemented; Kerala Implemented in Parts; Karnataka Chandigarh West Bengal Delhi Tamil Nadu Chhattisgarh	Assam Himachal Pradesh Nagaland Manipur Puducherry Goa Maharashtra Arunachal Pradesh Daman & Diu Andaman & Nicobar Islands Tripura Uttarakhand Orissa Lakshadweep Meghalaya Sikkim Andhra Pradesh	Bihar Jammu & Kashmir Jharkhand Dadra & Nagar Haveli Uttar Pradesh Punjab Madhya Pradesh Mizoram Gujarat Rajasthan Haryana
XIII. Publicizing the Safeguards available to the Linguistic Minorities in Minority Languages.	Implemented; Lakshadweep Tripura Implemented in Parts; Kerala Andhra Pradesh Karnataka Delhi Tamil Nadu West Bengal Goa	Manipur Nagaland Puducherry Rajasthan Gujarat Maharashtra Daman & Diu Sikkim Mizoram Assam Meghalaya Himachal Pradesh Arunachal Pradesh Orissa	Bihar Jammu & Kashmir Uttarakhand Jharkhand Chhattisgarh Dadra & Nagar Haveli Uttar Pradesh Punjab Andaman & Nicobar Islands Chandigarh Madhya Pradesh Haryana

FINDINGS & OBSERVATIONS 37 AT A GLANCE Part-II

REPLIES TO THE COMMISSIONER'S QUESTIONNAIRE

Questionnaire for July 2010-June 2011		ATR on 47 th Report	
Replied	Not Replied	Replied	Not Replied
Chandigarh	Jammu & Kashmir	Manipur	Chandigarh
Delhi	Bihar	Meghalaya	Delhi
Haryana	Uttar Pradesh	Sikkim	Haryana
Himachal Pradesh	Punjab	Tripura	Himachal Pradesh
Jharkhand	Madhya Pradesh	Karnataka	Punjab
Rajasthan		Andaman & Nicobar Islands	Rajasthan
Chhattisgarh		Puducherry	Madhya Pradesh
Uttarakhand		West Bengal	Uttar Pradesh
Arunachal Pradesh		Chhattisgarh	Assam
Assam		Dadra & Nagar Haveli	Nagaland
Manipur		Daman & Diu	Goa
Meghalaya		Ministry of Tribal Affairs	Gujarat
Mizoram		Ministry of I & B	Maharashtra
Nagaland			Andhra Pradesh
Orissa			Kerala
Sikkim			Lakshadweep
Tripura			Tamil Nadu
West Bengal			Arunachal Pradesh
Daman & Diu			Jammu & Kashmir
Goa			Bihar
Gujarat			Jharkhand
Karnataka			Mizoram
Maharashtra			Uttarakhand
Andaman & Nicobar Islands			Orissa
Andhra Pradesh			Ministry of Home
Kerala			Ministry of HRD
Lakshadweep			
Puducherry			
Tamil Nadu			
Dadra & Nagar Haveli			

RECOMMENDATIONS 38

38.1 The recommendations for this 48th Report, covering the period from July 2010 to June 2011, are mainly based on the responses and feedback received from the States/UTs to the Commissioner's Questionnaires, eliciting information on the implementation of various safeguards for the linguistic minorities which are enshrined in the Constitution, including those accepted by the States/UTs, at national level, from time to time. In addition, the recommendations are derived from the inputs provided by various States/UTs by way of their answers to the Commissioner's Questionnaire, visits of the Commissioner/Assistant Commissioner to various places for on-the-spot assessment of the linguistic minorities scenario, as also on the inputs obtained from the linguistic minorities vis-à-vis their growing aspirations for the effective implementation of the safeguards for promotion of their minority languages in the multilingual, multi-cultural society.

The Commissioner for Linguistic Minorities makes the following recommendations, which include reiteration of certain yet-to-be-implemented points of past recommendations in order to bring home the imperative necessity of achieving effective implementation of the constitutional and other safeguards provided for the linguistic minorities in our country, facilitating equal opportunities to all for inclusive development and national integration.

STATES/UNION TERRITORIES

38.2 Linguistic Minorities and Language Policy

The multilingualism and multiculturalism need to be celebrated and nourished for having held the nation together like the thread in the rosary of beads, representing 'unity in diversity', making the country unique in various ways.

The inter-State migration of people, in search of better educational and economic avenues, has increasingly added to the emergence of new pockets of linguistic minorities, which have been rising in strength and aspirations across the cities and towns in India.

We need to provide equal opportunities to all, for national integration and inclusive development. The Constitution explicitly addresses language and educational issues of the minorities, both religious and linguistic. Hence, it enjoins upon all the States/UTs to effectively implement the safeguards for the linguistic minorities, in letter and spirit, viewing language as a resource.

38.3 Identification and Declaration of Linguistic Minority Concentration Districts & Local Areas

Each State Government and the UT Administration should identify and notify those districts/tehsils/talukas/municipalities wherein the linguistic minorities constitute 15% or more of its population so as to ensure effective implementation of the constitutional and consensual safeguards for the linguistic minorities in the concerned State/Union Territory.

The State Governments while formulating policies also need to appreciate that proper space should be afforded to the linguistic minorities along with appropriate educational opportunities to them for preservation of their language and culture so as to facilitate socio-cultural synthesis in the society for national integration and inclusive development.

The States/Union Territories need to disseminate important Government Orders, Rules, Notifications, etc. in the minority languages where its speakers constitute 15% or more of the local population so as to ensure their legitimate participation in the matters concerning important government communications for general public in the District/Tehsil/Taluka/Municipality of the State/UT. The States/UTs need to put in place appropriate arrangements for translation and publication of important government orders, notifications, etc., in minority languages in these notified areas.

A list of the local areas in some States, where the linguistic minorities form 15% or more of the local area population, appears at Annexure III to this Report.

38.4 **Educational Facilities in Minority Languages**

The State Governments/UT Administrations need to initiate effective steps to ensure imparting education through minority languages, as envisaged in the nationally agreed Scheme of Safeguards for the Linguistic Minorities. The State Governments/UT Administrations need to create posts of minority language teachers and make proper arrangements for their training to teach minority languages. Instruction in the child's mother language at the elementary and the secondary levels can go a long way to address the aspirations of the linguistic minorities and improve the teaching-learning process and prospects of the linguistic minority pupils.

38.5 **Recognition of Linguistic Minority Educational Institutions**

Article 30 (2) of the Constitution envisages that 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. However, various representations have been received in this Constitutional Institution, and the discussions with representatives of linguistic minorities in certain States also reveal, that the linguistic minorities have to run from pillar to post for seeking recognition for educational institutions established and administered by them as some of the State Governments/UT Administrations are often reported to be rather reluctant in according recognition to the linguistic minority educational institutions.

Article 30 of the Constitution envisages that "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice." However, the National Commission for Minority Educational Institutions accords recognition to the religious minority educational institutions only, not considering the cases of the recognition of the linguistic minorities educational institutions.

The Commissioner for linguistic minorities recommends that the Government of India, Ministry of HRD, in consultation with the Ministry of Minority Affairs, may appropriately review the scope of the National Commission for Minority Educational Institutions so as to bring in its ambit the issues related to recognition of the linguistic minorities educational institutions as the said Commission is already empowered to accord recognition to the religious minorities educational institutions. This measure shall ensure that the scope of NCMEI is not in partial but in full consonance with the letter and spirit of Article 30 of the Constitution of India, which envisages both the religious and linguistic minorities, on par, in their right to “establish and administer educational institutional of their choice.” This is an essential ingredient for facilitating a level playing field and affording equal opportunities to the minorities, *both* religious and linguistic, for effective implementation of the constitutional provisions to achieve integrated and inclusive development, and national integration.



38.6 **School Education and Linguistic Minorities**

There are the Constitutional and the nationally agreed Safeguards for the linguistic minorities in India so as to facilitate their harmonious development on a level playing field. These Safeguards include their right to establish and administer their educational institutions; the right to preserve and protect their language, script and culture; the right to study in the mother language at primary stage of the education, etc. The State Governments and the UT Administrations are the pivotal agencies to ensure implementation of the Safeguards to the linguistic minorities in the country. The power of the State to legislate in respect of education is traceable to Entry 25 of List III of the Constitution.

The Government of Karnataka has affirmed that schools have been opened as per the population of linguistic minorities in Karnataka comprising Urdu, Tamil, Telugu and Marathi, and, if any, further demand for new schools of linguistic minorities, the same will be complied. They have further affirmed about conduct of cultural and literary competitions amongst Urdu, Telugu, Tamil and Marathi schools children in order to promote the spirit of national integration in the country.

The Tamil Nadu Learning Act, 2006 envisages learning of Tamil as one of the subjects in all the Schools in the State of Tamil Nadu. Those "students who do not have either Tamil or English as their mother tongue, can study their mother tongue as an optional subject", [Section 3(2) Part-IV] wherein the marks scored were not reckoned in the overall assessment of the students. The Director of School Education, Chennai, vide RC No. 95204/K/S3/10 dated 6.1.2011 has mentioned to the government, *inter alia*, for the "inclusion of Minority Language marks" in the Mark Sheets.

The Commissioner looks forward to appropriate urgent action by the Government of Tamilnadu for "inclusion of Minority Language marks" in the Mark Sheets of the learners of the minority languages of Standard X Government Public Examination in order to avoid any apprehension of discrimination or disadvantage by the learners of minority languages. The rules and regulations on school education need to provide equal opportunities to all learners and fulfill the aspirations of the speakers of all languages, including the minority languages, for achieving national integration, inclusive growth and equitable development.

38.7 **Issues of Affiliation of the Schools**

It is the Constitutional right of the linguistic minorities to establish and administer their educational institutions. Therefore, the eligible schools managed by the linguistic minorities should be treated on par with other eligible institutions in the matter of grants-in-aid or recognition by the State regardless of their affiliation to the Central Board of Secondary Education (CBSE) or Indian Council for Secondary Education (ICSE).

It should be reiterated that the bonafide educational institutions, which are otherwise eligible for recognition, are not debarred merely because of their affiliation to the Central Board of Secondary Education or the Indian Council for Secondary Education (ICSE). The State/UT regulations must satisfy the dual tests of reasonableness and that of minority educational institution not losing its character.

38.8 **Educating Children in Mother Language**

It is reiterated that the provisions of primary education in mother language, as envisaged under Article 350A, need to be implemented effectively by the States/UTs. There is a dearth of suitable text-books with local orientation and the deficiency of trained teachers in the minority languages in certain areas of some States/UTs. The teaching material needs to be in general conformity with the local conditions and the socio-economic background of learners at various stages of education while framing the school curriculum especially in the remote areas.

It is reiterated to formulate and develop appropriate bridge courses to facilitate smooth transition of primary school students, who have received instruction in their mother languages and have graduated to a secondary school which is having a different language as medium of instruction.

38.9 'Language Preference' Registers in Schools

It is again emphasized that the 'Language Preference' Registers for recording the language preference of the students of the minority languages, should be maintained with a view to providing necessary educational facilities for teaching minority languages in the Schools. The States/UTs must, therefore, initiate steps to ensure maintenance of the 'Language Preference Registers' and also make necessary inter-school adjustments in the Schools, wherever not done, so that the linguistic minority students are provided instruction in their mother tongue in the Primary School having a minimum 10 such desirous students in a Class or forty such desirous students in the Primary School. Similarly, at the Secondary stage, a minimum strength of 60 pupils in the standards VIII to XI of the senior secondary course and 15 pupils in each such standard will be necessary, provided that for the first four years after the commencement of provision of the facilities, a strength of 15 in each standard in which the facilities are provided, will be sufficient (Decision reached at the meeting of the Ministerial Committee of the Southern Zonal Council held in 1959 to consider Safeguards for Linguistic Minorities).

38.10 Linguistic Minorities in Border Areas

The border areas in certain States have conspicuous pockets of linguistic minorities. It is reiterated that the States/UT Administrations should be sensitive and responsive to the needs and aspirations of the linguistic minorities, especially in border areas, for harmonious integration and inclusive development. It would be preferable to post such official staff in border areas of the States as are knowledgeable about the local area conditions and the minority languages spoken in these areas.

In this context, there have been complaints from the Marathi-speaking people from the North Karnataka border areas, where the imposition of Kannad language on the Marathi-speaking people has been alleged for long. For example, the Marathi Speakers constitute more than 15% of the population of Belgaum taluka, Yet, it has been alleged that, the important Government Orders, Notifications, Rules, etc., are not disseminated to them in Marathi Language, in addition to Kannad, in the said taluka. The Government of Karnataka has been requested to address these issues appropriately.

It is recommended that the State Government should ensure effective implementation of the Constitutional and the nationally agreed Scheme of Safeguards for the linguistic minorities. In this context, it is relevant to refer their Notification No. D.P.A.R. 29 POL 79 dated 4-3-1980 which had mentioned the available safeguards for the benefit of the linguistic minorities that constitute 15% or more of the district/tehsil/municipality population. However, the aforesaid Government Order was later withdrawn for 'suitable modification and vetting' vide G.O. DPAR14LML2003(P) dated 6-5-2004.

The Commissioner therefore looks forward to the issue of appropriate G.O. by the Government of Karnataka after 'suitable modification and vetting', to enable the linguistic minorities which constitute 15% or more of the population of the particular Taluka/ Tehsil/Municipality, to avail themselves of the legitimate facilities including translation and dissemination of important Government Orders, Rules, Notifications, etc. in minority languages, in addition to the official principal language of the State. The Government of Karnataka needs to constitute appropriate Committees, both at the level of the State, (chaired by, preferably, Chief Secretary) and that of the District, (chaired by District Collector) to monitor and ensure the effective implementation of the Constitutional and the nationally agreed Scheme of the Safeguards.

The demographic composition of the area along with the needs and aspirations of the speakers of the minority languages should be recognized and effective measures taken to ensure implementation of the Constitutional rights and the nationally agreed Scheme of Safeguards for the linguistic minorities, for harmonious integration and inclusive development.

38.11 **Promotion of Minority Languages in States/UTs**

Effective action needs to be taken to protect, preserve and promote the minority languages in the States/UTs.

The Commissioner recommends expeditious establishment of the Language Academies for promotion of the minority languages, in the States/UTs, where it is yet to be done.

38.12 **Dissemination of Important Government Orders, Notifications, Rules, etc., in Minority Languages**

It is reiterated that the States/Union Territories need to disseminate important Government Orders, Rules, Notifications, etc. in the minority languages where its speakers constitute 15% or more of the local population so as to ensure their legitimate participation in the matters concerning general public in District/Tehsil/Taluka/Municipality in the State/UT. The States/UTs need to put in place appropriate arrangement for translation and publication of important government orders, notifications, etc., in minority languages in these notified areas.

38.13 **State and District Level Implementation Machinery**

It has been observed that many State Governments/UT Administrations have not constituted the Standing Committees at State/District levels. It is reiterated that there is an urgent and pressing need to evolve and institute an effective mechanism to monitor and ensure the implementation of the Constitutional and other Safeguards for the linguistic minorities at the State and the District levels.

38.14 **Adequate Financial Support to District Level Safeguards Implementation Committees**

All the State Governments and the Union Territory Administrations need to provide adequate financial support to 'District Level Safeguards Implementation Committees' so as to enable them to ensure effective and efficient implementation of the constitutionally ordained and nationally agreed Safeguards for the linguistic minorities in Districts/Tehsils/Talukas/Municipalities, wherein the linguistic minorities constitute 15% or more of the local population.

Such a measure as recommended above, will go a long way in addressing the needs and aspirations of the linguistic minorities at the District Level, especially in the border districts inhabited by the linguistic minorities.

38.15 Representations for Redress of Grievance in Minority Languages

The linguistic minorities are allowed to submit representations for the redress of grievance to any officer or authority of the Union or a State/UT in any of the languages used in the Union or in the State/UT, as the case may be.

The State Governments/UT Administrations need to ensure implementation of the Constitutional and other Safeguards for the linguistic minorities.

At the State level, the Safeguards Implementation Committee should be headed by, preferably the Chief Secretary to the State Government, and at the District level, it should be headed by the District Collector. The aforesaid Implementation Committees should take on board the local MPs/MLAs, preferably belonging to the linguistic minorities, so as to ensure their meaningful participation in decision making and in-depth involvement of various stakeholders, including the representatives of the linguistic minorities, to ensure that the safeguards for the linguistic minorities are implemented efficiently and effectively. These Committees at the State and District Levels should hold structured meetings at regular intervals and the Minutes of the Meetings may be circulated and maintained, as appropriate.

38.16 Vital Role of Nodal Officers in the States/UTs

The vital role of Nodal Officers for the linguistic minorities in the States/UTs in ensuring effective implementation of various safeguards cannot be overstressed. The Nodal Officers for the linguistic minorities need to be sensitized about the efficient and effective implementation of the Safeguards for the linguistic minorities and the importance of timely submission of replies to the Commissioner's Questionnaire.

The Commissioner, therefore, reiterates that an appropriately senior IAS officer in the State/UT is designated as Nodal Officer so as to ensure effective coordination and consultation with various departments dealing with affairs of the linguistic minorities.

38.17 **Generating Awareness about the Linguistic Rights and Nationally Agreed Scheme of Safeguards**

It is recommended that the State Governments/UT Administrations launch appropriate publicity campaigns about the Constitutional Rights and other Safeguards available to the linguistic minorities in order to spread awareness in their States/UTs.

38.18 **Development of Minority Languages, Tribal Languages, Traditional Knowledge and Rich Heritage**

It needs to be recognized that no State or Union Territory in India is monolingual. Each State/UT has the presence of varying percentage of the linguistic minorities. **As it were, every language in India is a minority language outside its own State.** It is, therefore, essential that all the State Governments and the Union Territory Administrations, in keeping with the spirit of the Constitution and the ethos of the country, should notify the local areas inhabited by linguistic minorities, wherever they constitute 15% or more of the district/tehsil/municipality population and ensure effective implementation of the Safeguards for them to enable them to preserve their linguistic and cultural identities as the integral constituents of the pluralistic, multilingual and multicultural society; thereby promoting national integration and inclusive development.

