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A Report

**The State of Punjabi and Urdu Languages
In the Administration and Schools of Delhi**

2012

Study conducted by
Anjuman Taraqqi Urdu (Hind)

Under the auspices of



Delhi Minorities Commission
Government of the NCT of Delhi

Grandmothers and Grandfathers
Thank you for our language
That you have saved for us.
It is now our turn to save it
For the ones who are not yet born.

- *Imleda Perley*

Anjuman Taraqqi Urdu (Hind) is a voluntary organization established by All India Muslim Educational Conference in 1903, the same parental body which established Mohammedan Oriental College (later on developed as Aligarh Muslim University). After the Partition of the country in 1947, the Indian constituent of this champion of the Urdu cause was renamed as Anjuman Taraqqi Urdu (Hind). The Anjuman enjoyed membership and patronage of a long list of stalwarts of Urdu in the subcontinent and remained an influential voice for the progress and preservation of the language especially in the independent India. It has to its credit many publications including the periodical *Urdu Adab* and a number of reports and seminars devoted to the espoused cause. Members of the Anjuman and its office-bearers made representations to different authorities in the central and state governments and to various commissions and committees and sought judicial intervention from time to time for alleviating the glaring condition of Urdu and the associated linguistic minority. The present report valuably adds in the yeoman services rendered by this literary organization for the promotion and protection of the language in India.

In order to give them due place in the cultural milieu of the national capital, Punjabi and Urdu have been declared as the second official languages of the National Capital Territory of Delhi almost a decade back. As a vanguard of the Urdu language in the metropolis, Anjuman Taraqqi Urdu (Hind) has been vigilant regarding the execution of the provisions of The Second Official Language of Delhi Act, 2000 by the concerning departments, authorities and private players. Earlier, the Delhi School Education Act, 1973 and the Delhi School Education Rules, 1973 were promulgated and the teaching in mother tongue was assured of to all interested children, as far as possible, from primary to secondary levels and the Anjuman remained in the forefront of promoting Urdu as a mother tongue in the national capital under the given provisions.

The Anjuman felt that Urdu and Punjabi could not be accorded due significance in the administration and educational system of the city-state of Delhi even after several years of these safeguarding provisions in use. They actually evince a retrogressive growth and uneven development as the official languages of the national capital. Hence, the organization envisaged of undertaking a study based on survey of vernacular schools and the concerning departments as regards the state of these languages in the national capital. Consequently, "**A Report on the State of Punjabi and Urdu Languages in the Administration and Schools of Delhi**" has been prepared on the behest of the Anjuman and a suitable grant of the Delhi Minorities Commission enabled the study to be conducted in a convenient way. The major part of the study was conducted during April-July 2012 and the findings have formed integral parts of this document.

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There has been a general feeling that implementation on the education codes and The Delhi Second Official Language Act, 2003 is not spawning satisfaction of the concerning linguistic minorities. There may be some specific administrative and institutional grievances of these sections of the national capital which needs proper attention of all concerned. However, this requires at the very outset a general idea about the extent and nature of such grievances. Therefore, the Delhi Minorities Commission has resolved to invite proposals for conducting a short study of the state of implementation of Punjabi and Urdu as the Second Official Languages the Government of Delhi and the condition of teaching these languages in the government schools of the capital. Consequently, the Commission circulated its intent along with a questionnaire among a panel of Delhi-based NGOs working for the cause of minorities and finally Anjuman Taraqqi Urdu (Hind) was awarded the assignment for providing information and recommendations for the consideration of the Commission. The present report is the product of the said assignment. It is a matter of pleasure for all concerned that the Anjuman has done its best to make the report as specific and comprehensive as possible. The major highlights of the study have been placed at the beginning of the report for the perusal of all concerned.

The Anjuman extends its deepest gratitude to the Delhi Minorities Commission and its members and staffs, especially to its chairman Shri Safdar Ali Khan, for the encouragement and support to the undertaken study. The organization is thankful to Mr Abdul Rashid Agwan, director Centre for Advancement of Voluntary Efforts and his team of surveyors for the technical help which was extended during preparation of the report. The Anjuman is also indebted to the schools and authorities which cooperated in making the survey and study useful.

It is anticipated that the report will attract attention and interest of all concerned who would like Punjabi and Urdu flourish as important and popular languages of Delhi.

Dr Ather Farouqi
General Secretary
Anjuman Taraqqi Urdu (Hind)

04/10/2012

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Glossary of Abbreviations

CBSE	Central Board of Secondary Education
CEO	Chief Executive Officer
CIC	Chief Commissioner for Information
CIEMEN	International Escarré Centre for the Ethnical Minorities and the Nations
CLM	National Commission for Linguistic Minorities
DANICS	Delhi, Andaman Nicobar Island Civil Services
DASS	Delhi allied and Subordinate Services
DAVP	Department of Audio-Visual Publicity
DCB	Delhi Cantonment Board
DISE	District Information System for Education
DMC	Delhi Minority Commission
DoE	Directorate of Education, Government of Delhi
DSSSB	Delhi Subordinate Services Selection Board
DTE	Directorate of Education, Government of Delhi
ESL	English as Second Language
GAD	General administration Department
GNCT	Government of Delhi
HOS	Head of School, Principal
IAS	Indian Administrative Services
LM	National Commission for Minority Educational Institutions
MANUU	Maulana Azad National Urdu University

MCD	Municipal Corporation of Delhi
MIL	Modern Indian Language
MTM	Methods Time Measurement
NCLM	National Commission for Linguistic Minorities
NCT	National Capital Territory
NDA	National Democratic Alliance
NDMC	New Delhi Municipal Corporation
NGO	Non-Governmental Organization
NIEPA	National Institute of Educational Planning and Administration
NUEPA	National University of Educational Planning and Administration
PEN	Poets, Playwrights, Editors, Essayists and Novelists International
PGT	Post Graduate Trained Teachers
PLA	Punjab Languages Act
RPVV	Rajkiya Pratibha Vikas Vidhyalayas
RR	Recruitment Rules
RTI	Right To Information Act, 2005
SKV	Sarvodaya Kanya Vidyalaya
SSA	Sarva Shiksha Abhiyan, a national literacy mission of India
TGT	Trained Graduate Teachers
UN	United Nations
UNESCO	United Nations Educational, Social and Cultural Organisation
UPA	United Progressive Alliance

Highlights of the Study

The most striking findings of the undertaken study are as follows:

- Urdu speakers comprised 874,333 persons according to the census 2001, constituting 6.31% of the total population of Delhi. Therefore, the estimated number of Urdu speakers by 2011 must be around 1.05 million keeping the total population of the national capital recorded by census 2011. Punjabi speakers made 7.14% of the total population of the national capital in 2001 with 988,980 persons. Hence, the estimated number of Punjabi speaking people of Delhi would have been 1.19 million by 2011.
- Urdu speakers are concentrated in such sub-districts as Dariyaganj (52.65%), Sadar Bazar (36.60%), Kotwali (23.82%) Shahdara (23.75%), Seelampur (17.51%) and Defence Colony (17.25%) whereas sub-districts with concentration of Punjabi speakers are Rajouri Garden (26.30%) and Patel Nagar (20.18%). (w/c Delhi)
- Delhi Education Act, 1973 and Delhi Official Language Act, 2000 mainly defines rights of Punjabi and Urdu as the minority languages, as applicable to the national capital apart from different Constitutional provisions and several central acts. It has been noted that there are a number of lacunae in the implementation of these provisions in the right earnest and much is left to be desired on the part of Delhi government and different local bodies in the promotion of these languages as the medium of education and official languages of the NCT of Delhi including appointment of the obligatory staff, provision of sufficient budget, translation of essential government documents into Punjabi and Urdu, recoding of proceedings of the State Assembly in these languages, etc.
- It has been informed in response to different RTI applications that there were 1799 employees working in Delhi Administration, 9558 officers were engaged as the IAS, DANICS, DASS and Steno category employees and 2798 non-gazetted / non-teaching employees were employed in the schools of the Delhi government but the concerning departments / sections were unable to respond to the query how many of them are conversant in either Punjabi or Urdu. Even after enactment of the Delhi Second Official Language Act, 2000 no record of government employees knowing the second official languages has been kept at any level of recruitment.
- Considering that each department will have at least one staff from each of the languages as Language Officer, Translator and Typist then there should have been over 700 staffs under the category associated with 65 departments, 53 autonomous bodies and several other offices of the Delhi Government for implementing the Language Act; however, the Government has recruited only 7 such employees even after a decade of the existence of the Act, just one per cent of what is desired.
- The web-pages of the Language Department on the portal of Government of Delhi (www.delhi.gov.in) have not been updated since long. Even the Delhi Official Language Act, 2000 enacted in June 2003 is still shown on it as a 'Bill'.
- Insufficient information has been provided by the Government of Delhi to the National Commissioner of Linguistic Minorities as the latter's Annual Report of past several years have noted. This renders monitoring of the progress of these languages by the statutory body highly difficult.
- The amounts of the advertisement committed by the Department of Audio Visual Publicity for the newspapers and magazines published from Delhi in Punjabi and Urdu have been respectively 0.59% and 3.57% of the total allocations in 2011, which marks

an inadequacy of the share and underprivileged status of these languages in terms of the government advertisements.