We are the largest democracy in the world where people have the inalienable right to enjoy the patronage of the State regardless of the place they live in or the way they worship or the language they speak. The Commissioner has tried to collate information, received from 16 States, wherein such Linguistic Minority Districts/Tehsils/Talukas/Municipalities have been identified as are having 15% or more speakers of the minority languages, as would be seen from Annexure-III to this Report.

The minority languages, including the tribal languages, need to be viewed as 'resource' and developed as such. As recruitment to the State/U.T. Services is normally done through written tests, the development of appropriate script for the tribal languages is vital to bring the tribals into the mainstream of the society for inclusive growth of the country. CIIL, Tribal Research Institute and the Ministry of Tribal Welfare should perform their pivotal role for development of the tribal languages and evolving their scripts, for example, in Arunachal Pradesh, most tribal languages do not have scripts except Bhoti and Pali languages.

It is therefore reiterated that an appropriate Central Scheme should be evolved and implemented for preservation and promotion of tribal languages, traditional knowledge and the rich heritage.

38.19 Allocating Financial Resources & Ensuring Trained Minority Language Teachers and Teaching Material

It indeed enjoins upon the States/UTs to ensure availability of the trained minority language teachers as well as the teaching material in minority languages for the students of

minority languages. The States/UTs should, therefore, initiate effective measures in order to ensure that there is no shortage of the trained minority language teachers or the appropriate teaching material in minority languages.

One of the problems for effective implementation of the Scheme of Safeguards for the linguistic minorities has been lack of allocation of adequate financial resources in certain States, which have affected preparation of Terminologies, Glossaries in minority languages, translation of important Acts, Orders, Notifications into minority languages, creation of posts for appointment of minority language teachers, creation of facilities for training of minority language teachers, preparation and printing of text books and teaching material in minority languages. Effective initiatives and steps should be taken to ensure that the linguistic minority students are given equal opportunities to study their mother languages in their Schools.

It is therefore recommended that the States/U.T.s should establish the Language Departments and allocate adequate financial resources, as appropriate, in order to ensure implementation of the safeguards for the linguistic minorities and development of minority languages; evolution of scripts for scriptless tribal, etc., languages; preservation of traditional knowledge and rich linguistic heritage in the country.

38.20 **Recruitment to State Public Services**

It is reiterated that in order to achieve inclusive growth and development, it is imperative that while appearing for recruitment tests, the linguistic minorities do not face discrimination on account of domiciliary restrictions or

insistence on prior knowledge of the State language. The State Reorganization Commission had also felt that for entry into 'State Services', a test of proficiency in the State language should not be insisted upon, and the test in State language could be held sometime before the end of probation. The Chief Ministers' Conference of 1961 also decided that in recruitment to the State Services under the State Government, prior knowledge of the State language should not be a bar to recruitment to the State Services.

It is reiterated that the above decision should be implemented by all the State Governments/UT Administrations so as to provide level playing field to the aspirants of recruitment to the civil services and generate a sense of satisfaction of having equal opportunities in the minds of the minority groups. Hence, the linguistic minorities should be allowed to acquire the required level of knowledge of the State language subsequent to recruitment but before completion of the period of probation.

38.21 Empowering the Commissioner for Linguistic Minorities

This recommendation is reiterated to enhance the effectiveness of this Constitutional and National Institution established under Article 350B of the Constitution of India so that this Constitutional Institution is appropriately empowered.

The growth in multilingual belts in urban India has led to the emergence of growing needs and aspirations among the linguistic minorities which call for effective and efficient implementation of the Safeguards for the linguistic minorities in order to ensure that the linguistic diversity remains a uniting and harmonizing factor in our polity for inclusive growth and development.

Therefore, the Commissioner for Linguistic Minorities needs to be appropriately empowered with the Executive Powers to summon and enforce the attendance of a person from any part of India for testimony; requisition a document or copy thereof from any office or individual; take appropriate action against the erring official(s) who are found to be responsible for negligence in implementation of the laid down Constitutional and other Safeguards for the linguistic minorities.

The appropriate empowerment of the Commissioner for Linguistic Minorities would enable this Constitutional Authority to effectively investigate into matters related to the Safeguards provided to the linguistic minorities and also enforce the implementation of the laid down Constitutional rights and other Safeguards for the linguistic minorities.

38.22 **Chief Ministers' Conference**

The scheme of Safeguards for the linguistic minorities was formulated in the Chief Ministers' Conference which was held as far back as in August 1961. Ever since, the linguistic scenario in the country has undergone significant change.

It is therefore recommended that the Chief Ministers' Conference may be institutionalized into an Annual Conference, which may, *inter alia*, deliberate on the current linguistic scenario in the States/UTs and evolve important initiatives for efficient and effective delivery of linguistic minority rights to the speakers of the minority languages in India for national integration and inclusive development of the country. The said Conference should also deliberate on the issues of the religious minorities in addition to the issues of the linguistic minorities.

38.23 GOVERNMENT OF INDIA

While I have dwelt, at length, on the state of implementation of the Safeguards for the linguistic minorities by the States/UTs in the foregoing Chapters, I also take a glance at the state of implementation of the Constitutional Safeguards for the linguistic minorities by the Central Government, too, because Article 350-B of the Constitution does not exclude any level of governance from the purview of the Commissioner for Linguistic Minorities in discharge of his constitutional duties.

38.24 Ministry of Home Affairs, Government of India

It is in the fitness of things that the Commissioner for Linguistic Minorities has since been nominated as "Special Invitee" to the National Integration Council as it is important to ensure level playing field and equal opportunities for the linguistic minorities as well as promotion of their minority languages for achieving inclusive development and national integration.

It is recommended that the issue of efficient and effective implementation the Safeguards for the linguistic minorities may be considered for inclusion in the Agenda of the next meeting of the National Integration Council as promotion of the minority languages play an important, harmonizing role in national integration.

The Department of Official Languages has been intrested in the task of developing software for the Indian languages in addition to Hindi language. It would be helpful to extend this technological tool to facilitate the teaching-learning process in minority languages as well as evolving technology of cost-effective production of text books and teaching material in minority languages.

English is the official language of Chandigarh whereas 67.53% and 27.89% of its population speak Hindi and Punjabi languages, respectively. Similarly, English is the official language of Lakshadweep whereas 85% of its population speaks Malayalam. Although the Urdu Speakers constitute 7.99% of the population of Uttar Pradesh, it is the 2nd Official Language of the State. Similarly, Urdu is spoken by only 2.06% of the population of West Bengal. Yet the Government of West Bengal is considering to declare Urdu as an additional official language of the State. [These percentages are based on Census-2001]

It is recommended that the Ministry of Home Affairs, Government of India, may take appropriate action in this regard and consider evolving consensus on the official languages policy in the States/UTs.

The Commissioner recommends that if the speakers of certain language constitute 50% or more of the State/District population, it should be appropriate to consider the claim of that language to be 'additional official language' of the particular State/U.T./District.

38.25 **Ministry of HRD, Government of India**

The Commissioner reiterates that education is the most powerful vehicle for protection of the language, script and culture of the linguistic minorities. The languages, with their distinct bearing on identity, communication, education and development, play important and strategic role in:

- a. ensuring cultural diversity and sustainable development;
- b. preserving cultural heritage;
- c. achieving national integration; and
- d. building inclusive growth societies.

Hence, the Commissioner reiterates the importance of nourishing multilingualism for national integration and inclusive development. The Ministry of Human Resource Development, Government of India, is urged to evolve appropriate policies and programmes aimed at preserving and promoting our rich traditional knowledge and wisdom inherent in our linguistic heritage and the minority languages, including tribal languages, for national integration and inclusive development in the country.

The Central Institute of Indian Languages and the other Language Institutions functioning under the Ministry of HRD, Government of India, are advised to undertake preparation of terminologies and dictionaries in minority languages, including evolving appropriate scripts for the scriptless tribal and other minority languages, in collaboration with the Tribal Research Institutes and the States/UTs, as appropriate and feasible.

38.26 **Language Policy**

There is a growing need to ensure protection, preservation and promotion of the minority languages in our multilingual and multicultural social milieu. The Language Academies set up by the State Governments mainly cater to the languages listed in Schedule VIII of the Constitution. It is therefore reiterated that a comprehensive language policy for promotion and protection of the minority languages, including tribal languages, should be evolved and implemented for the benefit of the linguistic minorities, so as to ensure equal opportunities and inclusive development for every one in the country.

The Commissioner for Linguistic Minorities has been impressing upon all stakeholders the need to nourish and celebrate multilingual environment reflecting all expressions of cultural diversity in the country. In this context, it is hoped that the Ministry of Human Resource Development, Government of India, would appropriately reinforce the measures to meet the growing aspirations of the multilingual, multicultural society, including the linguistic minorities and the ever increasing migrants to the expanding cities in the country, taking into account the imperatives of language development for the minority / tribal languages in the country. The Language Policy must sub-serve the needs and aspirations of the speakers of all languages, including the minority languages so as to achieve equity, national integration and inclusive development.

38.27 **Three Language Formula**

☆ It is reiterated that the Government of India, Ministry of Human Resource Development, the State Governments, the UT Administrations, NCERT, CIIL and all stakeholders should ensure effective implementation of the Three Language Formula in the country for promotion of national integration and inclusive development.

38.28 **Ministry of Information & Broadcasting, Govt. of India**

The linguistic minorities constitute almost one fifth of the population of our country. They have been provided the Constitutional and other nationally agreed Safeguards so as to ensure equal opportunities and inclusive development in the

country. It is therefore considered essential to initiate an effective publicity campaign to generate awareness among people about the existing safeguards available to the linguistic minorities, which are spread throughout the country. The States/UTs, too, need to devise, design and develop appropriate media campaigns and outreach programmes to publicize the Constitutional and various other Safeguards for the linguistic minorities.

The Ministry of Information and Broadcasting is best-suited and best-equipped to significantly contribute to the development of languages and preservation of culture of the linguistic minority groups through its mass media communication channels, which are very potent instruments for generating awareness about the rights of and the safeguards for the linguistic minorities and for furthering the cause of the minority languages.

Pursuant to my recommendation, Government of India, the Ministries of Minority Affairs and Information and Broadcasting have constituted a Joint Committee to initiate an effective publicity campaign to generate awareness among the stakeholders about the existing constitutional and various other safeguards available to the linguistic minorities.

The Commission therefore recommends that the Joint Committee, so constituted, must accomplish its assigned task expeditiously in consultation and coordination with the Commissioner for Linguistic Minorities as the Hon'ble Parliamentary Committee On Papers Laid On The Table, in its 138th Report dated 21-12-2011, has also recommended as

follows: "The Committee ...therefore, recommends that the Commissioner for the Linguistic Minorities should generate awareness about rights of linguistic minorities and obligations of the Governments in this regard. The Commissioner should use publicity channels to educate people of the rights of the linguistic minorities."

The representations have also been received by the Commissioner from the Sindhi linguistic minority associations for an appropriate DD Channel for promotion of their language and culture. The Commissioner hopes that the Prasar Bharati would be able to take up new initiatives, including launching of new Doordarshan channels, as appropriate, in due course of time, immediately after their on-going scheme of digitalization of the Doordarshan network and services for upgrading its DTH network is accomplished and the issues of resource crunch and staff shortage are effectively addressed.

38.29 **Ministry of Tribal Welfare, Government of India**

☆ The tribal languages are the minority languages. Bhili is spoken by 40.42% in Dadra & Nagar Haweli, which calls for its development and promotion. The UT Administration should establish the language Academy for promotion of Bhili language which should work in cooperation with the Tribal Research Center, Government of India. Similarly, an Andaman and Nicobar Islands, Nicobari is spoken by more than 60% of the population of the Nicobar District. Then, there are the tribal languages in many States in our Country, e.g., Arunachal Pradesh, Manipur, Chhattisgarh, Madhya Pradesh, West Bengal, etc., which need to be developed. The Ministry of Tribal Welfare and its Tribal Research Institutes, in collaboration with the Central Institute of Indian Languages, need to vigorously follow up their endeavour to evolve appropriate scripts for the scriptless tribal languages for the development of tribal languages in the country.

38.30 **Ministry of Culture, Government of India**

Article 29 of the Constitution says that the State shall endeavour to preserve the language, script and the culture of all the groups. Many of the linguistic minority groups are tribals. Therefore, it enjoins upon the Ministries of Culture, HRD, and Tribal Welfare to take meaningful measures for the preservation, protection and promotion of the languages and culture of the linguistic minorities, including sizeable tribal groups.

In addition to the Language Academies set up by the State Governments/UT Administrations, the non-profit NGOs may be motivated for promotion of the minority languages. The Government of India, the Ministry of Culture too should evolve an appropriate scheme of supporting such registered NGOs/Institutions, which have a proven track record of promotion of the minority languages and culture. A list of the local areas in some States, where the linguistic minorities form 15% or more of the local area population appears as Annexure III to this Report.

38.31 **Conclusion**

The Scheme of Safeguards, by itself, cannot automatically bring about effective implementation of the Safeguards for the linguistic minorities. The majority language groups must treat linguistic minorities with understanding and empathy. The linguistic minorities, on their part, must prove themselves that they are second to none in ensuring harmonious development of the State of which they happen to be residents. The important role of the State Governments/UT Administrations in effective Implementation of the Safeguards for the linguistic minorities cannot be overemphasized.

The States/UTs must ensure the level playing field and equal opportunities for the linguistic minorities in order to achieve effective implementation of the Constitutional and other Safeguards provided to them for inclusive growth and national integration.

The Commissioner acknowledges the generally meaningful and useful work of the Central/State Governments/UT Administrations towards implementation of the Scheme of Safeguards for the linguistic minorities. It is expected and hoped that they would accomplish still more useful and effective work in future and looks forward to vigorous and effective implementation of the Safeguards for the linguistic minorities in the country.

The Commissioner expresses his sense of gratitude to the Government of India and to the Governments/Administrations of the States/UTs for their cooperation in performance of his Constitutional duties efficiently and effectively.

NANDLAL JOTWANI
Commissioner for Linguistic Minorities in India
Ministry of Minority Affairs
Government of India

COMMISSIONER FOR LINGUISTIC MINORITIES IN INDIA

1. **Vision Statement**

Streamlining and strengthening implementation machinery and mechanism for effective implementation of the Constitutional Safeguards for the Linguistic Minorities, thereby, ensuring protection of the rights of speakers of the minority languages so as to provide them equal opportunities for inclusive and integrated development.

2. **Mission Statement**

To ensure that all the States/U.T.s effectively implement the Constitutional Safeguards and the nationally agreed scheme of Safeguards for the linguistic minorities for providing them equal opportunities for inclusive development.

3. **Functions**

- a. To investigate all matters related to safeguards provided to the linguistic minorities.
- b. Report to H.E. President of India regarding the status of implementation of the Constitutional and the nationally agreed Safeguards for the linguistic minorities.
- c. Monitoring status of implementation of Safeguards through Questionnaires, Visits, Conferences, Seminars, Meetings, Review Mechanism, etc.

4. **Key Objectives**

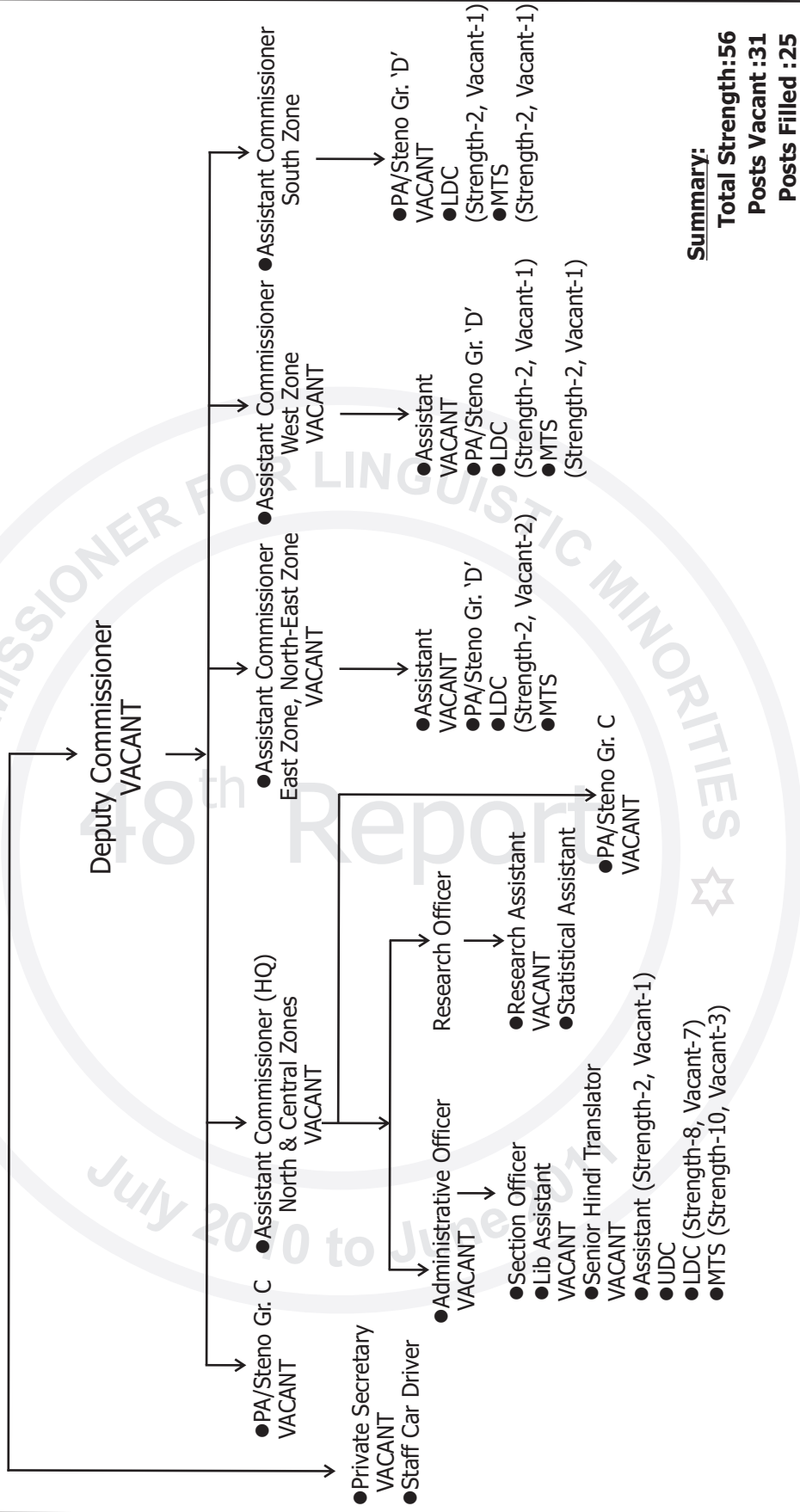
- a. To submit to the Hon'ble President of India, the Reports as mandated under Article 350B (2) of the Constitution on the status of implementation of the Constitutional and the nationally agreed Safeguards for the linguistic minorities.