- There were total 114 Urdu medium schools in Delhi under various government bodies with 47,292 students and 745 teachers during the academic year 2010-11. The number of those students who were studying in other mediums but have Urdu as a subject in that session was 64,033. In 7 government-managed and aided Punjabi medium schools of the national capital there were 2,021 students taught by 42 teachers whereas the number of students taking up Punjabi as a subject was 29,832 in the reported year.
- In the reported session, i.e. 2011-12, there are 28,903 students in the 23 Urdu medium schools under the Directorate of Education which has engaged 654 teachers to teach them. Out of these teachers at least 360 teachers, comprising 55% of the total teaching staffs, was found to be non-Urdu knowing including 19 principals / vice-principals of the total 23 Heads of Schools.
- The teacher-pupil ratio in the said schools can be calculated as 1:44 which is quite adverse as compared to the CBSE's prescribed norm of 1:20. That means, there is a shortfall of 791 teachers in these schools. Unfortunately, most teachers presently working in the Urdu medium schools under the DoE have been engaged as guest teachers or on contract basis or are on the payroll of Urdu Academy. The sanctioned posts are also less than required, i.e. 262 only. In the MCD Urdu medium schools, the number of vacancies of teachers remains to be 750; besides 350 posts vacant for Urdu subject teachers. In the NDMC Urdu medium schools, 21 seats are vacant.
- Out of the stated 262 sanctioned posts of TGT (Urdu) posts, including 100 newly created ones, only 83 are filled and 179 are reported to be vacant, comprising as many as 68% of the total sanctioned posts. Ideally speaking, there is a shortfall of 791 seats of Urdu teachers in 24 schools under the Department of Education in the light of CBSE norms. Moreover, there are 750 similar vacancies in the 68 Urdu medium MCD schools and 21 in the NDMC Urdu medium schools.
- Out of the 654 teachers working in 23 Urdu medium schools of the Government of Delhi as many as 360 were noted to be non-Urdu knowing ones, comprising 55% of the total teaching staffs. Some reported data place this figure to be as high as 68%.
- Since 1995, only 28 Urdu and 40 Punjabi teachers have been appointed in all schools of Delhi in spite of recurring demands.
- Strangely enough, 26 schools out of the total surveyed 33, comprising 79% of the respondents, informed that admission forms are not available in them in Urdu or Punjabi as is expected but in Hindi or English only; though they are imparting education in either of the languages as a medium or subject.
- Only one Urdu medium school has informed that it maintains the statutory 'Advance Register' for noting the students' choice of mother tongue and the rest did not respond in affirmation to the questionnaire.
- 15 Urdu medium schools have informed that 145 non-Urdu knowing teachers are teaching therein.
- It is really shocking to note that the website of Punjabi Academy is purely in English. It should have major portion in the language in line with the website of Urdu Academy which is basically in Urdu.

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 para. so that one can
 easily understand

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Chapter - 1

Introduction

1.1 Language is a *sine qua non* for the existence and perpetuity of any culture. Scholars and experts have articulated this fact in their own unique ways; while saying such as “Each community is formed by the activity of language”, “Language represents culture”, “Every language is a model of culture and its adjustment to the world” and the like. The Constitution of India recognizes the essentiality of language in the progress and development of the nation as a whole and, hence, it gives due importance to the rights of linguistic minorities of the country. Consequently, Hindi has been accepted as the official language of the country and English as the additional official language under the specific articles of the Constitution which also enlists 22 languages under its Eighth Schedule, called as Scheduled Languages. The states and union territories of the country have been authorized to declare any one or more of these languages as the official language of the respective state based on the native population of their speakers. Generally, the language of the majority speakers in a given state gets preference as the official language of that state. The states are also bestowed with the power to recognize more than one language as official languages depending upon the respective strength of native speakers.

1.2 This renders population as a valid ground, apart from the statutory provisions, for the claim of any language to be crowned as the official language of a particular state or even a district/sub-district or for declaring any group of people as the linguistic minority. The enumerators also collect at the time of decadal census of the country, information regarding people’s mother tongue and knowledge of other languages. Thus, the census of the country also comprises a sort of linguistic survey while providing data about linguistic populations and the dynamics of changes occurring in the linguistic profile of the country.

1.3 Although the linguistic diversity of the country received a marked appreciation of the census department in earlier censuses; however, gradually the number of officially recognized languages has gone on waning. It has been noted, “In 1961, over 190 languages were listed, which was a paring down of the 1,652 language names submitted by census takers. Many of these reductions affected languages which could claim only a low number of speakers - some as few as one or two. Later, many languages were subsumed under Hindi, and other language groups were consolidated, which ultimately decreased the number of recognized languages to 175 in 1971 and to 145 in 1981. In the last census the names of 86 languages appeared in the list apart from 22 scheduled languages. Despite this still quite large number, the speakers of the eighteen scheduled languages recognized by the Constitution of India represent 95.6 per cent

of the population".¹ Presently, the census covers 22 Scheduled and 86 non-Scheduled Languages. The impact of the emphasis on one official language and that of the globalization are apparent in the census counts, which tends to reduce the number of languages for communication among various nations and communities.

1.4 Language remains a volatile issue in India. Several movements have been launched in the country on the issue of language and a lot of anxiety had prevailed in the country in this regard just after the Independence. States of the country have been reorganized on the basis of major linguistic populations after public upsurge in different parts of the country particularly in the southern provinces. It was declared in Article 343 (1) of the Constitution of India that Hindi will be the official Union language. It was also mentioned that over a period of fifteen years since the commencement of the Indian Constitution, Hindi will replace English, which was used as the additional official language of the nation. However, there was a provision that the Parliament can decide whether to use English as an official language further or not. When the review time approached for the desired replacement, the non-Hindi speaking communities across the country protested on the aspect of the change in the official language from English to Hindi. This unrest resulted in the enactment of the Official Language Act, 1963, which has given a sort of permanency to English as an additional official language of the country and a lasting aversion to Hindi as the national language.

1.5 The Report of the State Reorganization Commission (1955) recommended formation of states on the basis of the major language of the region with the rider that "Constitutional recognition should be given to the right of linguistic minorities to have instruction in their mother-tongues at the primary school stage subject to a sufficient number of students being available."² This led to inclusion of Articles 350 A and 350 B into the Constitution after the reorganization of the states in 1956, which pronounce: "It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; Article 350 also reads: (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 these matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the government of the states concerned".³ Gradually, the language question has led to the consolidation of such concepts as the majority and minority languages with various linguistic equations and political engagement in different parts of the country. This question has remained on the agenda of different political parties and social movements of the country from time to time, generating language consciousness among people every now and then.

¹ Jason Baldridge, Reconciling Linguistic Diversity, Language in India, Vol 2 3 May 2002, <http://www.languageinindia.com/may2002/baldrigedlanguagepolicy.html>

² Dr B. Mallikarjun, An Experiment into Linguistic Majority-Minority Relations in India, Language in India, Vol. 4 8 August 2004, <http://www.languageinindia.com/aug2004/dlamallikarjun1.html>

³ The Constitution of India

modernization; (c) speakers' attitudes towards their languages; (d) separation of the link between language and identity or a change in the speech community's perception of its identity. One of the major factors affecting the maintenance or shift of minority languages is the speakers' perception of their own language. "Modernization of Indian society has resulted in the need to acquire a certain type of linguistic capital for sustained upward mobility in society. English, Hindi and other regional state languages (in that order) present a hierarchy of the power of linguistic capital. Technology for communication at the state, national and international levels has promoted unprecedented vigor in the use of English (although regional languages are catching up). In the domains of production, sustenance, promotion of any product (both material and ideological), linguistic capital plays an important role. In India, the labor market in all domains is dominated by English and regional languages."⁸ Naturally, this is causing tremendous strain on minor languages and the populations associated with them as regards their survival.

1.9 Urdu, which lacks a territorial population like Sanskrit and Sindhi, but spoken by a population concentrated in 15 states with over one lakh speakers in each of them, i.e. Uttar Pradesh, Bihar, Maharashtra, Andhra Pradesh, Karnataka, Jharkhand, West Bengal, Madhya Pradesh, Tamil Nadu, Delhi, Rajasthan, Gujarat, Uttarakhand and Haryana (in the order of speakers), has been given the status of second official language in as many as six of these states and union territories, besides it is the official language of Jammu and Kashmir. Punjabi is the second official language of three states and union territories, namely Haryana, Delhi and West Bengal in addition to its official language status in Punjab and Chandigarh. The nationally approved official language Hindi is an official language in eight states and union territories as well and it is the second official language of one state, i.e. West Bengal. In the latter state, there are as many as six officially recognized languages of the state, the maximum in one state.

1.10 Technically speaking, "Linguistic Minorities are groups or collectivities of individuals residing in the territory of India or any part thereof having a distinct language or script of their own. The language of the minority group need not be one of the twenty two languages mentioned in the Eighth Schedule of the Constitution. In other words, linguistic minorities at the State level mean any group or groups of people whose mother tongues are different from the principal language of the State, and at the district and taluka/tehsil levels, different from the principal language of the district or taluka/ tehsil concerned".⁹ Recognition of any minority language as the official or second official language creates vast opportunities for the people speaking that particular language. The administrative use of the language not only enhances accessibility of such people in the government matters but it also increases their political clout. Moreover, several jobs are created due to this political decision. The linguistic minority

⁸ *Ibid*, p14

⁹ Commissioner for Linguistic Minorities, 45th Annual Report, 2006-07, p220

attached with the pertaining language feels a sense of pride and confidence when their speech finds credence in the administration. The most important advantage of the official recognition of any language is the lenience it may have in education and its use as a mother tongue, which is very important for the progress of any social group.

1.11 It is now universally acknowledged that as a tool of human development, mother tongue plays a key role at least by the primary stage of education. Yela (1975) had argued that since children taught through their mother tongue used simple and direct strategies as opposed to the complex and indirect ones of the bilingual children, the former would perform significantly better than the latter on verbal problems involving reflective thoughts.¹⁰ The Thomas and Collier study should be particularly taken into account which is "the largest longitudinal study in the world on the education of minority students, with altogether over 210,000 students, including in-depth studies in both urban and rural settings in the USA, included full MTM programs in a minority language, dual-medium or two-way bilingual programs, where both a minority and majority language (mainly Spanish and English) were used as media of instruction, transitional bilingual education programs, ESL (English as a second language) programs, and so-called mainstream (i.e. English-only submersion) programs. Across all the models, those students who reached the highest levels of both bilingualism and school achievement were the ones where the children's mother tongue was the main medium of education for the most extended period of time."¹¹ There is a wealth of research which shows that the best medium of instruction for a child to have a conceptual understanding of a subject is one's mother-tongue, as said, "Just because people want their children to study English does not mean that they need to enroll them at an English-medium school. If Indian-language schools did a good job teaching English, parents would not need to send their children to English-medium schools," said R. Govinda, vice-chancellor of NUEPA.¹²

1.12 India is fortunate that during the long years of struggle for independence, the nationalist leaders such as Gopal Krishna Gokhale, (1866-1915), Mohandas Karamchand Gandhi, (1869-1948) and intellectuals like Muhammad Iqbal (1876-1938), Rabindranath Tagore, (1861-1941) and Mawlavi Abdul Haq (1870-1961) etc not only favored diversity of languages in the country but they also saw the need for universal elementary education through mother tongue. The ideas of these great leaders later on shaped the state policies and the recognition of importance of mother tongue in education by the Constitution and several laws and regulations are the products of that noble thought. These and other nationalist leaders have seen the

¹⁰ K. Ramasamy, Mother Tongue and Medium of Instruction – A Continuing Battle, Language in India, Vol 1 6 October 2001, <http://www.languageinindia.com/oct2001/ramasamyk1.html>

¹¹ Dr Tove Skudnabb-Kangas, The right to mother tongue medium education – the hot potato in human rights education, p3, <http://www.ciemen.org/mercator/pdf/simp-skuttnab.pdf>

¹² Anahita Mukherji, 2 Crore Children study in English medium schools, times of India, March 2, 2012, <http://schoolreportcards.in/Media/m148.html>

pitfalls of the colonial policy of imposing English on the native people and pleaded during the freedom struggle for the linguistic diversity and use of mother tongue at the elementary level of education. However, the stand taken by some political leaders and parties imposing Hindi at the cost of extinction of minority languages has yielded into insurmountable reactions from non-Hindi populations and gave birth to language movements in different parts of the country. Many see the cause of linguistic tension in India to be the premature insistence of some sections that Hindi should be made the national language of the country.

1.13 Francis Coulmas (1988) quite aptly points out that, "If language can be employed as a symbol of national unity by a dominant group, dominated groups may, of course, exert the same logic and make political claims based on their linguistic identity. Thus, while the idea of a national language-ideology and its political enforcement may be said to function as a cohesive force, the reverse is also true."¹³ In many ways, Jason Baldrige remarks, "the process of trying to make Hindi the national language has caused more division than cohesion. It may serve as a national symbol for some, but this certainly is not universally the case".¹⁴ There is no doubt that Hindi remains to be the official language of the country as a whole and also in many states but a section of society wishes it be considered as the national language. 'Hindi, Hindu, Hindustan' echoed as slogan during the freedom struggle by which the dominant language of the country has been wrongly associated with a particular religious community of the country and there by not only the linguistic minorities but also the religious minorities of the country have deemed 'Hindi imposition' as a new form of extension of imperial policy of imposing English on the native population. After Independence, the bogey of Hindi nationalism has brought more confusion than cohesion in the country. Even the courts have to remove some appertained misgivings. In a judgment, Gujarat High Court made it evident that "In India, a majority of people have accepted Hindi as a national language and many speak Hindi and write in Devanagari script, but it's not officially the national language".¹⁵ However, for some decades the Hindi speaking population is increasing with a normal pace and, while respecting the pertaining aspirations of different linguistic communities, space is being created in the political establishment for other languages as well, especially to be duly recognized officially. That is why more languages have been given official status as the second language of the concerning states and union territories during the last decade than in any other time after the Independence. One definite fallout of this situation, having bearing on the present study, is the declaration of Punjabi and Urdu as the second official languages of Delhi in 2003.

1.14 With 51.54 million speakers Urdu ranks 6th in the country after Hindi, Bengali, Telgu, Marathi and Tamil languages; whereas Punjabi, with 29.10 million speakers, stands on the 11th

¹³ Jason Baldrige, *op cit*

¹⁴ *Ibid.*

¹⁵ [Http://articles.timesofindia.indiatimes.com/2010-01-25/india/28148512_1_national-language-official-language-Hindi](http://articles.timesofindia.indiatimes.com/2010-01-25/india/28148512_1_national-language-official-language-Hindi)

position by the number of adherents among 22 scheduled languages. Punjabi is an official language of Punjab and Chandigarh and it is the second official language of Haryana, West Bengal and Delhi. Urdu is mainly spoken in 15 states of the country, having Urdu speaking populations to be more than one lakh, and it enjoys official status in Jammu and Kashmir whereas it has been declared as the second official language in Andhra Pradesh, Bihar, Uttar Pradesh, Uttarakhand, West Bengal and Delhi.

1.15 Both Punjabi and Urdu have been accorded the status of the second official language of the national capital by a single Act, promulgated in 2003. The action was long overdue and it only valued the nascent right of some large sections of the metropolis. Hindi remained the single official language of Delhi since its formation as the union territory in 1958, which was later on elevated to the statehood in 1991, till the other two languages were accommodated in the official framework. On popular demand, Punjabi spoken by more than 7% of the local population and Urdu spoken by over 6% of the population were declared as the second official languages of the national capital in June 2003. This opened a door of ample opportunities for the progress and development of the concerning linguistic minorities of Delhi. However, accessibility to these opportunities rests on a proactive administration and the preparedness of the concerning linguistic communities to avail them.

1.16 The Delhi Official Language Act, 2000 and the Delhi Education Act, 1973 govern the state of linguistic minorities in the national capital. There are a number of indicators which underline an inadequate impact and actualization of the given legislative instruments and the provisions of education through mother tongue. Since the pertaining enactments and framing of guiding rules, the government has taken various actions towards their implementation. However, certain shortcomings are cropping up due to a variety of reasons which put a question mark on the pace and direction of the desired developments in this regard. The said acts necessitated appointment of proper staffs as language officers and translators, display of information in public places in Punjabi and Urdu languages along with Hindi and English, printing and publication of informative materials of the government departments in Punjabi and Urdu for the reference and information of common men, realization of correspondence of the public to the authorities or the vice versa in these languages, placement of the government advertisement in newspapers catering to the needs of concerning linguistic populations, proper arrangements for education of interested children while using Punjabi and Urdu as mother tongues, appointment of language teachers in the government and aided schools, due facilities for the promotion of the said languages through the concerning academies and other bodies, and the like. However, there has been a popular feeling, and there are certain facts substantiating the same, that things are not moving as smoothly as they should be. The present study keeps focus on the issues and problems arising in the due implementation of the provisions of the concerning Acts and other obligations of the state government and local

bodies as regards the said minority languages and comes out with certain propositions for alleviating the glaring conditions of these languages in the life of Delhi.

1.17 In this backdrop, 'A Report on the State of Punjabi and Urdu Languages in the Administration and Schools of Delhi' has been prepared and submitted by Anjuman Taraqqi Urdu (Hind) for the consideration of Delhi Minorities Commission, the latter one actually sponsored the study with the earnest desire to come out with some suggestions and recommendations for improving the state of things appertained to these minority languages of the metropolis.