- b. To provide equal opportunities to the linguistic minorities for inclusive development and national integration.
- c. To spread awareness amongst the linguistic minorities about the Safeguards available to them.
- d. To ensure effective implementation of the Safeguards provided for the linguistic minorities in the Constitution and other Safeguards, which are agreed to by the States/U.T.s.
- e. Handling the representations for redress of grievances related to the Safeguards for linguistic minorities.

ORGANIZATION

COMMISSIONER Shri NANDLAL JOTWANI	:	0532-2468549 (Tele/Fax) 09311902211 (Mobile) n.jotwani@nic.in clm-mma@nic.in
Head Quarters Office	:	40, Amar Nath Jha Marg Allahabad 211002 (U.P.)
Deputy Commissioner	:	VACANT
Assistant Commissioner (HQ)	:	VACANT
Administrative Officer (HQ)	:	VACANT
Research Officer Shri Yogendra Prasad	:	0532-2468814 (O) Fax: 0532-2468544 (O)
Assistant Commissioner (East & North-East Zone)	:	VACANT 67, Bentick Street, West Wing Fourth Floor, Kolkata - 700069 033-22373572 (O)
Assistant Commissioner (Western Zone)	:	VACANT Building No. 23(1), Fort, Belgaum -510016 0831-2422764 (O)
Assistant Commissioner (South/West/Eeast Zones) Shri S. Shiva Kumar	:	Rajaji Bhawan, Second Floor, E- Wing Besant Nagar, Chennai -600 090 044-24919348(O) 09444909348 (M)

ORGANIZATION COMMISSIONER



Summary:
Total Strength:56
Posts Vacant :31
Posts Filled :25

Safeguards For Linguistic Minorities

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

- (A) The Constitution of India.
- (B) The Safeguards agreed to the national level from time to time.

(A) **CONSTITUTIONAL SAFEGUARDS FOR LINGUISTIC MINORITIES IN INDIA**

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

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

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

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

(iii) Article 347: Special Provision relating to Language Spoken by a Section of the Population of a State:

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

(iv) Article 350: Language to be used in representations for redress of grievances:

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

(v) Article 350 A: Facilities for instruction in Mother-Tongue at primary stage:

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

(vi) Article 350 B: Special Officer for linguistic minorities:

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

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

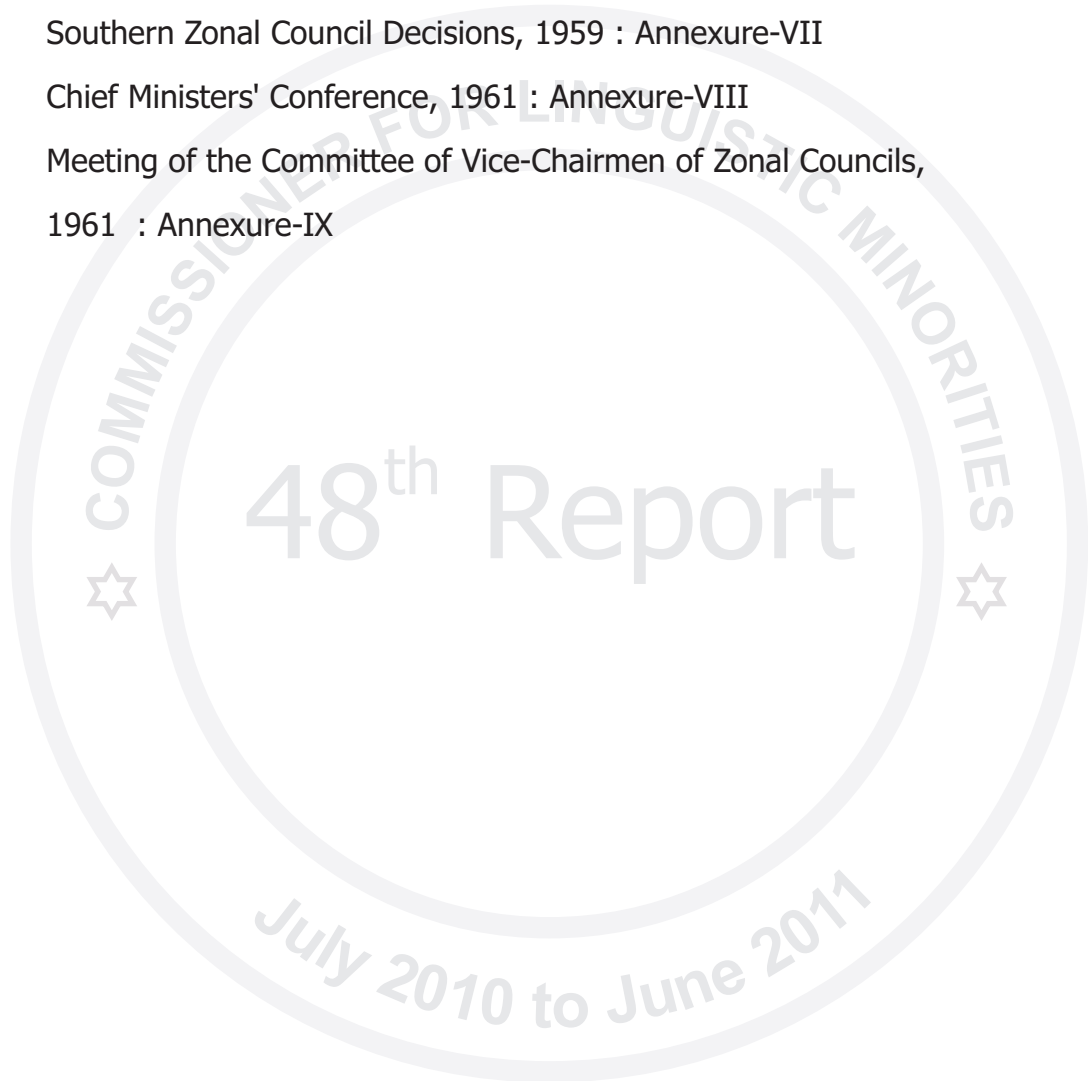
(vii) The Articles of the Constitution Guaranteeing to Citizens Certain Fundamental Rights.

Equality before law (Article 14), prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15) and equality of opportunity in matters of public employment (Article 16) also operate as safeguards for linguistic minorities.

(B) SAFEGUARDS FOR LINGUISTIC MINORITIES AGREED TO AT THE NATIONAL LEVEL

In addition to the Constitutional Safeguards, the detailed scheme for the practical implementation of safeguards has been worked out on the basis of decisions arrived at various Conferences :

- a. Education Ministers' Conference, 1949 : Annexure-V
- b. Government of India Memorandum, 1956 : Annexure-VI
- c. Southern Zonal Council Decisions, 1959 : Annexure-VII
- d. Chief Ministers' Conference, 1961 : Annexure-VIII
- e. Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961 : Annexure-IX



ANNEXURE-III

**Linguistic Minority Districts/Tehsils/Talukas/
Municipalities Having 15% or More
Speakers of Minority Languages**

I. The minority languages spoken by 15% or more of the District/Tehsil/Taluka/Municipality population, are as follows:

1. Delhi

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

2. Haryana

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

3. Jharkhand

District	Block (Tehsil/town)	Language	Percentage
Garhwa	Dhurki	Kurukh/Oraon	23.75
	Dandai	Kurukh/Oraon	16.41
Palamu	Chainpur	Chero/Kurukh	18.09
Latehar	Manika	Kurukh/Oraon	46.41
	Barwadih	Kurukh/Oraon	48.91
	Latehar	Kurukh/Oraon	41.52
	Balumath	Kurukh/Oraon	25.03
	Chandwa	Kurukh/Oraon	41.21

Godda	Poreyahat	Santali	36.85
Sahebganj	Mandro	Santali	59.39
	Barhet	Santali	56.39
	Teljhari	Santali	59.44
Pakur	Hiranpur	Santali	41.42
	Pakur	Santali	15.48
	Maheshpur	Santali	49.80
Dumka	Saraiyahat	Santali	20.47
	Jarmundi	Santali	25.92
	Ramgarh	Santali	49.07
	Raneshwar	Santali	44.99
	Dumka	Santali	35.74
	Jama	Santali	51.20
	Masaliya	Santali	59.12
Jamtara	Narainpur	Santali	24.83
	Jamtara	Santali	29.81
	Nala	Santali	39.22
	Kundhit	Santali	35.43
Ranchi	Burmu	Kurukh/Oraon	28.06
	Kanke	Kurukh/Oraon	23.29
	Ormanjhi	Kurukh/Oraon	35.34
	Angara	Mundari	54.79
	Sili	Mundari	26.42
	Sonahatu	Mundari	24.37
	Ratu	Kurukh/Oraon	48.15
	Mandar	Kurukh/Oraon	58.34
	Chanho	Kurukh/Oraon	53.84
	Bero	Kurukh/Oraon	56.69
Lohardaga	Bundu	Mundari	48.95
	Tamar	Mundari	44.12
	Kuru	Kurukh/Oraon	48.73
Gumla	Lohardaga	Kurukh/Oraon	47.90
	Gumla	Kurukh/Oraon	55.01
W. Singhbhum	Palkot	Kharia	59.40
	Chankradharpur	Ho	44.32
	Noamundi	Ho	55.32
	Chaibasa	Ho	55.04
	Jagannathpur	Ho	57.49

Saraikele Kharsawan	Kharsawan	Ho/Mundari	37.95
	Chandil	Mundari	35.31
	Ichagarh	Bhumij	29.30
	Nimdih	Bhumij/Santhali	32.19
	Adityapur (Gamharia)	Ho/Mundari	21.35
	Saraikele	Ho/Mundari	41.03
	Govindpur (Rajnagar)	Mundari	50.43
E.Singhbhum	Patamda	Bhumij	40.39
	Ghatsila	Ho/Mundari	40.31
	Potka	Ho/Mundari	51.34
	Musabani	Ho/Mundari	43.08
	Dhalbumgarh	Ho/Mundari	59.23
	Chakulia	Bhumij	47.11
	Bahragora	Bhumij/Santali	37.37

4. Assam

District	Language	Percentage
Karimganj	Bengali	84.8
Hailakandi	-do-	82.3
Cachar	-do-	75.6
Barpeta	-do-	28.5
Bongaigaon	-do-	27.7
Nagaon	-do-	24.7
Goalpara	-do-	22.4
Kokrajhar	-do-	19.7
N.C. Hills	-do-	15.7
Kokrajhar	Bodo	39.5
Bongaigaon	-do-	16.5
Dhemaji	Mising	26.0
Karbi Anglong	Karbi	44.0
N.C. Hills	Dimassa	32.0

5. Meghalaya

District	Language
West Garo Hills	Bengali
East Garo Hills	Garo

South Garo Hills	Garos
West Khasi Hills	Khasi
East Khasi Hills	Khasi
Jaintia Hills	Khasi
Ri Bhoi District	Khasi

6. Mizoram

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

7. Nagaland

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

8. Odisha

District	Tehsil/Taluka/ Municipality	Language	Percentage
Kandhamal	-	Kui	-
Mayurbhanj	-	Santhali	-
Sundargarh	-	Hindi	-

9. Tripura

District	Language	Percentage
Dhalai Tripura	Kok Borok	54.00

South Tripura	Kok Borok	37.72
North Tripura	Kok Borok	25.46
West Tripura	Kok Borok	25.00

10. West Bengal

District	Tehsil/Taluka/ Municipality	Language	Percentage
Darjeeling	Kurseong	Nepali	+15
	Kalimpong	Nepali	+15
	Darjeeling	Nepali	+15
Uttar Danajpur	Goalpokhar-I	Urdu	21.65
	Goalpokhar-II	Urdu	15.37
Hooghly	Champdani	Urdu	23.52
	Bhadreswar	Urdu	19.41
	Rishra	Urdu	15.26
North 24 Pargans	Titagarh	Urdu	21.83
	Kamarhati	Urdu	21.85

11. Dadra & Nagar Haveli

District	Tehsil/Taluka/ Municipality	Language	Percentage
☆ DNH	01 DNH	Gujarati	23.62
		Hindi	15.07

12. Karnataka

District	Taluka	Total population	Marathi Speaking Population	Percen- -tage
Belgaum	Athani	4,61,862	74,645	16.16
	Khanapur	2,43,185	126,381	51.96
Bidar	Basvakalyana	2,99,910	71,220	23.74
	Bhalki	2,57,042	87,167	33.91
	Aurad	2,45,294	89,206	36.36
Uttara Kannada	Supa	48,914	21,562	44.08
	Haliyala	105,851	59,271	55.99
	Yellapura	73,497	11,955	16.26
Chikkaballa- pur	Chikkaballa- pur	191,122	68,146	35.65
District	Taluka	Total population	Urdu Speaking Population	Percen- -tage
Bijapur	Bijapur	5,69,348	1,16,379	20.44
	Sindagi	3,26,655	51,771	15.85

Gulbarga	Gulbarga	6,75,679	1,81,662	26.89
	Chittapur	3,66,802	73,656	20.08
	Jevargi	2,35,254	35,462	15.07
Bidar	Basavakalyana	2,99,910	50,736	16.91
	Bidar	4,05,294	1,12,557	27.75
Raichur	Raichur	4,35,380	73,940	16.98
Dharwad	Hubli Dharwad	7,86,195	1,93,590	24.62
	Mundgod	90,738	14,111	15.55
Haveri	Shiggaon	1,66,742	37,541	22.51
	Savanur	1,43,885	36,348	25.26
	Hangal	2,30,750	48,009	20.81
Bellary	Hospet	3,74,949	57,794	15.41
Devangere	Davangere	6,02,523	93,438	15.51
	Harihar	2,45,654	39,736	16.18
Shimoga	Shimoga	4,45,192	75,842	17.04
Tumkur	Tumkur	51,661	78,257	15.15
Kolar	Kolar	2,42,593	62,296	18.18
	Mulbagal	2,31,302	35,148	15.20
Ramnagar	Ramnagar	2,38,347	39,198	16.45
Mysore	Mysore	10,38,490	1,56,740	15.09

District	Taluka	Total population	Tamil Speaking Population	Percentage
Kolar	Bangarpet	4,21,437	1,18,880	28.2
Bangalore	Bangalore	12,04,745	9,15,913	18.4
	Bangalore South	10,09,924	1,67,159	16.5

District	Taluka	Total population	Telugu Speaking Population	Percentage
Gulbarga	Sedam	1,96,154	59,549	30.3
Raichur	Raichur	4,35,380	1,15,980	26.6
Chitradurga	Molakalmuru	1,26,742	30,680	24.20
	Holalkere	1,97,766	9,290	46.9
Tumkur	Pavagada	2,46,255	92,479	37.55
Kolar	Kolar	10,00,607	-	39.4
	Srinivaspur	1,84,721	1,14,459	61.9
	Malur	2,07,009	63,072	30.4
	Bangarpet	4,21,437	1,39,357	33.06

	Mulbargal	2,31,302	91,416	39.5
	Kolar	3,42,593	53,214	15.5
Chikkaballa- pur	Chikkaballapur	1,91,122	68,146	35.65
	Gauribidnur	2,71,119	81,711	30.13
	Gudibande	51,828	34,731	67.0
	Shidlgatta	1,93,965	71,613	36.9
	Chimtamani	2,71,284	1,62,701	59.9
Bangalore	Bangalore	42,11,437	1,39,357	33.06
	Bangalore South	10,09,924	2,11,731	20.96
	Anekal	2,99,428	81,641	27.26
Bangalore Rural	Doddaballapur	2,68,332	42,730	15.92
	Devanahally	1,85,326	44,308	23.9
	Hosakote	2,22,430	48,833	21.95

13. Maharashtra

District/Tehsil/ Municipality	Mother Tongue	No. of Speakers	Total Population	Perce- ntage
Nandurbar	Bhili/Bhilodi	7,70,652	13,11,709	58.75
Akkalkuw	Bhili/Bhilodi	142,960	1,77,737	80.43
Akrani	Bhili/Bhilodi	1,21,575	1,36,504	89.06
Talode	Bhili/Bhilodi	87,630	1,28,531	68.18
Shahade	Bhili/Bhilodi	1,51,668	3,35,346	45.23
Shahade	Khandeshi	73,654	3,35,346	21.96
Nandurbar	Bhili/Bhilodi	95,190	2,94,084	32.37
Nandurbar	Khandeshi	72,887	2,94,084	24.78
Nawapur	Bhili/Bhilodi	1,71,629	2,39,507	71.66
Dhule	Khandeshi	6,96,403	17,07,947	40.77
Shirpur	Hindi	51,352	3,37,553	15.21
Shirpur	Marathi	66,970	3,37,553	19.84
Shirpur	Bhili/Bhilodi	77,956	3,37,553	23.09
Shirpur	Khandeshi	1,19,230	3,37,553	35.32
Sindkhede	Khandeshi	1,82,022	2,87,517	63.31
Sakri	Konkani	84,663	3,63,092	23.32
Sakri	Bhili/Bhilodi	80,728	3,63,092	22.23
Sakri	Khandeshi	1,30,504	3,63,092	35.94
Dhule	Khandeshi	2,64,647	7,19,785	36.77
Jalgaon	Khandeshi	5,92,275	36,82,690	16.08
Chopda	Khandeshi	1,02,273	2,71,863	37.62

Erandol	Khandeshi	34,842	1,48,114	23.52
Dharangaon	Khandeshi	55,295	1,60,622	34.43
Amalner	Khandeshi	1,23,149	2,62,522	46.91
Parola	Khandeshi	88,990	1,69,919	52.37
Bhadgaon	Khandeshi	64,389	1,42,168	45.29
Chalisgaon	Khandeshi	60,095	3,56,808	16.84
Pachora	Khandeshi	43,532	2,51,907	17.28
Buldana				
Malapur	Urdu	26,271	1,58,186	16.61
Akola	Urdu	2,70,373	16,30,239	16.58
Akot	Urdu	37,300	2,32,493	16.04
Balapur	Urdu	40,459	1,69,159	23.92
Akola	Urdu	1,14,145	6,56,746	17.38
Barshitakli	Hindi	20,956	1,32,720	15.79
Wasim	Hindi	1,53,653	10,20,216	15.06
Mangrulpir	Hindi	22,612	1,49,855	15.09
Karanja	Hindi	28,524	1,88,540	15.13
Karanja	Urdu	32,133	1,88,540	17.04
Manora	Hindi	52,824	1,35,132	39.09
Amarwati				
Dharni	Korku	95,301	1,47,086	64.79
Chikhaldara	Korku	63,987	95,561	66.96
Achalpur	Urdu	44,458	2,52,513	17.61
Amravati	Urdu	1,16,353	6,78,192	17.16
Nagpur	Hindi	7,87,515	40,67,637	19.36
Savner	Hindi	49,782	2,23,165	22.31
Parseoni	Hindi	29,589	1,41,731	20.88
Ramtek	Hindi	32,187	1,51,626	21.23
Ramtek	Gondi	26,728	1,51,626	17.63
Kamptee	Hindi	38,450	2,09,003	18.40
Nagpur (Rural)	Hindi	31,322	1,99,401	15.71
Nagpur (Urban)	Hindi	4,86,953	20,52,066	23.73
Hingna	Hindi	36,411	1,85,115	19.67
Bhandara				
Tumsar	Hindi	35,629	2,13,843	16.66
Gondiya	Hindi	3,18,171	12,00,707	26.50
Tirora	Hindi	46,498	1,65,516	28.09
Goregaon	Hindi	34,289	1,16,685	29.39
Gondiya	Hindi	1,37,769	3,71,746	37.06
Amgaon	Hindi	28,421	1,22,504	23.20

Salekasa	Hindi	32,805	77,690	42.23
Deori	Hindi	24,270	1,02,093	23.77
Deori	Gondi	17,159	1,02,093	16.81
Gadchiroli	Gondi	2,25,126	9,70,294	23.20
Kurkheda	Gondi	17,588	77,936	22.57
Korchi	Hindi	11,230	40,736	27.57
Korchi	Gondi	20,599	40,736	50.57
Dhanora	Gondi	40,488	77,346	52.35
Mulchera	Bangali	18,182	39,611	45.90
Mulchera	Gondi	11,089	39,611	27.99
Etapalli	Gondi	49,163	70,627	69.61
Bhamragad	Gondi	21,438	31,679	67.67
Aheri	Telugu	25,616	1,03,759	24.69
Aheri	Gondi	39,608	1,03,759	38.17
Sironcha	Telugu	54,954	69,773	78.76
Chandrapur				
Chandrapur	Hindi	76,827	4,40,897	17.43
Ballarpur	Hindi	28,133	1,33,722	21.04
Yavatmal	Hindi	4,97,103	24,58,271	20.22
Ner	Hindi	23,422	1,10,762	21.15
Yavatmal	Hindi	59,208	3,35,967	17.62
Darwha	Hindi	51,018	1,73,480	29.41
Digras	Hindi	50,890	1,34,928	37.72
Pusad	Hindi	90,311	2,85,458	31.64
Umardhed	Hindi	41,571	2,22,818	18.66
Mahagaon	Hindi	51,554	1,58,230	32.58
Arni	Hindi	52,396	1,39,861	37.46
Ghatanji	Gondi	20,993	1,25,214	16.77
Zari-Jamani	Telugu	11,560	72,239	16.00
Nanded				
Mahoor	Hindi	34,277	86,782	39.50
Kinwat	Hindi	53,585	2,10,630	25.44
Nanded	Urdu	1,38,026	5,98,969	23.04
Parbhani				
Parbhani	Urdu	97,656	4,60,778	21.19
Pathri	Urdu	18,429	1,10,218	16.72
Jalna				
Jalna	Hindi	70,741	4,32,129	16.37

Aurangabad				
Kannad	Hindi	51,310	2,91,267	17.62
Soegaon	Hindi	24,990	90,142	27.72
Sillod	Urdu	56,446	2,91,056	19.39
Aurangabad	Urdu	2,39,101	11,65,567	20.51
Khuldabad	Urdu	18,210	1,01,500	17.94
Nasik				
Kalwan	Konkani	59,251	1,65,609	35.78
Deola	Khandeshi	51,808	1,29,988	39.86
Baglan	Khandeshi	1,53,155	3,11,395	49.18
Malegaon	Urdu	3,28,393	7,89,230	41.61
Malegaon	Khandeshi	1,45,364	7,89,230	18.42
Thane	Hindi	13,46,816	81,31,849	16.56
Talasari	Bhili/Bhilodi	87,941	1,21,217	72.55
Dhanu	Bhili/Bhilodi	1,40,001	3,31,829	42.19
Vasai	Hindi	1,44,429	7,95,863	18.15
Thane	Hindi	582,597	24,86,941	23.43
Bhiwadi	Hindi	1,62,947	9,45,582	17.23
Bhiwadi	Urdu	320,826	9,45,582	33.93
Kalyon	Hindi	1,95,465	12,76,614	15.31
Ulhasnagar	Sindhi	93,012	4,73,731	19.63
Ulhasnagar	Sindhi	1,63,272	4,73,731	34.47
Raigarh				
Murud	Urdu	13,646	72,046	18.94
Shrivardhan	Urdu	16,412	85,071	19.29
Mhasla	Urdu	11,964	61,010	19.61
Bid	Urdu	68,840	3,93,282	17.50
Solapur				
Solapur North	Telugu	1,77,779	9,60,803	18.50
Solapur North	Kannada	99,190	2,10,774	47.06
Akkalkot	Kannada	1,62,323	2,90,037	55.97
Sindhudurg				
Sawantwadi	Konkani	22,947	1,48,980	15.40
Kolhapur				
Gandhinglai	Kannada	37,400	2,16,257	17.29
Sangli				
Jat	Kannada	96,766	2,83,950	34.08
Greater Mumbai (M.Corp)	Hindi	25,82,201	119,78,450	21.56

Nandurbar				
Talode (M CI)	Khandeshi	6,112	25,036	24.41
Talode (M CI)	Bhili/Bhilodi	5,594	25,036	22.34
Talode (M CI)	Hindi	3,903	25,036	15.59
Purushottam-nagar (CT)	Bhili/Bhilodi	574	3,594	15.97
Purushottam-nagar (CT)	Gujarati	1,308	3,594	36.39
Purushottam-nagar (CT)	Khandeshi	804	3,594	22.37
Shahade (M CI)	Urdu	13,495	49,696	27.16
Nandurbar (M CI)	Khandeshi	19,045	94,368	20.18
Nandurbar (M CI)	Urdu	14,170	94,368	15.02
Nawapur (M CI)	Gujarati	5,599	29,979	18.68
Dhule				
Shirpur-Warwade (M CI)	Khandeshi	17,350	61,694	28.12
Dondaicha-Warwade (M CI)	Khandeshi	16,209	42,436	38.20
Dhule (M CI)	Urdu	81,730	3,41,755	23.91
Jalgaon				
Chopda (M CI)	Urdu	14,496	60,865	23.82
Yawal (M CI)	Urdu	11,375	31,803	35.77
Faizpur (M CI)	Urdu	7,336	23,694	30.96
Savda (M CI)	Urdu	4,932	19,332	25.51
Raver (M CI)	Urdu	8,942	25,993	34.40
Kandari (CT)	Hindi	2,797	15,192	18.41
Bhudawal (M CI)	Urdu	26,738	1,72,372	15.51
Bhudawal (M CI)	Hindi	28,394	1,72,372	16.47
Dharangaon (M CI)	Urdu	7,209	33,625	21.44
Amalner (M CI)	Khandeshi	15,662	91,490	17.12
Parola (M CI)	Khandeshi	9,786	34,799	28.12
Erandol (MC)	Khandeshi	6,580	30,120	21.85
Erandol (MC)	Urdu	5,438	30,120	18.05
Buldana				
Jalgaon (Jamod) (M CI)	Urdu	7,347	26,282	27.95
Malkapur (M CI)	Urdu	25,015	61,012	41.00
Nandura (M CI)	Urdu	9,981	37,469	26.64
Shegaon (M CI)	Urdu	10,691	52,423	20.39
Khamgaon (M CI)	Urdu	17,559	88,687	19.80

Khamgaon (M CI)	Hindi	16,441	88,687	18.54
Buldana (M CI)	Urdu	12,148	62,972	19.29
Chikhli (M CI)	Urdu	9,289	48,428	19.18
Mehkar (M CI)	Urdu	9,368	37,715	24.84
Deulgaon Raja (M CI)	Urdu	4,494	24,372	18.44
Lonar (M CI)	Urdu	4,837	20,082	24.09
Lonar (M CI)	Hindi	3,781	20,082	18.83
Akola				
Telhara (M CI)	Hindi	3,302	18,906	17.47
Akot (M CI)	Urdu	27,165	80,726	33.65
Balapur (M CI)	Urdu	27,336	39,502	69.20
Akola (M CI)	Urdu	1,01,121	4,00,520	25.25
Akola (M CI)	Hindi	60,590	4,00,520	15.13
Patur (M CI)	Urdu	10,885	20,538	53.00
Murtijapur (M CI)	Urdu	8,583	38,554	22.26
Murtijapur (M CI)	Hindi	6,174	38,554	16.01
Washim				
Karanja (M CI)	Urdu	22,464	60,158	37.34
Mangrulpir (M CI)	Urdu	10,314	27,815	37.08
Mangrulpir (M CI)	Hindi	4,860	27,815	17.47
Risod (M CI)	Urdu	4,706	27,516	17.10
Risod (M CI)	Hindi	4,224	27,516	15.35
Washim (M CI)	Urdu	9,500	62,956	15.09
Washim (M CI)	Hindi	11,968	62,956	19.01
Amrawati				
Chikhaldara (M CI)	Korku	981	4,711	20.82
Anjangaon (M CI)	Urdu	16,659	51,170	32.56
Achalpur (M CI)	Urdu	34,340	1,07,316	32.00
Achalpur (M CI)	Hindi	19,939	1,07,316	18.58
Chandurbazar (M CI)	Urdu	5,087	17,635	28.85
Chandurbazar (M CI)	Hindi	2,848	17,635	16.15
Morshi (M CI)	Urdu	5,609	33,607	16.69
Shendurjana (M CI)	Urdu	3,676	21,083	17.44
Daryapur Banosa (M CI)	Urdu	7,897	34,397	22.96

Amrawati (M Corp)	Urdu	1,03,057	5,49,510	18.75
Dattapur Dhamangaon (M CI)	Hindi	5,142	21,426	24.00
Wardha				
Warda (M CI)	Hindi	18,814	1,11,118	16.93
Pulgaon (M CI)	Hindi	8,027	36,522	21.98
Nagpur				
Mowad (M CI)	Hindi	1,337	8,737	15.30
Savner (M CI)	Hindi	7,932	26,712	29.69
Khapa (M CI)	Hindi	3,279	14,972	21.90
Walani (CT)	Hindi	5,783	10,716	53.97
Sillewada (CT)	Hindi	4,620	8,503	54.33
Chicholi (CT)	Hindi	3,230	18,478	17.48
Teladi (CT)	Hindi	11,498	17,180	66.93
Kanhan (Pipri) (CT)	Hindi	3,807	21,842	17.43
Kandri (CT)	Hindi	2,260	8,124	27.82
Totaladoh (CT)	Hindi	1,116	2,336	47.77
Ramtek (M CI)	Hindi	4,146	22,516	18.41
Kandri (CT)	Hindi	2,962	5,295	55.94
Mansar (CT)	Hindi	1,870	6,459	28.95
Kamptee (M CI)	Urdu	29,072	84,344	34.47
Kamptee (M CI)	Hindi	17,920	84,344	21.25
Kamptee (CB)	Hindi	7,393	13,125	56.33
Yerkheda (CT)	Hindi	2,132	10,376	20.55
Mahadula (CT)	Hindi	2,908	18,252	15.93
Nagpur (M. Corp.)	Hindi	4,86,953	20,52,066	23.73
Katol (M CI)	Hindi	5,677	37,435	15.16
Wanadongri (CT)	Hindi	6,040	17,181	35.16
Nidoh (CT)	Hindi	5,021	15,381	32.64
Digdoh (CT)	Hindi	12,114	37,016	32.73
Wadi (CT)	Hindi	7,622	40,418	18.86
Sonegaon (Nipani) (CT)	Hindi	3,517	12,005	29.30
Bhandara				
Dewhadi (CT)	Hindi	2,539	5,759	44.09
Bhandara (M CI)	Hindi	14,259	85,213	16.73
Gondiya				

Chandrapur				
Shivaji Nagar (CT)	Hindi	7,518	14,797	50.81
Ghugus (CT)	Telugu	5,062	29,945	16.90
Ghugus (CT)	Hindi	5,854	29,945	19.55
Nakoda (CT)	Telugu	1,512	6,002	25.19
Nakoda (CT)	Hindi	1,254	6,002	20.89
Chandrapur (M CI)	Hindi	55,841	2,89,450	19.29
Durgapur (CT)	Hindi	2,923	17,714	16.50
Ballarpur (M CI)	Hindi	26,410	89,995	29.35
Chandur (CT)	Hindi	3,309	21,731	15.23
Sasti (CT)	Telugu	1,935	5,458	35.45
Yavatmal				
Darwaha (M CI)	Urdu	8,349	23,366	35.73
Yavatmal (M CI)	Hindi	23,867	1,20,676	19.78
Digras (M CI)	Urdu	11,592	39,178	29.59
Digras (M CI)	Hindi	6,033	39,178	15.40
Pusad (M CI)	Urdu	17,057	67,166	25.40
Umardhed (M CI)	Urdu	10,760	34,059	31.59
Pandharkaoda (M CI)	Hindi	4,123	26,572	15.52
Rajur (CT)	Hindi	4,171	11,675	35.73
Nanded				
Hadgaon (M CI)	Urdu	4,100	23,339	17.57
Kinwat (M CI)	Urdu	6,818	24,878	27.41
Kinwat (M CI)	Telugu	5,109	24,878	20.54
Peth Umri (M CI)	Hindi	2,129	11,151	19.09
Mudkhed (M CI)	Hindi	3,202	18,700	17.12
Mudkhed (M CI)	Urdu	4,532	18,700	24.24
Wajegaon (CT)	Urdu	4,265	7,664	55.65
Nanded-Waghala (M.Corp)	Urdu	1,25,485	4,30,733	29.13
Kandhar (M CI)	Urdu	6,691	20,772	32.21
Dharmabad (M CI)	Urdu	5,237	29,951	17.49
Osmanabad				
Naldurg (M CI)	Urdu	5,980	15,989	37.40
Murum (M CI)	Kannada	3,070	17,237	17.81
Solapur				
Solapur (M Corp)	Urdu	1,33,321	8,72,478	15.28
Solapur (M Corp)	Telugu	1,76,248	8,72,478	20.20

Akkalkot (M CI)	Urdu	7,981	38,213	20.89
Akkalkot (M CI)	Kannada	11,970	38,213	31.32
Maindargi (M CI)	Urdu	2,706	12,148	22.28
Maindargi (M CI)	Kannada	7,800	12,148	64.21
Dudhani (M CI)	Kannada	8,786	11,754	74.75
Satara				
Mahabaleshwar (M CI)	Urdu	3,351	12,737	26.31
Panchgani (M CI)	Hindi	2,171	13,280	16.35
Ratnagiri				
Dapoli Camp (CT)	Urdu	2,251	10,414	21.62
Khed (M CI)	Urdu	2,208	13,813	15.98
Ratnagiri (M CI)	Urdu	13,152	70,383	18.69
Rajapur (M CI)	Urdu	2,610	10,499	24.86
Sindhudurg				
Malwan (M CI)	Konkani	2,863	18,680	15.33
Vengurla (M CI)	Konkani	2,707	12,471	21.71
Sawantwadi (M CI)	Konkani	3,459	22,901	15.10
Kolhapur				
Kurundvad (M CI)	Urdu	3,344	21,327	15.68
Gandhinagar (CT)	Sindhi	9,125	12,374	73.74
Gadhinglaj (M CI)	Kannada	3,827	25,357	15.09
Ajra (CT)	Urdu	6,035	14,849	40.64