1.18 While preparing this document, reference has been made to some of the earlier reports having bearing on the understanding of the state of Urdu and Punjabi languages in the National Capital Territory of Delhi. Systematic and regular information has been compiled in the annual reports of the National Commissioner for Linguistic Minorities¹⁶ published since 1957-58, which have been contextually referred to in the text of the present document. Gujral Committee Report on the Promotion of Urdu (1979) is another source of major information in this regard¹⁷ which also contains several pages regarding the state of Urdu in Delhi and hence been used for enhancing worth of this report. Omar Khalidi's report 'A Report on the State of Urdu Literacy in India' (2010)¹⁸ has collated precious information on the subject with a note on the state of Urdu literacy in Delhi as well, which has been occasionally mentioned for making the report more befitting under the given task. A number of papers and articles contributed for the journal *Language in India*¹⁹ found valuable for this report. Besides, a number of occasional studies and media reports have also been mentioned as and when required so that the report could be made more useful, up-to-date and comprehensive. There is no doubt that most of the references mentioned in these pages have been downloaded from internet; however, hard copies of a few sources were also consulted.

1.19 The report is just not based merely on the secondary sources but efforts have also been made to have the first hand information from all those concerned. Data have been collated on the undertaken theme and Surveyors have been engaged to compile information from the schools and the authorities. Moreover, several notices were sent under the provisions of Right To Information Act (RTI) and responses thus received were analyzed and discussed under discrete heads. Discussion on various sections and interrelated information has been made at the end to synthesize critical findings in a systematic manner. Thus, the report has become a store of information on the pertaining subject and may further stimulate similar studies in future.

¹⁶ Vide various reports of the National Commissioner Linguistic Minorities, www.mclm.nic.in.

¹⁷ Gujral Committee Report on Urdu, 1979

¹⁸ Omar Khalidi, A Report on the State of Urdu Literacy in India, 2010. (vide www.languageinindia.com)

¹⁹ <http://www.laguageinindia.com>

1.20 The epilogue of the report has been included in the form of the *Preface* contributed by the Secretary, Anjuman Taraqqi Urdu (Hind), which conducted the study. It is further added with '*Highlights of the Study*' which succinctly pinpoints major findings of the report. In the technical part, after the Chapter One, covering on the *Introduction* of the Report, the chapter on *Safeguards* has been placed which gives details as regards the nationally and internationally endorsed rights of linguistic minorities. Then, follows the chapter on '*The Linguistic Profile of Delhi*' and then the one on '*Punjabi and Urdu declared as the Second Official Language of Delhi*'. The chapter on '*Issues in Punjabi and Urdu as the Important Languages of Delhi*' has been added thereafter. Chapters on '*Punjabi and Urdu in Delhi Administrative and Local Bodies*', '*Urdu and Punjabi Teaching in the Schools Delhi*', '*The RTI Responses*' and '*Findings of the Survey of Punjabi and Urdu Schools of Delhi*' are mainly based on the first hand information collected through research, survey and RTI enquiries. The chapters '*Discussion*' and '*Suggestions and Recommendations*' comprise the last part of the report. Some additional information has been appended at the end of the Report. Moreover, *Glossary of Abbreviations* and *Index* have been inserted in due places for making the report even more useful.

1.21 The study intends to highlight the problems arising in the promotion and preservation of Urdu and Punjabi; both as minority languages, as well as the second official language of the NCT of Delhi, so that some concrete suggestions could be made for the authorities to take into consideration. It is anticipated that the report will rouse interest of the concerning authorities and some positive fallout will be possible as a consequence.

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Chapter 2

Constitutional and Other Safeguards for Linguistic Minorities

2.1 Linguistic minorities enjoy a number of conventional and constitutional safeguards which make them the thriving principles of society. These safeguards are embedded in the international conventions, declarations of the United Nations, freedom struggle of India, constitutional provisions of the country and pronouncements of the competent bodies rendering the rights of linguistic minorities safe and inviolable. In some cases these safeguards form part of the law and others are just directives for the native government to hold high. A number of relevant safeguards as regards rights of linguistic minorities and significance of equality of the language communities, as applicable in India have been underlined here for the convenience of general understanding and holding them up high. Only relevant articles, sections and clauses have been quoted here and for any interest leading to their deep study the original documents should be referred.

Declaration of the United Nations on Linguistic Minorities

2.2 The Universal Declaration of Linguistic Rights is a long and complex document. It is the fruit of the process of reflection which began in September 1994 resulting into organization of World Conference of Linguistic Rights in Barcelona on 6-8 June 1996, with the assistance of 66 NGO's, 41 PEN Centres and 41 experts in linguistic legislations from all the world. The convocation of this World Conference was an initiative of the Committee for translation and linguistic rights (International PEN) and the CIEMEN (International Escarré Centre for the Ethnical Minorities and the Nations), with the moral and technical support of the UNESCO. The institutions and non-governmental organizations, attending the meeting in Barcelona from 6 to 9 June 1996 became signatories to the *Universal Declaration of Linguistic Rights*.

2.3 This Declaration considers the following to be inalienable personal rights which may be exercised in any situation: the right to be recognized as a member of a language community; the right to the use of one's own language both in private and in public; the right to the use of one's own name; the right to interrelate and associate with other members of one's language community of origin; the right to maintain and develop one's own culture. (*Article 3.1*)

2.4 This Declaration considers that the collective rights of language groups may include the following, in addition to the rights attributed to the members of language groups in the

foregoing paragraph, and in accordance with the conditions laid down in article 2.2: the right for their own language and culture to be taught; the right of access to cultural services; the right to an equitable presence of their language and culture in the communications media; the right to receive attention in their own language from government bodies and in socioeconomic relations. (*Article 3.2*)

2.5 The aforementioned rights of persons and language groups must in no way hinder the interrelation of such persons or groups with the host language community or their integration into that community. Nor must they restrict the rights of the host community or its members to the full public use of the community's own language throughout its territorial space. (*Article 3.3*)

2.6 This Declaration is based on the principle that the rights of all language communities are equal and independent of the legal or political status of their languages as official, regional or minority languages. Terms such as regional or minority languages are not used in this Declaration because, though in certain cases the recognition of regional or minority languages can facilitate the exercise of certain rights, these and other modifiers are frequently used to restrict the rights of language communities. (*Article 5*)

2.7 All language communities have the right to organize and manage their own resources so as to ensure the use of their language in all functions within society. (*Article 8*)

2.8 All language communities have equal rights. This Declaration considers discrimination against language to be inadmissible, whether it be based on their degree of political sovereignty, their situation defined in social, economic or other terms, the extent to which their languages have been codified, updated or modernized, or on any other criterion. All necessary steps must be taken in order to implement this principle of equality and to render it effective (*Article 10.1-3*)

Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities²⁰

2.9 The Declaration in the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities was adopted by the UN Commission on Human Rights in its resolution 1992/16, 21 February 1992 and by the General Assembly in its resolution 47/135 on 18 December 1992. It promotes and encourages respect for human rights and for fundamental freedoms for all, without distinction as to race, sex, language or religion while reaffirming faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.

²⁰ UN Doc. E/CN.4/1992/48 & Corr. 1 (1992) at 16-19.

2.10 States shall protect the existence and the national or ethnic, cultural, religious and linguistic identity of minorities within their respective territories, and shall encourage conditions for the promotion of that identity. [...](*Article 1*)

2.11 Persons belonging to national or ethnic, religious and linguistic minorities (hereinafter referred to as persons belonging to minorities) have the right to enjoy their own culture, to profess and practice their own religion, and to use their own language, in private and in public, freely and without interference or any form of discrimination. [...](*Article 2*)

2.12 Persons belonging to minorities have the right to establish and maintain, without any discrimination, free and peaceful contacts with other members of their group, with persons belonging to other minorities, as well as contacts across frontiers with citizens of other States to whom they are related by national or ethnic, religious or linguistic ties. (*Article 3*)

2.13 States shall take measures to create favorable conditions to enable persons belonging to minorities to express their characteristics and to develop their culture, language, religion, traditions and customs, except where specific practices are in violation of national law and contrary to international standards. States should take appropriate measures so that, wherever possible, persons belonging to minorities have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue. States should, where appropriate, take measures in the field of education, in order to encourage the knowledge of the history, traditions, language and culture of the minorities existing within their territory. Persons belonging to minorities should have adequate opportunities to gain knowledge of the society as a whole. (*Article 4: 1-4*)

The Constitutional and other Safeguards

2.14 The Constitution of India containing 448 articles was approved by the Constituent Assembly on 26 January 1950 as the supreme law of the country. Thereafter, several amendments have been made in the Constitution by the Parliament for making it more relevant and up to date. The Constitution and several implied acts and regulations as vogue in the country provide due protection to various rights people of the country including those of the linguistic minorities and emphasize need for the preservation of linguistic diversity in the country. Some of the more relevant articles of the Constitution of India have been quoted here.