14. Andhra Pradesh

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

15. Kerala

District	Tehsil/Taluka/ Municipality	Language	Percentage
Idukki	-	Tamil	19.64

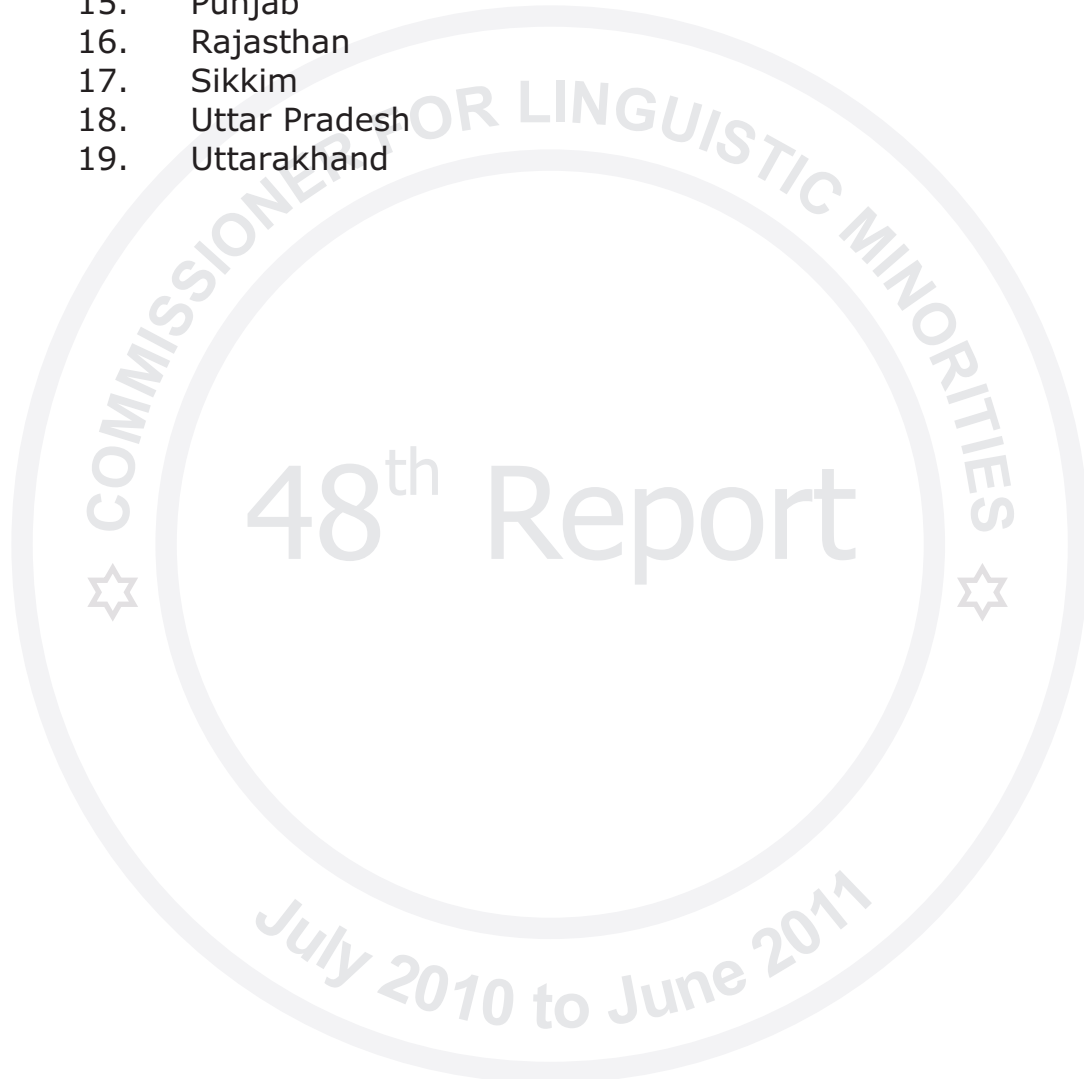
16. Tamil Nadu

District	Tehsil/Taluka/ municipality	Language	Percentage
Chengalpattu	Tiruttani	Telugu	27.11
Tiruvalur	Tiruvallur	Telugu	16.21
Vellore	Vaniyambodi	Urdu	56.80
(New North Arcot Ambedkar)	Vaniyambodi	Urdu	42.42
Kanniyakumari	Kalkulam	Malayalam	18.36
Ramanathapuram (Now Kamarajar)	Rajapalayam	Telugu	21.07
Madurai	Kodaikanal	Telugu	17.36
(Now Dindigul Anna)	Palani	Telugu	16.46
Madurai	Periyakulam	Telugu	20.19
The Nilgiris	Mettupalayam	Kannada	53.77
Now Dharmapuri	Hosur	Telugu	29.07
Salem	Salem	Telugu	19.55
Coimbatore	Coimbatore T	Telugu	22.82
Periyar	Gobichettipalayam	Telugu	16.14

II. No information has been receipt from the following State/U.T.s in this regards:

1. Andaman & Nicobar Islands
2. Arunachal Pradesh
3. Bihar
4. Chandigarh
5. Chhattisgarh
6. Daman & Diu

7. Goa
8. Gujarat
9. Himachal Pradesh
10. Jammu & Kashmir
11. Lakshadweep
12. Madhya Pradesh
13. Manipur
14. Puducherry
15. Punjab
16. Rajasthan
17. Sikkim
18. Uttar Pradesh
19. Uttarakhand



ANNEXURE-IV

Languages Spoken by 1% or More of the Population of States/U.T.s (Census 2001)

State/U.T.	Language	% of Speakers
1. Chandigarh	Hindi	67.53
	Punjabi	27.89
2. Delhi	Hindi	80.94
	Punjabi	7.14
	Urdu	6.31
	Bengali	1.50
3. Haryana	Hindi	87.31
	Punjabi	10.57
	Urdu	1.23
4. Himachal Pradesh	Hindi	89.01
	Punjabi	5.99
	Nepali	1.16
	Kinnauri	1.06
5. Jammu & Kashmir	Kashmiri	53.49
	Dogri	21.74
	Hindi	18.44
	Punjabi	1.88
	Ladakhi	1.00
6. Punjab	Punjabi	91.68
	Hindi	7.60
7. Rajasthan	Hindi	90.97
	Bhili	4.60
	Punjabi	2.01
	Urdu	1.17
8. Bihar	Hindi	73.06
	Maithili	14.25
	Urdu	11.39

9. Chattisgarh	Hindi	82.61
	Gondi	4.29
	Oriya	3.93
	Halabi	2.62
	Kurukh	2.13
	Bengali	1.00
10. Jharkhand	Hindi	57.56
	Santhali	10.69
	Bengali	9.68
	Urdu	8.63
	Mundari	3.19
	Kurukh/Oraon	3.20
	HO	2.90
	Oriya	1.74
11. Madhya Pradesh	Hindi	87.26
	Bhili	4.93
	Marathi	2.10
	Urdu	1.96
	Gondi	1.53
12. Uttarakhand	Hindi	87.95
	Urdu	5.86
	Punjabi	2.91
	Bengali	1.45
	Nepali	1.07
13. Uttar Pradesh	Hindi	91.32
	Urdu	7.99
14. Arunachal Pradesh	Nissi/Dafli	18.97
	Adi	17.61
	Bengali	8.85
	Nepali	8.64
	Hindi	7.39
	Monpa	5.05
	Assamese	4.70
	Wancho	4.42
	Tangsa	3.12
	Miri/Mishing	3.04

	Mishmi	3.05
	Nocte	2.97
15. Assam	Assamese	48.81
	Bengali	27.55
	Hindi	5.89
	Bodo	4.86
	Nepali	2.12
	Miri/Mishing	1.94
	Karbi/Mikir	1.52
16. Manipur	Manipuri	58.43
	Thado	8.25
	Tangkhul	6.46
	Kabui	4.06
	Paite	2.23
	Nepali	2.12
	Hamar	1.99
	Vaiphei	1.73
	Liangmei	1.51
	Bengali	1.25
	Hindi	1.14
	Anal	1.02
	Maring	1.02
17. Meghalaya	Khasi	47.05
	Garo	31.41
	Bengali	8.01
	Nepali	2.25
	Hindi	2.16
	Marathi	1.67
	Assamese	1.58
	Maram	1.53
18. Mizoram	Lushai/Mizo	73.21
	Bengali	9.05
	Lakher	3.91
	Pawi	2.80
	Tripuri	1.98

	Paite	1.62
	Hmar	1.60
	Hindi	1.19
	Nepali	1.00
	Maram	1.53
19. Nagaland	Ao	12.94
	Konyak	12.46
	Lotha	8.46
	Angami	6.62
	Phom	6.15
	Sema	4.67
	Sangtam	4.23
	Chakru/Chokri	4.20
	Chang	3.13
	Yimchungre	4.63
	Zeliang	3.09
	Bengali	2.96
	Rengama	2.94
	Hindi	2.86
	Khezha	2.02
	Khiemnungan	1.90
	Nepali	1.72
20. Orissa	Oriya	83.04
	Hindi	2.83
	Kui	2.49
	Telugu	1.94
	Santhali	1.90
	Urdu	1.66
	Bengali	1.33
21. Sikkim	Nepali	62.61
	Bhotia	7.73
	Hindi	6.67
	Lepcha	6.61
	Limbu	6.34
	Sherpa	2.57
	Tamang	1.87

	Rai	1.64
	Bengali	1.17
22. Tripura	Bengali	67.14
	Kok Borok/Tripuri	25.46
	Hindi	1.68
23. West Bengal	Bengali	85.27
	Hindi	7.17
	Santhali	2.80
	Urdu	2.06
	Nepali	1.28
24. Dadra & Nagar Haveli	Bhili	40.42
	Gujarati	23.62
	Hindi	15.07
	Konkani	10.34
	Marathi	5.26
25. Daman & Diu	Gujarati	67.69
	Hindi	19.44
	Marathi	4.27
	Bengali	1.14
	Oriya	1.31
26. Goa	Konkani	57.13
	Marathi	22.57
	Hindi	5.70
	Kannada	5.54
	Urdu	4.02
	Malayalam	1.12
27. Gujarat	Gujarati	84.40
	Bhili/Bhilodi	4.75
	Hindi	4.71
	Sindhi	1.89
	Marathi	1.51
	Urdu	1.09
28. Karnataka	Kannada	65.92
	Urdu	10.48
	Telugu	7.00

	Marathi	3.58
	Tamil	3.55
	Hindi	2.54
	Konkani	1.45
	Malayalam	1.33
29. Maharashtra	Marathi	68.79
	Hindi	11.03
	Urdu	7.12
	Gujarati	2.39
	Khandeshi	1.93
	Bhili/Bhilodi	1.54
	Telugu	1.45
	Kannada	1.29
30. Adnaman & Nicobar Islands	Bengali	25.71
	Hindi	18.23
	Tamil	17.68
	Telugu	12.81
	Malayalam	8.11
	Nicobarese	8.04
	Kurukh/Oraon	3.86
	Munda	1.28
	Kharia	1.14
31. Adnhra Pradesh	Telugu	83.85
	Urdu	8.63
	Hindi	3.23
	Tamil	1.01
32. Kerala	Malayalam	96.74
	Tamil	1.87
33. Lakshadweep	Malayalam	85.00
	Mahal/other languages	15.00
34. Puducherry	Tamil	88.42
	Telugu	5.22
	Malayalam	4.39
35. Tamil Nadu	Tamil	89.41
	Telugu	5.65
	Kannada	1.67
	Urdu	1.50

परिशिष्ट-V

ANNEXURE-V

भाषाजात अल्पसंख्यक आयुक्त
COMMISSIONER FOR LINGUISTIC MINORITIES

प्रतिवेदन हेतु प्रश्नावली

Questionnaire for Report

(जुलाई, 2010 से जून, 2011 की अवधि हेतु)

(For the Period from July, 2010 to June, 2011)

पूर्ण रूप से भरी हुई प्रश्नावली की प्राप्ति हेतु निर्धारित तिथि

Date for receipt of Questionnaire, duly completed in all respects

31 अक्टूबर, 2011

October 31, 2011

राज्य का नाम

Name of State

.....

मुख्य सचिव का नाम

Name of Chief Secretary

.....

(दूरभाष) (Phone).....

(मोबाइल) (Mobile).....

(फैक्स) (Fax)

ई मेल पता/E mail address

प्रमुख सचिव का नाम

Names of Principal Secretary

(प्राथमिक एवं माध्यमिक), शिक्षा

(Primary & Secondary), Education

.....

(दूरभाष) (Phone).....

(मोबाइल) (Mobile).....

(फैक्स) (Fax)

ई मेल पता/E mail address.....

सम्पर्क/समन्वय अधिकारी का नाम व विवरण

Name and Particulars of Nodal Officer

.....

(दूरभाष) (Phone).....

(मोबाइल) (Mobile).....

(फैक्स) (Fax)

ई मेल पता/E mail address.....

नोट : मुख्य सचिव द्वारा आई.ए.एस. अधिकारी को भाषाई अल्पसंख्यकों का नोडल अधिकारी नियुक्त किया जाना अपेक्षित है क्योंकि इनका कार्य राज्य के विभिन्न विभागों से समन्वय तथा भाषाई अल्पसंख्यकों के सुरक्षणों की योजना का प्रभावी कार्यान्वयन सुनिश्चित करते हुए सी.एल.एम. के प्रश्नावली का विस्तृत तथा समेकित उत्तर अपने हस्ताक्षर से समय पर अग्रसारित करना होता है।

NB : The nodal officer for Linguistic Minorities nominated by the Chief Secretary should preferably be an I.A.S. Officer as his duties involve coordination among various departments of the State and ensuring effective implementation of the Scheme of Safeguards for linguistic minorities and forwarding a consolidated and comprehensive response the CLM's Questionnaire under his signature and in time.

सांख्यिकी (2001 की जनगणना पर आधारित)

Statistics (As per Census 2001)

A. भाषाई संक्षिप्त विवरण /Linguistic Profile

1. भाषाई संक्षिप्त विवरण (अवरोही क्रम में) / Languages spoken (in descending order of speakers)

क्रम No.	भाषा Language	बोलने वालों की संख्या Number of speakers	प्रतिशत Percentage
1			
2			
3			
4			

2. उन जनपदों के नाम जहाँ उस क्षेत्र की (2001 की जनगणना पर आधारित) जनसंख्या के 60 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं :

Name the district where minority languages are spoken by 60% or more of its population (As per Census, 2001) as under:

जिला / District	भाषा / Language	प्रतिशत / Percentage

3. उस क्षेत्र (जिला / तहसील / तालुका / नगरपालिका) का नाम जहाँ की (2001 की जनगणना पर आधारित) जनसंख्या के 15 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं।

Name the areas (district/tehsil/taluka/municipality) where minority languages are spoken by 15% or more of the population (As per Census, 2001) as under:

जिला District	तहसील / नगरपालिका Tehsil/Municipality	भाषा Language	प्रतिशत %age

(यदि आवश्यक हो तो अतिरिक्त पृष्ठ लगाएँ) / Attach a separate sheet, if required.

B. भाषाई अल्पसंख्यक /Linguistic Minorities

4. (a) 'भाषाई अल्पसंख्यक' से आपका अभिप्राय क्या है। 'भाषाई अल्पसंख्यक' को आप कैसे परिभाषित करना चाहेंगे? कृपया अपने विचारों से अवगत कराएं।
What is your perception of the term 'Linguistic Minorities', please state as to how would you like to define term 'linguistic minority'?
- (b) अल्पसंख्यक भाषाओं के बोलने वालों की आकांक्षाओं की पूर्ति तथा उनके

भाषाई अधिकार को संरक्षित करने हेतु, भाषाई अल्पसंख्यकों के लिए विद्यमान सुरक्षणों की योजना क्या पर्याप्त है? यदि नहीं, तो कृपया अपने सुझाव दें।
Is the exiting Scheme of Safeguards for linguistic minorities sufficient to protect the linguistic rights and linguistic aspirations of the speakers of minority languages. If 'No' please give your suggestions.

- (c) भाषाई अल्पसंख्यकों के सुरक्षणों की योजना के कार्यान्वयन में, यदि कोई कठिनाई/कमी हुई है, तो इसका उल्लेख करें। कृपया बताएं कि भाषाई अल्पसंख्यकों के सुरक्षणों के कार्यान्वयन तंत्र को कैसे और बेहतर बनाया जाए।
Please state difficulties/short falls if any, in the implementation of the Scheme of safeguards for the linguistic minorities. Please state how best to improve upon the mechanism of implementation of Safeguards for the linguistic minorities.

C. प्रशासन में अल्पसंख्यक भाषा का प्रयोग
Use of Minority Languages in Administration

5. (a) क्या उन क्षेत्रों (जिला/तहसील/तालुका/नगरपालिका) में जहाँ पर अल्पसंख्यक भाषाओं के बोलने वालों की संख्या जनसंख्या की 15% या उससे अधिक है, महत्वपूर्ण सरकारी नियम, शासनादेश, अधिसूचनाएं, इत्यादि अल्पसंख्यक भाषाओं में प्रकाशित किए जाते हैं ?
Are there arrangement for translation and dissemination of important Government Rules, Orders and Notifications etc. in minority languages where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population?
- (b) आलोच्य वर्ष में ऐसे प्रकाशनों का भाषानुक्रम में विवरण विनिर्दिष्ट करें।
Please specify the language-wise details of translation/dissemination during the year.
6. (a) क्या अल्पसंख्यक भाषाओं में अभ्यावेदनों/शिकायतों को स्वीकार किए जाने हेतु आदेश जारी किए गए हैं? समीक्षाधीन अवधि में प्राप्त ऐसे अभ्यावेदनों के आंकड़े दें।
Do orders exist for receipt of representations for redress of grievances in minority languages? Please furnish statistics on such representations received during the period.
- (b) शिकायतों के निवारण हेतु अल्पसंख्यक भाषाओं में प्राप्त अभ्यावेदनों/आवेदनों का उत्तर उसी भाषा में दिया जाता है?
To what extent, are representations for redress of grievances in minority languages, replied to in the same language?

D. भर्ती नियम/ Recruitment Rules

7. क्या राज्य की सेवाओं में भर्ती हेतु क्षेत्रीय/राजभाषा का ज्ञान होना पूर्वापेक्षित है? यदि 'नहीं' तो भर्ती के उपरांत वहाँ की क्षेत्रीय/राजभाषा में दक्षता प्राप्त करने हेतु समय सीमा क्या है ?
Is knowledge of regional/official language a pre-requisite for recruitment to State Services. If 'No', what is the time period on recruitment for acquiring proficiency in the regional/official language of the State.
8. क्या राज्य सेवाओं की भर्ती परीक्षाओं में प्रश्नपत्रों के उत्तर अल्पसंख्यक भाषाओं में देने की अनुमति है?
Are minority languages permitted to be used in answering Question Papers for recruitment examinations to State Services?
9. क्या राजकीय सेवाओं में भर्ती के लिए वहाँ का अधिवासी होने की बाध्यता है?
Are there any domiciliary restrictions imposed at the time of recruitment to the State Services?

E. राजभाषा(एँ) / Official Language (S)

10. (a) राज्य की राजभाषा/Official Language of the State.
(b) राज्य की राजभाषा अधिनियम की प्रति उपलब्ध कराएँ।
Please furnish copy of Official languages Act of the State?
11. उन भाषाओं का उल्लेख करें जिन्हें अतिरिक्त राजभाषा घोषित किया गया है। कृपया घोषित ऐसी अतिरिक्त राजभाषा का उल्लेख करते हुए उनके प्रयोजन एवं प्रयोग की सीमा निर्दिष्ट करें।
Name other language(s) declared as Additional Official Language(s). Please mention the extent and purposes for which the language(s) have been so declared?