2.15 All citizens shall have the right: to freedom of speech and expression (which is not possible without proficiency in language) (*Article 19. 2A*).

2.16 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. (*Article 29: 1-2*)

2.17 Right of minorities to establish and administer educational institutions: (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice. (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause. (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language. (*Article 30*)

2.18 In making their recommendations under clause (2), the (Official Language) Commission shall have due regard to the industrial, cultural and scientific advancement of India, and the just claims and the interests of persons belonging to the non-Hindi speaking areas in regard to the public services. (*Article 347: 3*)

2.19 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 recognised throughout that State or any part thereof for such purpose as he may specify. (*Article 347*)

2.20 Language to be used in representations for redress of grievances: Every person shall be entitled to submit a representation for the redressal 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. (*Article 350*)

2.21 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. (*Article 350A*)

2.22 There shall be a Special Officer for linguistic minorities to be appointed by the President. 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. (*Article 350B: 1-2*)

2.23 It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages. (*Article 351*)

Consensual Safeguards²¹

2.24 Consensual Safeguards for linguistic minorities have been agreed to by the Central and the State Governments through a series of meetings of Chief Ministers of all the states.

2.25 Instruction through minority languages at the Secondary stage of education;

2.26 Translation and publication of important rules, regulations, notices, etc., into all languages, which are spoken by at least 15% of the total population at district or sub-district level;

2.27 No insistence upon knowledge of State's Official Language at the time of recruitment. Test of proficiency in the State's Official Language to be held before completion of probation

2.28 The constitutional and the consensual safeguards together with practical way to implement them has led to the following

Combined Scheme of Safeguards²²

2.29 The Constitution of India makes appointment of the National Commissioner for Linguistic Minorities obligatory for safeguarding rights of linguistic minorities, which approved in this regard the Combined Scheme of Safeguards with the following provisions.

2.30 Translation and publication of important rules, regulations, notices, etc., into all languages, which are spoken by at least 15% of the total population at district or sub-district level;

2.31 Receipt of, and reply to, representations in minority languages; scheme of safeguards;

²¹ National Commission for Linguistic Minorities, Safeguards: <http://nclm.nic.in/index1.asp?linkid=126>

²² *Ibid*

- 2.32** Declaration of minority languages as second official language in districts where persons speaking such languages constitute 60% or more of the population;
- 2.33** Instruction through mother tongues/ minority languages at the Primary stage of education; and Instruction through minority languages at the Secondary stage of education;
- 2.34** Advance registration of linguistic preference of linguistic minority pupils, and inter-school adjustments;
- 2.35** Provision for text books and teachers in minority languages; scheme of safeguards
- 2.36** Implementation of Three-language Formula;
- 2.37** No insistence upon knowledge of State's Official Language at the time of recruitment. Test of proficiency in the State's Official Language to be held before completion of probation
- 2.38** Issue of Pamphlets in minority languages detailing safeguards available to linguistic minorities and
- 2.39** Setting up of proper machinery at the State and district levels.

Recommendations of the First Report of the National Commissioner for Linguistic Minorities²³

- 2.40** The state governments should be prompt in investigating complaints about the use of minority language.
- 2.41** Nothing should be done to impede the free play of the forces leading to social and cultural synthesis or process of natural assimilation. State Government should grant proper educational opportunities to linguistic minorities and help them in preservation of their culture and language.
- 2.42** There should be clerks in the registration office who know the local language in which the documents are presented for registration.

Supreme Court's Definition of Linguistic Minority

2.43 The term 'Linguistic Minority' has not been defined in the Constitution. However it has been understood to be a group or groups of people whose mother languages are different from the principal language(s) of the State/Union Territories broadly constitute the linguistic minority. The Supreme Court in DAV College Vs. State of Punjab (1971) said, "A linguistic minority for the purpose of Article 30(1) is one which must at least have a separate spoken

²³ National Commission for Linguistic Minorities, Old Reports: <http://nclm.nic.in>.

language. It is not necessary that the language should also have distinct script for those who speak it so as to be a linguistic minority."²⁴

Provisions of the Delhi School Education Rules, 1973

2.44 The central Government enacted the Delhi Education Act in 1973 and accordingly the Delhi Administration approved Delhi School Education Rules for the administration of the educational system of the Delhi, which besides other provisions, emphasizes mother tongue as the medium of school education. Relevant rules have been quoted here.

2.45 Rule 6. (1) Teaching in a school at the primary stage shall, as far as practicable, be in the mother-tongue of the child unless the parents or guardian of the child request otherwise in writing: Provided that where the medium of instruction in a school is different from the mother tongue of the child, arrangement shall be made, as far as practicable, by the Administrator for the education of that child through his mother tongue: Provided further that in the case of an existing primary school in which education is imparted through the medium of any language other than the mother-tongue of the child, education may continue to be imparted in that school through the medium of such other language. (2) The Administrator may direct the Municipal Corporation of Delhi, New Delhi Municipal Committee or the Delhi Cantonment Board to make, as far as practicable, arrangements, within their respective jurisdiction, for imparting education in the mother-tongue of the children. (3) The mother-tongue of the child shall be the language declared as such, in writing, by the parent or guardian at the time of admission of the child in the school. (4) Hindi shall be introduced as a subject of study in a school not later than class III of the primary stage where the medium of instruction in the school is other than Hindi. (5) The Director and other local authorities in Delhi shall, as far as practicable, provide adequate facilities for teaching through the mother tongue, at the primary stage of education, of children belonging to any linguistic minority.

2.46 Rule 7. For children studying in the middle stage, the Administrator shall, as far as practicable, make suitable arrangements for imparting education through the mother tongue of such children and, for this purpose, may open, or cause to be opened, new sections or classes in any school in which education may be imparted to such children in their mother tongue, or where the opening of new sections or classes in any school is not feasible, open or cause to be opened one or more new schools so that arrangements may be made for teaching through the mother tongue of such children : Provided that in the case of an existing middle school in which education is imparted through the medium of any language other than the mother tongue of the children, education may continue to be imparted in that school through the medium of such other language.

²⁴ <http://nclm.nic.in/shared/linkimages/NCLM47thReport.pdf>, p1

2.47 Rule 8. (1) ...in the case of a [senior secondary] class in a school run by a linguistic minority, education may be imparted in such class through the medium of the language of that linguistic minority. ...(3) Where the Administrator is satisfied that by reason of the number of students having mother tongue other than Hindi, it is necessary so to do, he may open one or more sections or classes in an existing school for imparting education to such children through the medium of their mother tongue, and, where the opening of such new sections or classes is not feasible, he may open or cause to be opened one or more new schools for imparting education to such children through the medium of their mother tongue.

Right To Education Act 2010

2.48 Right To Education Act, 2010 was enacted by the Central Government of India for fulfilling the constitutional directive of universal education. Its one clause reads: Medium of instruction shall, as far as practicable, be in child's mother tongue. (Clause 29.2f)

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Chapter - 3

The Linguistic Profile of Delhi

Rise and Eminence of Urdu and Punjabi in Delhi

3.1 Delhi is one of the most ancient cities of the Indian subcontinent and constantly enjoying the status of being the national capital of India since 1911, apart from during other epochs. A large number of its population comprises migrants from different parts of the country and, of course, from all over the world. It has been said that during the historical time, the language of Delhi "has passed through subsequent changes through centuries. (From Prakrit to Brij to Hindawi to Rekhta to Urdu, Delhi spoke in a number of languages since the ancient period to the early days of the colonial rule. With the advent of the British rule, Delhi got its acquaintance with English. Today, in modern Delhi, Hindi, English, Urdu and Punjabi are the chief languages of communication"²⁵. The origin of Urdu is very much imbedded in the culture of Delhi and its surrounding habitations, which is apparent by the very fact that its one name has been Dahalwi; Sheikh Majid (912 Hijri, i.e., 1506 A.D.) was the first person, who called it Dahalwi.

3.2 Before the Partition, population of Delhi was mainly based on Urdu and Hindi speaking people. After the Partition a large population of Punjabi speaking people migrated to this mega city from Pakistan and a great number of its Urdu speaking inhabitants crossed over from India to the neighboring country for permanent settlement over there. In later decades, the Hindi speaking people from various states of north India made Delhi their permanent home. Thus, the historical circumstance shaped the linguistic profile of the present day Delhi which has a majority of Hindi speaking people followed by the number of Punjabi and Urdu speakers. The other major language spoken in the metropolis by more than one per cent of its residents is Bengali. Tamil, Marathi, Gujarati, Malayalam, Assamese, etc comprise other minor linguistic sections of Delhi.

3.3 Before 1947, Urdu was the common language in and around Delhi for a long time. The city remained one of the prominent centers of Urdu literary activities in the country. Urdu grew as against the court language of Persian because "it was the pet of the common man and its roots lay deep into the Indian heritage"²⁶. A number of luminaries right from the days of Amir Khusro, when the language was known as Hindavi or Khariboli, to Ghalib and the last Mughal king Bahadurshah Zafar and several others emerged on the firmament of Urdu who served the

²⁵ <http://www.indfy.com/delhi/languages.html>

²⁶ The Gujral Committee Report on Urdu, the Language in India, Vol.9, January 2009, p450, www.thelanguageindia.com

language from Delhi. Persian and Urdu remained alternative languages of common and literary expressions in the north India. During the Mughal period, Persian occupied the place of official language whereas Urdu developed as the language of common masses. The present day majority language of the city, Hindi, was also taking roots with a synthesis of Brij, Awadhi, Bhojpuri and other popular tongues of north India via Khariboli. The military expeditions of the early medieval era lead to the development of a new language in the form of Urdu through the admixture of several popular languages of the subcontinent initially in cantonments and then among the elite sections of society and basically as a *lingua franca* among people of various regions, that is why it was named as Urdu meaning 'military'.

3.4 There are different theories regarding the origin of Urdu as a language. "According to Mahmood Shirani and T. G. Beli Urdu is born in Punjab. It is transferred to Delhi through Muslims in 1193 and the proof is that old Urdu and Punjabi are similar. According to Md. Hussain Azad the centre of Mughal dynasty was Agra, where the local language was Brijbhasha. Urdu is derived from this native language, namely, Brijbhasha. In 'Lissani Jaiza-e-Hind', according Gerareson, Urdu is taken from an Indian vernacular, namely, Khadi Boli, which is also the other name for Urdu (spoken in Uttar Pradesh). According to Zole Black, to solve the problem of Urdu and Hindi, investigations have to be done in Haryana. According to Suniti Kumar Chatterji and Sayed Muhiuddin Qadari, Urdu has not extracted from any of the above languages. Actually, the origin of Urdu commenced from the Muslim entry to Delhi, i.e. 1193, from North India or Lahore to Allahabad".²⁷ Now, it is spoken by 500 million people all over the world and by more than 70 million persons in the country.

3.5 Another language focused in this report, i.e. Punjabi, is said to have roots in the Bhakti movement. Many Sufi saints presented their compositions in this language which was increasingly used by the Sikh Gurus and their followers. The Gurmukhi script was devised by one of the doyens of Sikhism Guru Angad Dev Ji (1539-52) in order to correct certain inadequacies in the Landa script so that sacred literature might be accurately recorded. The period from 1600 to 1850 covers the entire Middle Punjabi literature. Hindu and Sikh writers wrote in Punjabi, but it were Muslims who were the most creative in producing rich literature in Punjab. Linguistic Survey of India (1904–1928) used the word "Punjabi" to refer to several languages spoken in the Punjab region. The language is mainly used by people residing in Amritsar District, Majhi in Gurdaspur District and Bhatyiana in South Ferozpur District of Punjab; Haryana, Bhatyiana in north Ganganagar District of Rajasthan, Delhi and Jammu and Kashmir. There are 150 million in the world who embrace Punjabi as their native language. It is spoken by 33 million people comprising 2.8% of the total population of India. Since the sacred religious

²⁷ Mushtaq Ahmad I. Patel and Mohsina Anjum Ansari, Status of Urdu and Efforts and Strategies for its inclusion in the mainstream Indian Life, Language in India, Vol. 9 January 1, 2009, p 319, <http://www.languageinindia.com/jan2009/inclusionofurdupatel.pdf>

literature of Sikhism is mainly found composed in Punjabi, the language in Gurumukhi script has this extra significance for Sikhs everywhere. The Partition of the country led to migration of a large number of Urdu speaking people to Pakistan whereas Urdu and Hindi speaking Hindus migrated from there to the eastern Punjab region and Delhi altering to a great extent the linguistic demography of the north-west India after 1947. The population of Delhi got more than doubled due to the great exodus with the result that Urdu speaking population in the city became decreased and the Punjabi speaking population got increased along with the Hindi speaking one, with the result that now the vast majority of people in the national capital speaks Hindi whereas 7% of its residents use Punjabi and another 6% Urdu for communication. According to the former chairman of National Commission for Minorities Tarlochan Singh, "50 per cent of the population in the Capital speaks Punjabi". May be this figure seems exaggerated but this is a fact that many people in the city are bilingual in the sense that they speak Hindi, Urdu and Punjabi with equal dexterity and interchangeably. These three languages are spoken by over 95% of the people of the metropolis.

Languages Spoken in Delhi and Ratio of their Speakers

3.6 However, in the post independence era no other language suffered in the country more than Urdu; both due to lack of common interest and apathy of the administration. Firstly, a large population of Urdu knowing people migrated to Pakistan from Delhi and nearby localities. The delinking of efficiency in Urdu language from government services after the Independence paved the way for further reduction in its popularity. The exodus of Punjabi and Hindi speakers from Pakistan and other parts of the country to the national capital had also dethroned Urdu from its erstwhile place. Consequently, the population of Urdu speaking people in the city has come down to just 6% or a little more in the post independence era.

Table-1
Linguistic Population of Delhi: 2001

Language	Persons	Population (%)
Hindi	11,210,843	80.94
Punjabi	988,980	7.14
Urdu	874,333	6.13
Bengali	208,414	1.50
Other Languages	567,937	4.29

3.7 On the other hand Hindi and Punjabi speaking populations have constantly grown with the result that Hindi has acquired a predominant place in the NCT of Delhi. Government services and other engagements have attracted significant number of Bengali and Tamil speakers to the city during the last few decades, apart from the other linguistic minorities; however, such groups collectively comprise less than 5% of the overall population of the metropolis. Vide the *Table-1* for details.

3.8 Since the language data of the recently held Census 2011 are yet to be made public, those appertained to Census 2001 are still relevant and valid. The Census 2001 recorded that the population of Delhi comprised 13,850,507 persons (7,607,234 males and 6,243,273 females) who mentioned different languages as their spoken languages and mother-tongues. Accordingly, the linguistic profile of the national capital can be seen in the above Table. The vast majority of Delhites (81%) speak Hindi whereas 7% of the capital's population speaks Punjabi and 6% of it speaks Urdu. Bengali is the fourth important language embraced by 1.5% of the metro's population. The percentage of speakers of other languages spoken by the residents of Delhi are as follows: Tamil 0.90%, Malayalam 0.69%, Sindhi 0.40%, Gujarati 0.28%, Nepali 0.28%, Telgu 0.24%, Marathi 0.22%, Oriya 0.14% and Kashmiri 0.12%. In 2001, male and female populations of Punjabi speakers in Delhi have been respectively 509,052 and 479,928 persons. The corresponding figures for Urdu are respectively 483,117 males and 391,216 females²⁸.

3.9 Hindi has been the only official language of Delhi till recently. Punjabi and Urdu were declared as the second official languages of the NCT of Delhi in 2003. Schools in Bengali, Tamil, Marathi, Gujarati, Telgu and Malayalam medium are also running in the metro as recognized institutions under various educational boards but these languages are not considered as the official languages since the relevant populations of the said minority groups are not that much large.

3.10 The Census of India 2011 registered the population of the National Capital Territory of Delhi as 16,753,235, an increase of almost 3 million over the last census with a decadal growth of 21%. Accordingly, the figures of different linguistic populations must be higher by around 20% by this time. Thus, it can be projected in the absence of any authentic figures of current status that there are approximately 13.45 million Hindi speakers in the national capital followed by 1.19 million Punjabi and 1.05 million Urdu speakers in the city.

3.11 Although there is a vast majority of people in the national capital who speak Hindi but many of them are equally well versed while expressing in Punjabi, in spite of the fact that perhaps they might not be equally competent in the written form of the language, i.e. is in the

²⁸ http://www.censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/part1.htm

Gurumukhi script. That is why, there is a feeling that around half of the population of Delhi speaks Punjabi, as once stated by the chairman of National Commission for Minorities Shri Tarlochan Singh²⁹, although the people who registered Punjabi as their main language of expression in the census enumeration is just around 7% only. Similarly, thousands of Delhites speak Urdu and even many of them can write in the Arabic script but they chose to declare Hindi or Punjabi as their mother tongue.

Pockets of Urdu and Punjabi Speakers in Delhi

3.12 Hindi speaking people may be localized in almost all parts of the national capital whereas people speaking other languages may have their localities of concentration. For instance the Punjabi speaking people have their concentration in Tilak Nagar, Punjabi Bagh, Hari Nagar, Vishnu Garden, Janakpuri, Rajouri Garden, Chandni Chowk, Karol Bagh, Kalkaji, Jangpura and different resettlement colonies of the North East Delhi; whereas the Urdu speaking people have their concentration in Old Delhi, Jamia Nagar, Jafrabad, Nangloi, Nizamuddin and Tughlaqabad and other areas of the capital. According to the census 2001, the following districts and sub-districts of Delhi has concentrated populations of the respective linguistic minorities.