**F. भाषाई अल्पसंख्यक संस्थाओं को मान्यता
Recognition of Linguistic Minority Institutions**

12. भाषाई अल्पसंख्यक शिक्षण संस्थानों को मान्यता देने वाले पदनामित प्राधिकारी तथा तत्संबंधी नियमों और विनियमों/दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी नियमों/विनियमों/ दिशा निर्देशों की प्रति उपलब्ध कराएँ)
Mention the Rules & Regulations/Guidelines for recognition of linguistic minority educational institutions and the authority designated for the purpose.(Please furnish a copy of the Relevant Rules/ Regulation/ Guidelines)

13. (a) कितनी भाषाई अल्पसंख्यक शिक्षण संस्थाओं को 30 जून 2011 तक भाषाई अल्पसंख्यक संस्था के रूप में मान्यता प्रदान की गई है? कृपया इस सम्बन्ध में भाषावार जानकारी दें।
How many linguistic minority educational institutions have been recognized language wise as on June 30, 2011?
- (b) भाषाई शिक्षण संस्थानों को मान्यता देने हेतु उनसे क्या कोई प्रत्यावेदन/शिकायत/याचिका राज्य सरकार को प्राप्त हुआ है? यदि 'हाँ' तो इस पर अनुवर्ती कार्रवाई की जानकारी दें।
Is the state government in receipt of any representations/ complaints/ petitions from linguistic minorities about recognition of their minority educational institutions? If 'yes' please state the action taken in this regard.
14. भाषाई अल्पसंख्यक शिक्षण संस्था के रूप में मान्यता प्राप्ति हेतु 30 जून 2011 तक भाषावार कितने आवेदन लम्बित हैं?
How many applications, language wise, are pending for recognition as linguistic minority educational institution, as on 30 June 2011.

**G. भाषाई अल्पसंख्यक संस्थाओं को अनुदान
Grants to Linguistic Minority Institutions**

15. प्राथमिक तथा माध्यमिक स्तर के भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को सहायता अनुदान स्वीकृत करने हेतु पदनामित प्राधिकारी और तत्संबंधी नियमों/विनियमों/दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी अधिनियमों/नियमों/विनियमों/दिशा निर्देशों की प्रति उपलब्ध कराएँ)
Mention Rules/Regulations/Guidelines for sanction of grants-in-aid to primary and secondary linguistic minority educational institutions and the authority designated for the purpose. (Please furnish a copy of the relevant Acts/Rules/Regulations/Guidelines).
16. वर्ष 2010-11 के लिए, भाषावार, कितनी भाषाई अल्पसंख्यक संस्थाओं को सहायता अनुदान स्वीकृत किया गया है?
How many linguistic minority institutions, language wise, have been sanctioned grants-in-aid for the year 2010-11?

अल्पसंख्यक भाषा Name of Minority Language	स्तर /Level	विद्यालयों की संख्या Number of Schools(s)
	प्राथमिक/Primary	
	उच्च प्राथमिक/मध्य Upper Primary/Middle	
	माध्यमिक/Secondary	
	उच्च माध्यमिक Higher Secondary	

H. प्राथमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा I से V तक)
Educational Facilities in Primary Education [Class I to V]

17. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम है, उनके विवरण दे:
- Please give details, where minority language(s) are a medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

18. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम नहीं है किन्तु विषय के रूप में पढ़ाई जाती है उनके विवरण दें :
- Please give details where minority languages are taught as a subject and not as a medium of instruction:

I. उच्च प्राथमिक (मध्य) स्तर पर शैक्षणिक सुविधाएं (कक्षा VI से VIII तक)
Educational Facilities in Upper Primary (Middle) Education [Class VI to VIII]

19. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम है, कृपया उनके विवरण दें :
- Please give details, where the minority language is the medium of instruction.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

20. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम नहीं है किन्तु एक विषय के रूप में पढ़ाई जाती है उनके निम्नानुसार विवरण दें :
- Please detail below where the minority languages are taught as a subject only and not the medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

J. माध्यमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा IX से X तक)
Educational Facilities in Secondary Education [Class IX to X]

21. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम है कृपया उनके निम्नानुसार विवरण दें :
Please give details, where the minority language is the medium of instructions as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

22. जिन विद्यालयों में अल्पसंख्यक भाषा एक विषय के रूप में पढ़ाई जाती है किन्तु शिक्षण का माध्यम नहीं है।
Where the minority language is taught as a subject though it is not the medium.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

- K.** उच्च माध्यमिक शिक्षा (कक्षा **XI** से **XII** तक) में शैक्षणिक सुविधाएँ :
Educational Facilities in Higher Secondary Education [Class XI to XII]

23. जहाँ अल्पसंख्यक भाषा शिक्षण का माध्यम है, पया उनके निम्नवत् विवरण दें :
Please give details, where the minority language is the medium of instructions as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

24. जहाँ अल्पसंख्यक भाषा एक विषय के रूप में पढ़ाई जाती है यद्यपि यह शिक्षण का माध्यम नहीं है।
Where the minority language is taught as a subject though it is not the medium of instruction.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

25. "त्रिभाषा सूत्र" के अन्तर्गत पढ़ाई जाने वाली भाषाओं का उल्लेख करें :
Please mention the languages taught under the "Three Language Formula":

1. प्रथम भाषा / First Language :
2. द्वितीय भाषा / Second Language :
3. तृतीय भाषा / Third language :

26. कक्षा VIII, कक्षा X तथा कक्षा XII में त्रिभाषा सूत्र के अंतर्गत छात्रों की संख्या
The number of students covered under Three-language Formula in Classes VIII, Class X and Class XII.

भाषा Language	कक्षा 8 Class VIII	कक्षा 10 Class X	कक्षा 12 Class XII

M. अल्पसंख्यक भाषा के अध्यापक / Minority Language Teachers

27. अल्पसंख्यक भाषा के शिक्षकों के स्वीकृत पद, जो अल्पसंख्यक भाषा को एक विषय और शिक्षण के माध्यम के रूप में पढ़ाते हैं, का पया उल्लेख करें :
Please mention posts sanctioned for minority languages teachers to teach minority languages as a medium of instruction and as a subject.

भाषा Language	माध्यम / Medium		विषय / Subject	
	स्वीकृत पद Sanctioned	भरे हुए Filled	स्वीकृत पद Sanctioned	भरे हुए Filled

28. (a) क्या अल्पसंख्यक भाषा के शिक्षकों के प्रशिक्षण की कोई व्यवस्था है? यदि हां तो निम्नानुसार विवरण दें :
Are there any arrangements for training of minority language teachers? If yes, please give details as below:

प्रशिक्षण संस्थान Training Institute	अल्पसंख्यक भाषा Minority Language	
	पढ़ाई का माध्यम As a medium	विषय के रूप में As a subject

- (b) अल्पसंख्यक भाषा के शिक्षकों के आदान-प्रदान/शिक्षक प्रशिक्षण संस्थान/केंद्र खोलने हेतु क्या पड़ोसी राज्यों से कोई सहयोग/व्यवस्था है? यदि 'हां' तो कृपया विवरण दें :
Please give details of collaboration/arrangement, if any, with neighboring States for exchange of minority language teachers/opening of teachers' training institutes/centers.

**N. अल्पसंख्यक भाषा की पाठ्य पुस्तक
Minority Language Text Books**

29. (a) शैक्षणिक सत्र आरम्भ होने पर अल्पसंख्यक भाषा की पुस्तकें तथा अन्य पाठ्य सामग्री भाषाई अल्पसंख्यक छात्रों को मिल जाती है ?
Are text-books in minority language and other teaching material available to linguistic minority students at the beginning of the Academic Session?
- (b) भाषाई अल्पसंख्यक छात्रों के लिए अल्पसंख्यक भाषा की पाठ्य पुस्तकें तथा अन्य पाठ्य सामग्री प्राप्त करने हेतु एजेसियों/अंतर्राज्यीय व्यवस्था, यदि कोई है, तो उसका विवरण दें।
Please give details of the agencies/inter-state arrangement, if any, for procuring minority language(s) text-books and other teaching materials for linguistic minorities students.
30. क्या अल्पसंख्यक भाषा की पाठ्य-पुस्तकें व अन्य पाठ्य सामग्री छात्रों को प्रतियोगी/कम दरों पर उपलब्ध कराई जाती है।
Are minority language(s) textbooks and other teaching materials available to the students at competitive/subsidized rates?

**O. भाषागत प्राथमिकता पंजियों का रख-रखाव
Maintenance of Language Preference Registers**

31. भाषाई अल्पसंख्यक छात्रों की भाषाई प्राथमिकता पंजीकृत करने के लिए क्या भाषागत प्राथमिकता पंजियों का रख-रखाव प्राथमिक/उच्च प्राथमिक (मिडिल)/माध्यमिक/उच्च माध्यमिक विद्यालयों में हो रहा है ? भाषागत प्राथमिकता पंजियों के रख-रखाव संबंधी आकड़े दें।
Please furnish statistics on maintenance of Language Preference Registers for registering linguistic preference of linguistic minority pupils in the primary/upper primary (middle)/secondary/higher secondary schools? Please furnish statistics on maintenance of Language

P. अल्पसंख्यक भाषाओं का संवर्द्धन तथा विकास**Promotion and Development of minority languages.**

32. (a) क्या राज्य में अल्पसंख्यक भाषा के संवर्द्धन हेतु कोई योजना है? कृपया विवरण दें।
Are there any Schemes to promote minority languages in the States? Please furnish details.

- (b) कृपया अल्पसंख्यक भाषाओं के संवर्द्धन तथा विकास के लिए सरकार द्वारा स्थापित अकादमियों का विवरण दें।
Please give details about the Academies set up by the Government for promotion and development of minority languages.

भाषा Language	अकादमी का नाम Name of Academy	कब स्थापित हुई When established	वर्ष 2010-11 हेतु आय व्ययक Budget for year 2010-11

Q. सुरक्षाओं के कार्यान्वयन के लिए तन्त्र**Machinery for Implementation of Safeguards**

33. (a) क्या राज्य स्तर पर भाषाई अल्पसंख्यकों को सुरक्षाओं के कार्यान्वयन का अनुवीक्षण एवं समीक्षा के लिए कोई व्यवस्था / समिति गठित है? यदि हाँ, तो समिति की संरचना क्या है? क्या किसी इच्छुक सांसद को 'विशेष' अतिथि' के रूप में इस समिति में सहयोजित किया है? इसकी अंतिम बैठक कब हुई ?

Is there a mechanism/Committee at the state level to monitor and review the implementation of the safeguards for linguistic minorities? If so, what is the composition of the Committee. Whether any desirous Member of Parliament is co-opted as a 'Special Invitee' to the Committee. When did the committee hold its last meeting.

- (b) मुख्य सचिव की अध्यक्षता में भाषाई अल्पसंख्यकों की राष्ट्रीय स्तर पर स्वीकृत एवं संवैधानिक सुरक्षाओं के कार्यान्वयन हेतु बैठकों का विवरण दें।

Please give details of the meetings held under the Chairmanship of Chief Secretary to implement consensual & constitutional safeguards for linguistic minorities?

- (c) यदि राज्य में अल्पसंख्यक आयोग है तो क्या यह आयोग भाषाई अल्पसंख्यकों के मामले भी देखता है। यदि हाँ, तो कृपया विस्तृत जानकारी दें।

In case there is a Minorities Commission in the State, does it handle the linguistic minorities affairs. If yes, please furnish details.

34. (a) भाषाई अल्पसंख्यकों के सुरक्षकों की योजना का कार्यान्वयन सुनिश्चित करने हेतु क्या जिला स्तर पर समिति गठित है। यदि ऐसा है तो क्या उस क्षेत्र के इच्छुक विधायक को उस जिला स्तरीय समिति में सहयोजित किया गया है।
Does a Committee exist to ensure implementation of the Safeguards for the linguistic minorities at the district level. If so, has a desirous MLA of the area been co-opted in the district level Committee
- (b) जिला स्तर के अधिकारी जिन्हें भाषाई अल्पसंख्यकों के मामले की जिम्मेदारी सौंपी गई है उनके नाम, पदनाम, दूरभाष/मोबाइल/फैक्स संख्या आदि दें (आवश्यकतानुसार अलग से सीट संलग्न करें)।
Mention the Name, designation and phone/mobile/fax no. of the officers entrusted with linguistic minorities' affairs at the district level. (Attach a separate sheet, if required.)

R. सुरक्षकों के लिये प्रचार
Publicity of the safeguards

35. (a) भाषाई अल्पसंख्यकों को दी जाने वाली सुरक्षकों एवं सुविधाओं के बारे उन्हें जानकारी देने हेतु क्या व्यवस्था की गई है ?
What is the mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them?
- (b) राज्य में भाषाई अल्पसंख्यकों को उपलब्ध सुरक्षकों के प्रति जागरूकता के प्रसार हेतु कृत कार्रवाई की कृपया विस्तृत जानकारी दें।
Please elaborate the action taken to spread awareness about the Safeguards available to the linguistic minorities in the State.
- (c) सुरक्षकों से संबंधित विवरणिका अंतिम बार कब प्रकाशित हुई? क्या अल्पसंख्यक भाषाओं में छपी थीं? यदि हां, तो कृपया विवरण दें।
When were the Pamphlets detailing Safeguards last published? Were they published in minority languages? If so, please give details.
36. क्या जिला तथा तहसील कार्यालयों को निदेश दिए गए हैं कि वे भाषाई अल्पसंख्यकों को उपलब्ध सुरक्षकों एवं सुविधाओं के बारे में प्रदर्शन बोर्ड तथा बैनर के माध्यम से सूचना दें?
Whether orders have been issued directing the district and tehsil offices to exhibit the Safeguards and concessions available to linguistic minorities through hoardings, banners, etc.?

S. भाषाई अल्पसंख्यकों से प्राप्त शिकायतें
Grievances/Complaints received from linguistic minorities

37. भाषाई अल्पसंख्यकों से समीक्षाधीन अवधि में प्राप्त शिकायतों और राज्य सरकार द्वारा कृत अनुवर्ती कार्रवाई का विवरण दें।
 Detail the complaints received from linguistic minorities during the period under report and the action taken thereon.
38. (a) राज्य में कितनी निबंधित भाषाई अल्पसंख्यक एशोसिएसन/समिति कार्यशील हैं।
 How many registered Linguistic Minorities Associations/Societies are functioning in your State.? Please furnish details of such Associations.
- (b) इन एशोसिएसन/समितियों की सूची, उनके दूरभाष, पत्राचार का पता आदि दें।
 Please, furnish a list, alongwith telephone nos. and postal addresses of such Associations/Societies.

Note:

1. कोई भी प्रश्न अनुत्तरित/खाली न छोड़ें। प्रत्येक प्रश्न के उत्तर सारगर्भित व ब्यौरेबार देने पर उचित ध्यान दें।
No Question should be left unanswered/ blank. Due care be taken to furnish detailed and comprehensive reply to each Question.
2. किसी स्पष्टीकरण हेतु कृपया संपर्क करें/ **For any clarification, please contact the**
- | | | |
|--|--------------------|----------------------------|
| आयुक्त / Commissioner | फोन / Fax | : 0532-2468549 (O), |
| सहायक आयुक्त / | | : 0532-2468560 (O), |
| Assistant Commissioner (HQ) | फैक्स / Fax | : 0532-2468544 (O), |
| सहायक आयुक्त (दक्षिण क्षेत्र) / | | : 044-24919348 (O), |
| Assistant Commissioner (SZ) | | : 0532-2468814 (O), |
| अनुसंधान अधिकारी / Research Officer | | : 0532-2468814 (O), |
3. ई मेल पता / **E-mail address** : **n.jotwani@nic.in**
4. वैब साईट / **Web site** : **www.nclm.nic.in**
5. पत्राचार का पता / **Postal Address** : **40, Amar Nath Jha Marg
 Allahabad 211 002 (U.P.)**

Resolution Adopted at Provincial Education Ministers' Conference (August 1949, Approved by Govt. of India)

"The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or 10 such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organized and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will, however, be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different language".

Government of India Memorandum of 1956

The safeguards proposed for the linguistic minorities vide Part IV of the States Reorganisation Commission's Report have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow:

1. Primary Education

Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill providing for the addition of a new Article namely, 350A to the Constitution regarding facilities for instruction in the mother-tongue at the Primary stage of education. The directions which may be issued by the President under Article 350A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the Resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

2. Secondary Education

The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the Secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as Secondary education is concerned, it will have to be treated differently from education at the Primary stage, and has, therefore, not recommended Constitutional recognition of the right to have instruction in the mother-tongue at the Secondary school stage.

3. The Resolution adopted by the Provincial Education Ministers' Conference in August, 1949 contemplated the following arrangements in regard to Secondary education:-

- (a) If the number of pupils whose mother-tongue is a language other than the Regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organized or established by private agencies will be recognized for the purpose of grants-in-aid from Government according to prescribed rules.
- (b) The Government will also provide similar facilities in all Government and district board schools where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.
- (c) The Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The Regional language will be a compulsory subject throughout the Secondary stage.

4. The Central Advisory Board of Education, after taking into consideration the Report of the Secondary Commission and the Resolution on the subject passed by the All India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the Secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the Secondary school stage. The Government of India, as recommended by the Commission, proposed to lay down a clear policy in regard to the use and place of the mother-tongue at the Secondary stage of education in consultation with the State Government and to take effective steps to implement it.

5. **Affiliation of Schools and Colleges using Minority Languages**

Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganised States to appropriate Universities or Boards of Education. It is, of course, desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements, and having regard to the number of institutions of this kind, it may some times be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded, in fact, as a necessary corollary to the provisions contained in Article 30 of the Constitution which gives to the minorities the right to establish and administer educational institutions of their choice.

6. It is, therefore, proposed to advise the State Government that, in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grants-in-aid and other facilities, merely because it can not, from an academic point of view, be fitted into the frame work of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the State in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

7. **Issue of Directions by the President Under Article 347 Regarding the Recognition of Minority Languages as Official Languages**

Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desires the use of any language spoken by them to be recognised by that State, direct that such nt languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed. language shall also be officially recognised in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments a clear code to govern the use of different languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed.

8. The Commission has proposed that a State should be recognised as unilingual, only where one language group constitutes above 70% or more of its entire population and that where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognised as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level, that is to say, if 70 per cent or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district.

9. The Government of India are in agreement with these proposals and propose to advise the State Governments to adopt them.

10. The arrangements to be made for the purpose of recognising two or more Official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in district or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent of the population of that area, it may be an advantage to get important government notices and rules published in the language of the minority, in addition to any other language or languages in which such documents may otherwise be published in the usual course.

12. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

13. **Recognition of Minority Languages as the Media for Examinations Conducted for Recruitment to State Services**

Attention is invited to the Commission's recommendations that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State services (not including subordinate services), English or Hindi or the language of minority constituting about 15 to 20 per cent or more of the population of State, a test of proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India proposed to advise State Governments that these suggestions should, as far as possible, be adopted. It is also proposed to recommend to the State Government that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an Official language in the district should also be recognised as a medium for the purpose of competitive examination in the districts. The last mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

14. **Review of Residence Rules and Requirements**

The Commission has emphasized that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalise the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or cadre of the State services.

15. Certain exceptions may have to be made to the General rule of non-discrimination in the Telengana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16. The Government of India proposed to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State services in the light of the position stated in paragraph 14.

17. **Restriction of Private Rights in Respect of Contracts etc.**

The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

18. **Recruitment of at Least Fifty Per Cent of the New Entrants to All-India Services From Outside a State**

The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

19. **Recruitment of One-Third of the Number of Judges From Outside a State**

The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

20. **Constitution of Public Service Commissions for Two or More States**

The proposals that the Chairman and Members of the Public Service Commissions in the States should be appointed by the President, has not been welcomed by the State Governments and it is not, therefore, being pursued. There is a provision in the Constitution already for the constitution of Public Service Commissions for two or more States vide Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

21. **Agency for Enforcing Safeguards**

The States Reorganization Commission has recommended that the services of the States' Governors should be utilized for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in the Parliament on the States Reorganisation Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the Centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganisation Commission in the following passage of its report:-

“We wish to emphasize that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fair play on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State.”

ANNEXURE-VIII

Ministerial Committee of the Southern Zonal Council, 1959, on Safeguards for Linguistic Minorities

The Ministerial Committee of the Southern Zonal Council to consider safeguards for Linguistic Minorities met at Ootacamund on Saturday, the 16th and Sunday the 17th May. The following persons attended:-

- (1) Sri C. Subramaniam, Minister for Finance, Government of Madras (Convenor);
- (2) Sri E.M.S. Nambudripad, Chief Minister of Kerala;
- (3) Sri S.B.P. Pattabhirama Rao, Minister for Education, Andhra Pradesh;
- (4) Sri K. Brahamananda Reddy, Minister for Finance, Andhra Pradesh; and
- (5) Sri Anna Rao Ganamukhi, Minister for Education, Mysore.

Sri R. A. Gopaldaswami, I.C.S. Second Member, Board of Revenue, Madras, Sri K. V. Ramanathan, I.A.S. Deputy Secretary to the Government of Madras, Health, Education & Local Administration Department and Sri N. Jayaraman, Deputy Secretary to the Government of Madras, Public (Partition) Department, Sri V. Ramachandran, I.A.S. Deputy Secretary to the Government of Kerala, Education Department, and Sri Siddava Purnaik, Under Secretary to the Government of Mysore, Education Department and the Private Secretary to the Education Minister from Mysore State also attended.

2. **Item 1 of the Agenda: Provision of facilities for instruction of linguistic minorities in the medium of the mother-tongue in the Primary stage of education**

The Committee discussed the question of provision of facilities in primary and elementary schools in all States for the instruction of pupils belonging to the linguistic minorities in their own mother-tongue in the light of the Resolution adopted on this subject at the Provincial Education Ministers' Conference held in August, 1949. The question of the study of the Regional language at the Primary and post-Primary stage by pupils belonging to the linguistic minorities was also discussed. The following decisions were finally taken:-

- a. The position in respect of pupils' strength and school facilities including teachers as on 1 November, 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution in every one of the four States. Provided that in respect of Telugu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be 1 October, 1953 and not 1 November, 1956.

If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority. There is no objection to any State making provision for teachers on a more liberal scale and in special cases where demand for such provision on a more liberal scale is made, the State Government concerned should take the special features of each such case into account in passing orders.

- b. In order to implement the above safeguard, it will be provided that all Primary schools shall entertain applications from parents belonging to the linguistic minority groups for the admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. Departmental arrangements should be made to see that no such applicant is refused admission for reasons that the number is insufficient in the particular school where the application is made, and that, wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils.
- c. Facilities will be provided in every one of the four States for the study, by pupils belonging to the linguistic minority groups, of the Regional language as an additional optional language from the IV standard onwards so that pupils belonging to these groups may not be at a disadvantage, if at the Secondary stage they elect to study the Regional language. These facilities will be financed by Government, that is to say, the facility will be provided freely in all schools under public management i.e., Government or local body and the provision of such facilities in aided schools will be eligible for the usual grant from Government.

3. **Item 2: Study of Languages in the Secondary Stage of Education**

The question of making provision for the study of the mother-tongue by the linguistic minorities at the Secondary stage of education without deviation from the Three-language Formula in the terms already accepted by all the States of the Southern Zone was discussed. It was noted that in every one of the four States provision was being made or would be made under the reorganised syllabus of Secondary education for the study of linguistic minorities of the mother-tongue in the Secondary stage.

In Madras, a pupil belonging to the linguistic minority can offer the mother-tongue as an alternative either to the Regional language (part I of the language course) or to Hindi or other Indian language not included in Part I (Part II of the language course). In Kerala, a pupil belonging to linguistic minority can, in practice, offer the mother-tongue as an alternative only to the Regional language. In Andhra Pradesh and Mysore he can take it as the first language, either as complete alternative to the Regional language or as a part of composite course consisting of more than one language. To the extent that the mother-tongue could be offered as an alternative to the Regional language, in all the States there was no compulsion to study the Regional language. It was decided that this position was satisfactory and should continue. The recommendation of the Government of India that compulsory provision should be made for the study of linguistic minorities at the Secondary stage of education of the Regional language in addition to the mother-tongue was considered and it was decided in view of the number of languages involved that no such compulsion was necessary, desirable or even possible.

4. The question whether such qualification as may be generally prescribed in respect of proficiency in the Regional languages for purposes of public employment need be relaxed in favour of linguistic minority pupils who elect to study their mother-tongue in lieu of the Regional language was considered as part of the question of safeguards to be provided for the linguistic minorities in the matter of recruitment to the Public Services (Item 9 below).

5. **Item 3: Provision of facilities for linguistic minorities for instruction with the mother-tongue as the medium of Secondary stage of education**

The Committee discussed the question of provision of facilities for instruction of linguistic minorities in their mother-tongue at the Secondary stage of education. The Committee took note of the Resolution adopted on this subject by the Provincial Education Ministers' Conference in August 1949 which contemplated (i) the opening or recognition by Government of separate schools for linguistic minorities with instruction in their mother-tongue in areas where the number of such minority pupils justified the opening of separate schools (ii) provision by Government of facilities for instruction in minority language media in all Government and Local Body schools where 1/3rd of the total number of pupils desire to be instructed in their mother-tongue and (iii) action by Government to see that aided schools also arranged for such instruction in similar circumstances. The difficulties in providing for instruction in minority language media in the different groups of optional subjects in the academic and diversified courses in the Higher Secondary stage of education were also noted by the Committee. The point of view put forward by Madras was that the reference in the Resolution of Provincial Education Ministers' Conference to 1/3rd was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large schools separate sections may become necessary and possible even if the ratio was less than 1/3rd while in small schools separate sections may be uneconomical and, therefore, impracticable even if the ratio exceeded one third. This view found general acceptance. There was considerable discussion as to the minimum strength in each class and in the school as a whole which should be insisted upon for provision of facilities for instruction in minority languages. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1st November, 1956 in respect of separate Secondary schools for linguistic minorities as well as separate sections for linguistic minorities in other Secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority language should be ascertained and continued without change.
- b. If the number of pupils decreases to such an extent as to justify reduction in any particular local area, such reduction may be effected; but no reduction should be made in any individual cases except under the specific orders of Government applicable to that particular case.
- c. If the number of pupils increases, additional teachers should be provided in such relation to the increased pupil strength as may be justified by the rules generally applicable to all schools.

- d. For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary Course and 15 pupils in each such standard will be necessary. Provided that, for the first four years after the commencement of provision of the facilities, a strength of 15 in each standard in which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic courses, and, where different groups of optional subjects are provided in the academic courses, separately for each such group of optional subjects.

6. **Item 4: Provision of facilities for instruction of linguistic minority pupils with English as the medium in the Secondary stage of education**

Is it necessary that provision for instruction in the English medium should be made at all in Secondary schools which are maintained or aided by the State? If such provision is necessary, should it be limited to any category of pupils or should it be available to all pupils without any restriction? These questions were discussed at length by the Committee. It was noted that it was the accepted policy of all the four States that the Regional language should be the medium of instruction at the Secondary stage of education and that the only exception to this general rule was that pupils belonging to the linguistic minorities should be given instruction in the medium of their respective mother-tongue. In the guise of providing instruction in the English medium as a concession to linguistic minorities, this general policy should not be modified or deviated from. The Convenor was of the view that the children of migratory parents (whether belonging to the linguistic majority or the minorities) could be allowed to be educated in the English medium; since, at present, that was the only language in which instruction was available in all parts of India. There was no case, however, for provision of similar facilities for children of non-migratory parents. If children of non-migratory parents of the linguistic minority groups could not for any reason be given facilities for instruction in their own mother-tongue, they should be educated in the Regional language rather than in English. There was general agreement that provision should be made for imparting instruction in the English medium to children of migratory parents and that children of non-migratory parents of the linguistic majority groups in each State should be educated only in the Regional language. There was considerable discussion as to whether provision for instruction in the English medium should not be made for at least certain categories of children of non-migratory parents of the linguistic minority groups, the Andhra Education Minister expressing the view that where it was not possible to provide for instruction of linguistic minority pupils in their own mother-tongue, they should be allowed to opt for instruction in the English medium if facilities for such instruction were available. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1 July, 1958 in respect of facilities for instruction in the English medium in separate sections of recognised Secondary schools should be ascertained and continued without change.
 - b. Children of linguistic minority groups should be assured of the availability of places in such sections, in numbers not falling short of the position as on 1 July, 1958. Whether or not a similar assurance should be provided in respect of children of linguistic majority groups is a matter for each State to decide for itself.
 - c. Consistently with the foregoing, the State Government should be free to implement their policy in respect of the medium of instruction in Secondary schools effectively. They should be under no obligation to increase the facilities for instruction in the English medium Secondary schools in excess of the position existing on 1st July 1958, except in so far as the need therefor may arise as a result of future increase in the numbers of children of migratory parents (whether these belong to the linguistic majority group or linguistic minority groups).
7. **Item 5: Affiliations of schools and colleges using minority languages to bodies outside the State**

The Government of India's proposal to advise State Governments that affiliations of schools and colleges and other educational institutions to bodies outside the State in which they are functioning should be permitted without difficulty and that institutions thus affiliated should not suffer from disabilities in regard to grants-in-aid and other facilities was considered by the Committee. It was unanimously decided that there was no need to provide for affiliation of schools in any State to bodies outside the State. As for colleges, it was a matter for the Inter-University Board to consider.

8. **Item 6: Use of Minority Languages for Official Purposes**

The State Reorganisation Commission has recommended that where there is a substantial minority constituting 30 per cent or more of the population of a State, the State should be recognised as bilingual for administrative purposes and that, if 70 percent or more of the total population of a district is constituted by a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 per cent of the population, Government notices, Electoral Rolls etc., should be printed in both the languages and documents in minority languages should be permitted to be filed in courts. These recommendations were considered by the Committee which noted that there was no single minority group in any of the four States constituting more than 30 per cent of the total population of the State or 70 per cent or more of the population of a district. It observed that neither the two safeguards contemplated by the States Reorganisation Commission (viz., declaring the State to be bilingual or declaring a language other than that of the majority as the Official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specified purposes in district or a smaller area, it was decided that every municipal town, and the non-municipal area of every taluka should be treated as a separate local area for this purpose and that a list of such local areas where 20 per cent of the people of a taluka or a municipality spoke a language different from that of the majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared:-

- a. ☆ All important Government Notices and Rules, Electoral Rolls etc., should be published in the minority language or languages.
- b. Forms etc., to be used by the public should be printed both in the Regional language and in the minority languages.
- c. Facilities for registration of documents in the minority languages should be provided.
- d. Correspondence with the Government offices in the minority languages should be permitted.
- e. Permission should be given to file documents in the minority languages in the Courts in the areas.
- f. An endeavour should be made to secure, in so far as this may be found practicable with due regard to administrative conveniences, that the officers posted to work in such local areas are persons who possess adequate knowledge of the minority language.

The Andhra Pradesh Government which had originally proposed to take up the question of acceptance of the suggestions of the Commission in this matter along with the main question of prescribing the Official language of the State agreed to fall in line with the other States in this matter.

9. **Item 9: Safeguards for Linguistic Minorities in the matter of recruitment to the Public Services of the State**

Item 9 being a general question of which items 7 and 8 were parts, it was taken up before consideration of the latter items.

10. The Committee noted that, in the matter of recruitment to the Public Services of the State, linguistic minority groups would not be put to any special difficulty where the Official language of a State continued to be English and no conditions were imposed that a knowledge of the majority language of the State was necessary for recruitment to the services or that competitive examinations for recruitment to the services should be written only in the majority language of the State. But Madras had declared Tamil to be the Official language of the State and had provided that, to be eligible for appointment to any service by the direct recruitment, a person should have an adequate knowledge of the Official language of the State, namely, Tamil, a person with an adequate knowledge of Tamil being defined as one:-

- a. Who has acquired knowledge in Tamil in the High School course; or
- b. Who, whether his mother-tongue is Tamil or not, is able to speak, read and write Tamil; or
- c. ☆ Who has passed a second class language test in Tamil. ☆

Madras had also withdrawn the option given till 1958 to candidates taking the group IV examinations conducted by the Madras Public Service Commission for recruitment of persons to the Madras Ministerial Services, Madras Judicial Ministerial Services, etc., to answer in Telugu, Kannada, Malayalam or Urdu, the papers which should be answered in the Regional language, thus making it necessary for a candidate taking this examination to answer these papers only in Tamil. This had created problems for the linguistic minorities who had suddenly been called upon to possess an adequate knowledge of Tamil as a condition precedent to State employment and to compete with Tamil speaking applicants in examinations in which Tamil was the medium. The same problems would be faced by linguistic minorities in the other States, when in due course they switched over from English to the respective State majority language as the Official language. All the States, therefore, recognised the need for defining in precise terms the people who would be affected by policy decisions such as those taken by the Madras Government in this matter and to provide special safeguards for them in the matter of possession of adequate knowledge of the Regional language and of the medium of competitive examinations for recruitment to the Public Services of the State. The Committee discussed specifically the following questions:-

- a. how the persons to whom special safeguards should be given in the matter should be defined;
- b. what special safeguards should be given to them; and
- c. for what duration these safeguards should continue to be given.

11. **Definition of persons eligible for safeguards**

The Government of Madras had originally proposed that safeguards in the matter of recruitment should be given to a particular class of people to be described as Linguistic Minorities for this purpose and that such Linguistic Minorities should be defined as consisting of every person whose mother-tongue is Telugu, Malayalam, Kannada or Urdu, provided that either parent of such a person was born within the present territorial limits of Madras State or has been permanent resident within such limits. While the Government of Mysore wanted that continuous residence of either parent for five years or more or specific evidence of a desire to settle permanently should be the qualification for definition of linguistic minorities, the Commissioner for Linguistic Minorities was of the view that the residential qualification prescribed in the Madras definition would contravene the provisions of the Constitution. The Government of Madras, thereupon, obtained the opinion of their Advocate General regarding the constitutional validity of the definition proposed by them. His opinion which had been received by the time the Committee met was considered by the Committee. He was of the view that while there was no objection to limiting the class of beneficiaries eligible for relaxation of recruitment rules to a limited group among linguistic minorities, it was wrong to define the expression Linguistic Minorities itself so as to include only this limited group. The place of birth of the citizen or his parent could not be made the criteria for any general definition of linguistic minorities. He, therefore, suggested that, the present objective being a strictly limited one, it was not necessary to define the term Linguistic Minorities but the persons to whom the benefit of relaxation of the recruitment rules would be given could be termed non-Tamilian candidates or candidates having a mother-tongue other than Tamil and defined as consisting of every person whose mother-tongue is other than Tamil and who has passed the examination qualifying for the post in question through a college, school or other institutions within Madras State. The Committee decided to accept this suggestion of the Advocate-General of Madras and agreed that relaxation of the rules relating to adequate knowledge of the Regional language and medium of competitive examination in the matter of recruitment to services should be given to non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who would be defined as all persons whose mother-tongue is a language other than Tamil (or Telugu or Kannada or Malayalam, as the case may be) and who have passed the examination qualifying for the post for which recruitment is to be made from an Educational Institution within Madras (or Andhra Pradesh or Mysore or Kerala) State. Persons belonging to the linguistic minorities who have not passed the qualifying examination from an institution within the State would not be ineligible for recruitment to the services but they would not be entitled to the benefit of the relaxation of the rules referred to above.

12. Nature of the Safeguards

As regards the nature of the relaxation to be given, Madras had made the following proposals:

a. Adequate knowledge of Tamil as condition of eligibility for recruitment

It should be open to any candidate belonging to the linguistic minorities of the State to apply for any post notwithstanding that at the time of such application he does not possess adequate knowledge of Tamil within the meaning of the general rules. He should be eligible for selection subject to the conditions specified in (iii) below:

b. Medium of examination

Where Tamil is required to be offered as the medium of examination for any public examination held by the Madras Public Service Commission, any candidate who is a member of linguistic minority in Madras State may, if he so desires, offer his mother-tongue in lieu of Tamil subject to the conditions specified in (iii) below:

c. Conditions attached to the relaxation of the rules

The relaxation of the general rules in terms in terms of (i) or (ii) above will be subject to the conditions that the selected candidate should pass the second class language test in Tamil within the time prescribed therefore as a condition precedent to completion of probation and confirmation of appointment to the permanent Public Services of the State.