Table-2

District-wise Populations of Urdu and Punjabi Speakers of Delhi: 2001

District	Sub District	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

²⁹ http://articles.timesofindia.indiatimes.com/2003-06-03/delhi/27211653_1_ncm-punjabi-bjp-mps

3.13 Although Punjabi is considered to be the most preferred and religious language of the Sikh community but it enjoys loyalty of other denominations as well, as would be evident from the fact that the Sikh population in Delhi is around 4%, thus around 43% Punjabi speakers are from non-Sikh segments. They mainly include those families that migrated from the erstwhile western Punjab (now forms a part of Pakistan) and they preferred to retain Punjabi as their mother tongue. A large population of such families had settled in the Indian Punjab and Haryana state and thousands of them had also settled in Delhi. The case of Urdu is different than this. This language is generally understood to be the language preferred by the Muslim community. According to the census 2001, Muslim population of the NCT of Delhi has been 8.9% whereas the Urdu population of Delhi in that year has been 5.1%. Thus, around 42% Muslims of the city prefer non-Urdu languages as their mother tongues, yet Urdu remains their first choice in the multi-lingual society which is obvious from the fact as many as 58% of them recorded Urdu as their mother tongue. It should be noted here that a significant number of people who migrated from their erstwhile home in Pakistan as a consequence of partition chose Urdu to be their mother tongue for a long time. Thus, the number of Muslim Urdu speakers would be slightly lower than what may be presumed from the census figures of the Muslim population.

3.14 It has been noted that there are more males who speak Urdu than females. The census figures of 1991 referred by Omar Khalidi³⁰ illustrates that out of the total population of the city 5.1% were Urdu speakers, of which 2.8% were males and 2.3% females. The respective figures of census 2001 as regards male and female Urdu speakers are 483,117 and 391,216 of the total 874,333 Urdu speakers in the metropolis.

3.15 Therefore, it may be inferred that 55% of the overall Urdu population of the city was based on men and the women comprised only 45% of it. It may be guessed that the situation would not have changed since then. 95.8% Urdu speakers of the national capital have been found in urban localities³¹ and the rest were localized in the traditional rural areas which now form part of the city. It has also been recorded that approximately 60% of the Urdu speakers of Delhi are monolingual that means they do not know any other language to express with³². The vast majority of those who were noted as bilingual have informed that they know Hindi as well.

3.16 The number of Punjabi speakers has been variously estimated. Sarah Veach and Katy Williamson estimated that there are 27,704,236 Punjabi speakers in India by 2010.³³ However, the strength of these speakers was even more than this ten years back, as recorded in the

³⁰ Omar Khalidi, A Report on the State of Urdu Literacy in India (2010), Language in India, Vol. 10, 10 October 2010, p60-69

³¹ *Ibid*

³² *Ibid*

³³ Sarah Veach and Katy Williamson, Punjabi: Cultural and Language Manual, Texas State University, CDS 5330 Multicultural Issues in Communication Disorders, p4. Vide <http://languagemanuals.weebly.com/uploads/4/8/5/3/4853169/punjabi.pdf>.

census 2001, i.e. 29,102,477.³⁴ Punjabi speakers are mainly found in the states of Punjab, Haryana, Rajasthan, Delhi and Uttar Pradesh. In Delhi, out of 988,980 persons preferring Punjabi as their mother tongue there were 509,052 males and 479,928 females, i.e. 51% males and 49% females. The rural and urban population of the Punjabi speakers in the national capital in 2001 has been respectively 28,998 and 959,982 persons. It is largely Sikhs who speak the language but several members of other denominations also opt it as their mother tongue; mainly Hindus who migrated to India from the western Punjab region of Pakistan at the time of partition of the country in 1947.

Training Centers for Urdu Teachers

3.17 The Government of India took a leading step towards promotion of Urdu language and uplifting the standard of Urdu and Urdu medium teaching in the country. As a result three Centers for Professional Development of Urdu Teachers were sanctioned by the UGC in October 2006 which were established at Jamia Millia Islamia, New Delhi; Aligarh Muslim University; Aligarh and Maulana Azad National Urdu University, Hyderabad. The jurisdiction of each of these Centers has also been fixed. The Centre at Jamia Millia Islamia, New Delhi, shall have responsibility of Urdu medium schools including *madradas* and those schools where Urdu is taught as the first, second and third language in Delhi, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir and Madhya Pradesh.

Punjabi Academy

3.18 The Punjabi Academy was established by the erstwhile Delhi Administration, now the Government of NCT of Delhi, as an autonomous organisation in the year 1981-82 for propagation, promotion and development of Punjabi language, literature and culture as an integral part of composite culture of Union Territory of Delhi. Ever since its inception, "the Academy has been playing a catalytic role in the proliferation of the Punjabi literary and cultural activities in the sphere of music, folk dances, seminars, symposia, short story, poetry, novel, literary criticism, drama etc. Its goal is to achieve all-round development of Punjabi language, literature and culture in the Union Territory of Delhi. During the last two decades, the Academy has assumed a significant role and status of premier organisation in the field of Punjabi language, literature and culture", the website of the Punjabi Academy notes. The Academy is entirely funded by the Delhi Government and *inter alia* other activities it appoints Punjabi teachers in the Punjabi teaching schools, including both public and aided institutions.

Urdu Academy

3.19 Urdu Academy was formed in March 1981 for the promotion of Urdu and literary activities in Delhi. It provides Urdu teachers to the schools, gives scholarships and awards for

³⁴ www.lisindia.net/punjabi/Punjabi_demo.html

extraordinary contribution in the promotion and preservation of the language and it publishes books and two magazines 'Aiwan-e-Urdu' and 'Umang', supports Urdu libraries and cultural programs of the city and represents Urdu well wishers to authorities. Its entire budget is provided by the Government of Delhi. There are many Urdu schools in Delhi where teachers on the payroll of the Academy take classes on contract basis.

3.20 Concerns have been expressed over the shrinking readership of Urdu. The Delhi Urdu Academy is exploring ways to popularize the language through distant education programme. The Academy's functionaries recently held interaction with prominent educationists to seek their opinion on the benefits of this programme, which had helped to remove illiteracy in the country to a great extent. The Academy has also introduced certificate and diploma courses. Various Urdu Coaching Centers have been set up in the National Capital, Delhi for the propagation of the language.

Chapter - 4

Punjabi and Urdu declared as The Second Official Language of Delhi

4.1 An Official Language can be defined as the language in which legislature, executive, judiciary and the concerning government departments and undertakings are obliged to communicate among themselves or with the public within the juridical area and keep government records therein. In other words it is the language of the government. It has been remarked that "The initial proposal to adopt Hindi as National Language was dropped, as it provoked conflict in a country in which language differences often reinforced ethnic or religious divisions. The Education Policy was devised to provide for link languages that would aid in the assimilation of minority language groups. In addition, the states were re-organized on the basis of dominant regional languages in order to protect the interests of linguistically diverse communities."³⁵ Thus, Hindi was adopted as the official language of the country at the time of promulgation of the Constitution of India along with the provision to keep English as the additional official language. A number of states took on Hindi as the respective state's official language. However, several other states announced other than Hindi as their official language. In some states second official language has also been declared. A few states have more than two languages in the official capacity. Thus, India embraces the principle of linguistic diversity and gives due rights of linguistic minorities.

4.2 In India, the legal framework governing the use of languages for official purpose includes the Constitution, the Official Languages Act, 1963, Official Languages (Use for Official Purpose of the Union) Rules, 1976, and various state laws, as well as rules and regulations made by the central and the state governments and also several judgments of the Supreme Court of India. The Indian constitution, in 1950, declared Hindi in Devanagari script to be the official language of the union. The state assemblies have been given power to enact for any official language of the concerning state depending upon the majority of population speaking any of the scheduled languages. The legislature is also empowered to declare any additional language scheduled or recognized as the second official language of the identified area, i.e. state, district or sub-district.

4.3 Although Delhi was accorded statehood long back in 1991, the popular demand that Punjabi and Urdu should be made the second official language of the state could not be

³⁵ <http://www.languageinindia.com/feb2011/vanishreemastersfinal.pdf>

conceded by the authorities for about a decade. The state assembly passed the Delhi Official Language Bill 2000 on the eve of new millennium in April 2000 and consequently it was forwarded to the Ministry of Home Affairs, Government of India for further action. It was the time when the Congress was ruling in the state whereas the BJP-led NDA was the ruling alliance at the center. Since these two politically antagonist combinations were ruling at different levels of the legislature and the Bill has to be forwarded by the Ministry of Home Affairs to the President of India for its endorsement as an act of law there was some political bickering in doing so. For a long time the bill was yet to be enacted, as said, due to "the numerous exchanges of notes on legalities and technicalities between the city and the central governments".