The Committee approved of the above safeguards subject to the following modifications;

- i. They shall be applicable to all non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who are eligible for relaxation of rules with reference to the criterion specified in the previous paragraph.
- ii. The option in respect of the medium of examination should be to offer any one of the six languages namely, Tamil, Telugu, Kannada, Malayalam, Urdu and English. It should be open to each of the State to provide for option to answer the examination in other Indian languages also.
- iii. The selected candidate should pass a test in the Regional language whose standard should be a matter of common agreement between all the four States..

13. **Duration of Continuance of Safeguards**

2

As regards the duration of these safeguards, the unanimous view was that the safeguards should be instituted now without a terminal date and a review of the question undertaken as soon after 1st July, 1964 as possible when information regarding the number of the persons availing themselves of the concessions would have become available

14. **Item No. 7: Recognition of minority languages as media in examinations conducted for recruitment to State Services**

The Committee considered the suggestion of the States Reorganisation Commission that for recruitment to services known as State Services, that is to say, superior or gazetted services by competitive examination, a candidate should have the option to elect as medium of the examination the Union Language-English or Hindi or the language of a minority constituting 15 to 20 per cent or more of the population of the State as an alternative to the main language of the State, a test of proficiency in the State language being held after selection and before the end of the period of probation. It was noted that this was only a part of the bigger problem dealt with under item 9 and that at present no linguistic minority was put to any difficulty in any of the four States in the matter of recruitment to the State Services as the medium of such competitive examinations as were held was English. It was agreed that safeguards for linguistic minorities in this matter should be provided by all the States in the following terms:

- a. Such safeguards would be applicable only to linguistic minorities whose mother-tongue is Tamil, Telugu, Kannada, Malayalam or Urdu and in Andhra and Mysore States only to Marathi.
- b. In the event of the medium of the competitive examinations for recruitment to any State service being changed from English to the Regional language of the State, the option to answer the examination in English or Hindi should be given to these minorities.
- c. There is no objection to any State extending this concession to linguistic minorities who speak languages other than those mentioned in item (i) above.

15. **Item No. 8: Recruitment to Cadres of Subordinate Services treated as Cadres for the Districts**

The Government of India propose to recommend that, where any cadre included in the subordinate services of a State is treated as a cadre for a district, any language which has been recognised as an Official language in the district should also be recognised as medium for the purposes of the competitive examinations in the districts. The Committee noted that there was no district in any of the States in the Southern Region where 70 per cent of the people spoke a language other than the language of the State, which according to the States Reorganisation Commission was the condition necessary for declaration of a minority language as the Official language of a district. This recommendation of the Government of India had, therefore, no application to any of the States of the Southern Region.

16. **Item No. 10: Review of Residence Rules and Requirements**

The Committee noted that all restrictions by way of domicile qualifications for entry into the services of a State having been abolished with the enactment by the Government of India of "the Public Employment (Requirements as to Residence) Act, 1957" no action was necessary in this matter.

17. **Item No. 11: Restriction of private rights in respect of contracts etc.**

The Committee noted that there was no discriminatory treatment of minorities in the field of Commerce, trade and industry in any of the four States.

18. **Item No. 12: Recruitment of a minimum percentage of the new entrants to All- India Services from outside the State**

Item No. 13: Recruitment of a fixed number of the judges of the High Courts of a State from outside the State

Item No. 14: Constitution of Public Service Commission for two or more States

No State Government had any comments to offer on any of the questions.

19. **Item No. 15: Agency for enforcing Safeguards**

The Committee noted that a Commissioner for Linguistic Minorities had been appointed at the Centre by the Government of India to submit a report to the President on the working of the safeguards for minority language groups at such intervals as the President may direct. The Committee took the view that it was also necessary to appoint a Standing Committee of the Southern Zonal Council to be the Agency for review and coordination of the implementation of the safeguards for linguistic minorities as accepted by all the States of the South Zone. Each one of the States of the Council would be represented on this Standing Committee by one of its Ministerial representatives on the Southern Zonal Council. This Committee would discuss all problems that arose with regard to the working of the safeguards for linguistic minorities. It was unanimously agreed that such a Committee should be constituted.

20. The Commissioner for Linguistic Minorities had sent a note to the Committee in which he had referred, among other things, to the practice prevailing in certain States of insisting upon adequate knowledge of the Regional language as a condition precedent for admission to the Science courses in Arts and Science Colleges and to all courses in Professional Colleges and Polytechnics in the State and the complaints he had heard to the effect that the qualification is insisted on only in order to deny admission to linguistic minority candidates. The Committee noted that no such fanaticism existed in any of the four States of the Southern Region.

1. Modifications made to the report above at a meeting of the Southern Zonal Council held at New Delhi on 16th April, 1960 were as follows:-

- a. The question whether schools in the State in the Southern Zone should be allowed to be affiliated to the institutions outside the State was discussed. Shri C. Subramaniam, Education Minister, Madras clarified that as far as colleges were concerned it was a matter for the inter-University Board to decide and not for the Governments. It was further clarified in the discussions that the examinations were held in schools in the States in the various minority languages, and not only in the Regional language of the State. Should any problem arise, it would be considered by the Standing Committee, the establishment of which the Ministerial Committee has recommended.
- b. During the discussion, Shri Subramaniam stated that while any citizen of India with the requisite necessary qualifications was eligible to compete on equal terms for entry into the State Services, the Ministerial Committee had recommended the grant of certain concessions to linguistic minorities within each State. For this purpose, a candidate would be considered to be a member of linguistic minority of a State if he had passed the requisite qualifying examination from that State and his mother-tongue was other than the Regional language of the State. Recruitment to the Public Service was not, however, limited by domiciliary restrictions which would offend against the Public Employment (Requirements as to Residence) Act, 1957. No such restriction existed in any of the four States of the Southern Zone.

It was agreed that Hindi should be added to the list of languages in which members of the linguistic minorities might answer the examination for recruitment to the Public Services.

- c. After some discussion, the Council approved of the Report and it was agreed that if any difficulty arose in giving effect to the decision of the Committee, the matter should be referred to the Standing Committee. As regards the composition of the proposed Standing Committee, it was decided that each State should be represented by a Minister, and the Vice Chairman of the Zonal Council for the year should be the Convenor of the Committee. The Secretary of the Zonal Council for the year would be the Secretary of the Committee. It was also agreed that the Commissioner for Linguistic Minorities should be associated with the Committee.



Meeting of the Chief Ministers of States & Central Ministers (August 1961)

The meeting of Chief Ministers of the States convened to consider the question of national integration began on August 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 10 August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad. The Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10 while coming in car from Jaipur to Delhi to attend the meeting.

August 10

1. In his opening address, the Prime Minister referred to the various aspects of national integration: cultural, educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all-India approach to these questions.
2. The Union Home Minister referred to the discussions held at the last Conference of Chief Ministers held on 31st May and 1st June 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two bills to amend Section 153A of the Indian Penal Code, which had been already introduced in the Parliament and the proposal to amend the Representation of the Peoples Act.
3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from the Indian Union. This matter would be considered further later.
4. The Prime Minister referred to the recommendation of the States Reorganisation Commission that more all-India Services be constituted. The Principle of having all-India Services in the Engineering, Medical and Forest departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.

5. The meeting was of the opinion that the rule of rotation of officers in existing all- India Services between the Centre and the State should be more rigorously followed.

6. The meeting also accepted the desirability of having in every High Court some judges drawn from outside the State.

August 11 and 12

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11 and 12, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11 and in the morning of August, 12.

2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's Memorandum of 4 September, 1956 which had been prepared after considering the recommendations of the States Reorganisation Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This Memorandum was in the nature of an all-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this Memorandum were re-affirmed, certain variations were agreed to, as stated below:-

- a. Primary Education:** The right of linguistic minorities to have instruction in their mother-tongue at the Primary stage of education was reaffirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganisation Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptation can be made. The main objective is that no facilities previously available should be reduced and, wherever possible further facilities should be given.

- b. Secondary Education:** Here also the general provisions of the 1956 Memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by the State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother-tongue formula could not be fully applied for use as the medium of instruction in the Secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for a higher education in Universities.

The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable text books in schools, both at the Primary and the Secondary stages was emphasized. Normally, these text books should be produced by the State Governments and not be left to private enterprise. The text books should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such text books should be entrusted to persons of high quality. The Central Government should prepare model text books both for the Primary and Secondary stages.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all-India language for inter-State communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise, there is a danger of no adequate connecting links, in so far as language is concerned between the different States.

6. It is important both from the point of view of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore, is important.

7. It must be remembered that languages, if they are to be known at all well must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all-India languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

9. A Three-language Formula had been evolved by the Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother-tongue when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universities or Boards outside the State.

11. While a State may have one or more languages for its official purposes, it must be recognised that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages for education etc. An Official language is meant largely for official purposes. For communication with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from Official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the Official language of the State, this language of the minority group should be recognised as an Official language. Recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the VIII Schedule of the Constitution. Exceptions may be in regard to the hill districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the VIII Schedule may be used.

13. Whenever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the Administration, that is noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the Official language of the State or the Union Official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc., in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State Headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the District Authorities may be authorised to get it translated in the local language of the district or municipal area, as the case may be.

15. Correspondence between the State Headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the Official language of the State for correspondence between the State and District Headquarters and vice-versa. The use of the Union Official language should also be permitted for this purpose in place of the Official language of the State. This Union Official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the Official language of the State, option should be given of using Hindi or English as the medium of examination. A test of proficiency in the State Official language should be held after selection and before the end of probation.

17. For purposes of recruitment to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognised by the Central University Grants Commission should be recognised.

18. The question of the medium for University education was discussed at length. The tendency of Regional languages to become the media for University education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasized. Such a common link can only be English or Hindi. Ultimately, it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a Regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a Regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught as long as necessary in English while other subjects may be taught with Hindi or the Regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

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

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

21. It was agreed that the implementation of the policy herein laid down for safeguarding of the interests of linguistic minorities and the promotion of are described in Article 350B of the Constitution. Though he can not obviously be entrusted with executive function for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

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

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realising this objective depended on continued vigilance and the co-operation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration it was agreed that this should be dealt with on a national plan. For this purpose, a larger Conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.

First Meeting of the Committee of Vice-Chairmen of Zonal Councils (November 1961)

Present

- | | | |
|------|---|-----------------|
| 1. | Shri Lal Bahadur Shastri,
Home Minister | Chairman |
| 2. | Shri Pratap Singh Kairon,
Chief Minister, Punjab,
(Vice-Chairman, Northern Zonal Council) | |
| 3. | Shri Y.B. Chavan,
Chief Minister, Maharashtra,
(Vice-Chairman, Western Zonal Council) | |
| 4. | Shri B.P. Chaliha,
Chief Minister, Assam,
(Vice-Chairman, Eastern Zonal Council) | |
| 5. | Shri C.B. Gupta,
Chief Minister, Uttar Pradesh,
(Vice-Chairman, Central Zonal Council) | |
| 6. ☆ | Shri C. Subramaniam,
Finance Minister, Madras,
(Representing the Vice-Chairman of Southern Zonal Council) | ☆ |

OFFICERS OF THE GOVERNMENT OF INDIA

1. Shri B.N. Jha, Secretary, Home Ministry.
2. Shri V. Vishwanathan, Special Secretary, Home Ministry.
3. Shri P.N. Kripal, Secretary, Education Ministry.
4. Shri Hari Sharma, Additional Secretary, Home Ministry.
5. Shri L.P. Singh, Additional Secretary, Home Ministry.
6. Shri R. Prasad, Joint Secretary, Home Ministry.
7. Shri R.P. Naik, Joint Secretary, Education Ministry.
8. Shri P.N. Kaul, Deputy Secretary, Home Ministry.

2. **Item No.1 of the Agenda. The name by which the Committee may be described:**

It was agreed that the Committee should be called "The Committee of Zonal Council for National Integration".

3. **Item No.2 of the Agenda. The pattern of the Agency for the Implementation of safeguards for Linguistic Minorities at (a) Zonal level, and (b) State level:**

(a) **Zonal level:** It was agreed that each Zonal Council should appoint a Standing Committee consisting of the Chief Ministers of the Zone to review from time to time the progress of implementation of the various policy decisions taken by the Chief Ministers' Conference relating to safeguards for linguistic minorities and national integration.

(b) (i) **State level:** The Committee considered that the responsibility for the co-ordination of work relating to national integration (including safeguards for linguistic minorities) should be assumed by the Chief Minister who may be assisted in this task by the Chief Secretary. It was also agreed that there should be a special officer in each state who will work under the direction of the Chief Secretary.

It was also agreed that this officer should prepare a note periodically reviewing (i) the progress of implementation of the safeguards for linguistic minorities; (ii) pending correspondence, if any, on linguistic minorities with the Government of India, the Commissioner for Linguistic Minorities and other State Governments; (iii) visits, if any, of the Linguistic Minorities Commissioner; and (iv) other matters relating to National Integration.

(b)(i) **District level:** The Committee agreed that, at the district level, responsibility for co-ordination of work relating to safeguards for linguistic minorities and national integration should vest in the district officer. It was also agreed that the State Governments might see whether any amendments are necessary to the laws governing local bodies to ensure that policy decisions relating to national integration are implemented by these bodies.

4. **Item No. 3 of the Agenda. Review of action taken by the State Governments on the decisions taken by the Chief Ministers' Conference held on August 10 to 12, 1961:**

It was noted that reports had been received so far only from 7 State Governments and 4 Union Territories and the information furnished was incomplete in some cases. The Committee reviewed the position as regards implementation of the various policy decisions embodied in the Statement issued by the Chief Ministers' Conference held on August 10 to 12, 1961 on the basis of information that was readily available, and took the following decisions:

a. Right of linguistic minorities to have instruction in their mother-tongue at the primary and secondary stages of education (Para 3 of the Statement)

It was agreed that the attention of all State Governments (excepting those in the Southern Zone) should be invited to the need for early implementation of the decisions taken by the States in the Southern Zone which had been accepted in Principle by the Chief Ministers' Conference.

The Committee desired further that information should be collected regarding the number of schools for minority language groups, number of pupils belonging to each such group and the number of teachers available for each group at the primary and secondary stages during the last 4-5 years in each State, so as to enable the Committee to make an objective assessment of the situation.

b. Provision of suitable text books (Para 4 of the Statement)

It was noted that the Union Ministry of Education had drawn up a programme for preparation of model text-books after examination of the existing text-books in use in primary and secondary stages in different States and that they also proposed to constitute a high powered Advisory Board as recommended by the National Integration Conference. It was agreed that the question of preparation of text-books should be left to be dealt with by the Ministry of Education in consultation with the State Governments, but detailed reports should be obtained of the action taken by the various State Governments for a general review by the Committee at a subsequent meeting.

c. Teaching of English and Hindi at an early stage (Para 7 of the Statement)

It was agreed that the State Governments should be requested to give consideration to the decision taken by the Chief Ministers' Conference in this regard.

d. Three-language Formula (Para 9 of the Statement)

The Committee desired that information should be collected from all States as regards the action taken or proposed to be taken by the State Governments so that the matter could be considered more fully at a subsequent meeting.

e. Affiliation of schools and colleges to out side bodies (Para 10 of the Statement)

It was agreed that the position regarding affiliation of schools and colleges using minority languages to Boards or Universities in different States should be examined by the State authorities with a view to ensure that such institutions were not put to any difficulties in the matter of affiliation.

f. Use of minority languages for communication with the public and for purposes of publicity (Paras 11 and 13 of the Statement)

It was agreed that the State Governments which had not so far prepared lists of districts or smaller areas like municipalities or tehsils where a linguistic minority constituted 15 per cent or more of the population, should be requested to do so.

g. Recognition of a minority language as an official language at the district level (Para 12 of the Statement)

It was noted that in accordance with the decision taken by the Chief Ministers' Conference official recognition had been given to the Bengali language in the district of Cachar (Assam) and to the Nepali language in the district of Darjeeling (West Bengal).

h. Use of minority languages for dealings of the Administration with the public (Para 14 of the Statement)

It was noted that in some States translation bureau already existed at State headquarters, although there might be need for strengthening them. It was considered that the attention of all the State Governments should be invited to the decision taken by the Chief Ministers' Conference in this regard and a detailed report of the action taken by the various State Governments placed before the Committee at its next meeting.

i. Correspondence between the State headquarters and the district (Para 15 of the Statement)

It was noted that, at present, the Union official language (Hindi or English) was used for correspondence with district headquarters in all States either solely or in addition to the Official language of the State.

j. Recruitment to State Services (Para 16 of the Statement)

It was noted that Commissioner for Linguistic Minorities had already taken up the matter with the few States where compulsory tests were held in the regional language for purposes of recruitment. The Committee decided to review the position at a subsequent meeting after a final reply had been received from the States concerned by the Commissioner and the Union Home Ministry.

k. Recognition of degrees or diplomas granted by all recognized Universities (Para 17 of the Statement)

The Committee considered that the State Governments concerned should be requested to take early action for amending the existing rules in accordance with the decision taken by the Chief Ministers' Conference. It was agreed that the position might be reviewed by the Committee at its next meeting in the light of further information received from the State Governments.

l. Medium of University education (Para 18 of the Statement)

This item would be considered at a subsequent meeting of the Committee.

m. Appointment of one-third number of Judges from other States

The Chairman informed the Committee that he had written to all the Chief Ministers on the subject on 23rd September, 1961 but a final reply had been received only from Orissa. After some discussion, it was agreed that the Chief Ministers might discuss the matter with their Chief Justices with a view to expedite the matter.

n. Constitution of new All-India Services

The Chairman informed the Committee that schemes for the establishment of All-India Services in Engineering, Forestry and Health had been prepared and these would be forwarded to the State Governments shortly for their comments. He expressed the hope that the State Governments would give early consideration to these schemes so that necessary action could be taken to introduce a Bill in Parliament without undue delay.

5. Item No. 4 of the Agenda. The scope of Committee's work:

It was agreed that the Committee should deal with all matters pertaining to national integration including safeguards for linguistic minorities.