4.4 However, the erstwhile Deputy Prime Minister and Union Home Minister L.K. Advani heeded to the appeal of the National Minorities Commission and accepted that there was delay in the formalities in declaring Punjabi and Urdu as the second language of the national capital. A delegation of Akali leaders also met to the Home Minister and urged him get the concerning Act promulgated as soon as possible. He agreed to support the Bill to be enacted after seeking early concurrence of the President of India. He assured that the Official Languages Bill would be sent for Presidential assent by June 6, 2003 after its technical clearance from the Union Ministry of Law. Finally, the Bill got the presidential nod on 24th June 2003 and became an act of law called as 'The Delhi Official Language Act, 2000' which was notified for implementation on the 3rd July 2003 and all concerned were informed accordingly.

4.5 Consequent to the said enactment, it shall become obligatory upon the state government to use Punjabi and Urdu besides Hindi and English in resolutions, general orders, rules, notifications, administrative or other reports or press communiqués issued or made by the state government or by its ministries, departments or offices thereof or by a corporation or company owned or controlled by the state government or by any office of such corporation or company; administrative and other reports and official papers laid before the Assembly; and contracts and agreements executed, and licenses, permits, notices and forms of tender issued, by or on behalf of the state government or any of its ministry, departments or offices thereof or by a corporation or company owned or controlled by it or by any office of such corporation or company. After the enactment of the Delhi Official Language Act it had also been made obligatory on the officials in the Government of Delhi to reply to the applications and petitions made in Punjabi and Urdu in the same language. The government is also obliged to appoint language officers and other essential staffs for promoting these languages in the administrative system of the capital.

4.6 In the words of Nita Bali, the secretary of Department of Art, Culture and Language, Government of Delhi, the Act was expected to "impart a tremendous boost to these two

languages. Although a significant part of the capital's population speaks Punjabi and Urdu, the fact of the matter is that, barring a few schools, there is no provision as such to impart learning through these languages. But once Punjabi and Urdu are accorded second official language status, even private schools will have to make provisions to teach these languages. Besides, office circulars will need to be issued in Punjabi and Urdu apart from Hindi and English.”³⁶

4.7 The main provisions of the Act are as follows³⁷ (vide *Article 4 of the Act*):

4.8 Punjabi in Gurmukhi script and Urdu in Urdu script shall be the Second Official Language of Delhi for the following purposes, namely:

- (a) Receipt and reply of applications and petitions by all offices of Government of NCT of Delhi in Urdu and Punjabi.
- (b) Publication of the translation of important Government rules, regulations and Gazette notifications in Urdu and Punjabi.
- (c) Signboards of official buildings, Government offices and roads etc will bear the names in Urdu and Punjabi also.
- (d) Publication of important Government advertisements in Urdu and Punjabi newspapers as well.
- (e) Proceedings of Legislative Assembly will be recorded and issued simultaneously in Urdu and Punjabi also wherever required.

³⁶ <http://timesofindia.indiatimes.com/city/delhi-times/Punjabi-Urdu-Delhis-choice-without-a-voice/articleshow/427435770.cms>

³⁷ The Delhi Official Language Act, 2000, Notification of Deputy Secretary (Law, Justice Legislative Affairs Department), F. No. 14(33)/-LA-2000-03/1099 dated 2 July 2003. (Vide *Annexure 4* for full text of the Act)

Chapter - 5**Issues in Punjabi and Urdu as
The Important Languages of Delhi**

5.1 Urdu is the official language in Jammu & Kashmir and second official language in Andhra Pradesh, Bihar, Uttarakhand, Uttar Pradesh, West Bengal, and Delhi whereas Punjabi is the official language of Punjab and Chandigarh and second official language of West Bengal, Haryana and Delhi.

5.2 Both these languages are the second official language of Delhi and have been occupying an important space in the life and culture of the city for over nine centuries. Yet, their perpetuity is not without problem and challenge. The inclusion of Punjabi and Urdu as the official languages of Delhi in recent time has though boosted their scope and impact but the adherents of these languages feel that these languages are not enjoying evenhanded dealing both from the state and the public. Some very pertinent issues in this regard have found mention under this chapter.

5.3 The Delhi Official Language Act, 2000 is, however, a symbolic gesture and its impact will largely depend on the administrative preparedness and the number of communications from the public to the authorities in Punjabi or Urdu or the vice versa and the time taken by the authorities to reply to the public in these languages.

5.4 The Delhi Official Language Act, 2000 was notified in the middle of 2003 declaring Hindi as the first official language and Urdu and Punjabi as the second official language of the state. However, implementation on its provisions was not as swift as anticipated. A government document states, "Due to the possibility of increase in the work load and for the efficient implementation of the Act, the Department of Art, Culture and Language proposed to create 14 posts. As per the records and information furnished, even after five years of notifying the Act, the department was yet to finalize the Rules for the enforcement of the Act and to take action on the creation of posts."³⁸

5.5 The findings of a linguistic survey of India conducted recently show that "ancient Indian languages are continuing to die with alarming regularity, while the Government mouths empty platitudes to preserve this vital cultural link to our heritage"³⁹. Perhaps, it is not only the

³⁸ audit.delhigovt.nic.in/appsw/pdf/50000.pdf

³⁹ <http://dailypioneer.com/columnists/item/50909-letting-heritage-die.html>

ancient languages but also many minority languages that are facing the threat of erosion and extinction. According to a report of the People's Linguistic Survey of India (PLSI), "close to 20 per cent of the languages of the country have disappeared over the recent decades. While the 1961 Census conducted by the Government had listed more than 1600 languages as the 'mother tongue' spoken by Indians, the census a decade later had a mere 109 languages categorized as the 'mother tongue'.But neither the Union Ministry of Human Resource Development nor the Union Ministry of Culture appears unduly bothered by the revelations of PLSI, which has conducted the first major study of its kind since the last such linguistic survey of the country done by the British more than 80 years ago. This 'couldn't care less' response of the Government is not new."⁴⁰

5.6 As would be noted from the following passages, both Punjabi and Urdu are losing adherents year by year and their growth is not as smooth as could be observed in case of Hindi and other state languages. In Delhi too, their progress in terms of administrative support and as the medium of instruction cannot be regarded as satisfactory.

I. PUNJABI

Decreasing Population of Speakers

5.7 The following table shows the decennial growth of Punjabi speakers in four consecutive Census reports.⁴¹ It is evident that Punjabi is progressing unevenly during the last few decades. After a good show in 1981, its strength has drastically come down with a slight improvement in 2001. The 1991 slide seems to be due to the Khalistan movement in Punjab during 1980s, which led several Hindus to declare, in reaction, Hindi as their mother tongue in place of Punjabi.

Table-3

The Decadal Growth of Punjabi Speakers of India

Year	Population of India	Punjabi Speakers in India	Percentage to Total Population	Decadal Growth of Punjabi Speakers
1971	548,159,652	14,108,443	2.57%	-
1981	665,287,849	19,611,199	2.95%	39%
1991	838,583,988	23,378,744	2.79%	19.21
2001	1,028,610,328	29,102,477	2.83%	24.48

⁴⁰<http://dailypioneer.com/columnists/item/50909-letting-heritage-die.html>

⁴¹http://en.wikipedia.org/wiki/Punjabi_language

5.8 Both the percentage of Punjabi speakers to the total population and the decadal growth of the language in the country reveal the same trend.

5.9 In Delhi too, the Punjabi language can be seen on the sliding track. This could be understood from the fact that the ratio of Sikhs, who are more likely to be included as the main Punjabi speakers, is reducing decade by decade as compared to other sections of Delhi. As compared to the total population of the metropolis, its Sikh population has been respectively 7.67% in 1961, 7.16% in 1971, 6.33% in 1981, 4.84% in 1991 and 4.01 in 2001.⁴² It is natural to expect that the strength of Punjabi speakers would be coming down accordingly. It would be further aggravated by those Punjabi speaking families from non-Sikh communities who are stressing on Hindi and English for the education of their wards.

Dropping Interest of Adherents

5.10 Lament has been imparted that Punjabi speakers themselves are not taking due care for propagating the language among new generations and new speakers. Punjabi Cultural Council puts its petulance in these words, "... Punjabis, of any religion, are ignoring their mother tongue Punjabi. This is sad, depressing and insulting. All Punjabis are trying their best to teach their children English and Hindi. This is something to be ashamed of and not be proud of. We are losing our own sweet language and Punjabi speaking population sooner or later. Soon Punjabis will be dissolved in the oblivion of globalization."⁴³

5.11 Punjabi is facing many challenges in the modern time and Punjabi Language Education Association observes that "the root cause of these problems is the colonial hangover coupled with the pressures created by globalization. A large number of Punjabis in Pakistan and India have been turning away from their mother tongue in favor of English, Urdu and Hindi in order to become successful in their lives. It is an uphill battle to convince people that while they are learning and using other languages, they do not necessarily need to totally abandon their own"⁴⁴.

5.12 It has been remarked that although Punjabi had been accorded as the second official language status in Delhi, Haryana and West Bengal but it is merely on papers only.⁴⁵ The other neighboring Punjabi speaking states such as Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Uttar Pradesh, Rajasthan, etc have not given the required second language status to Punjabi.

5.13 In Delhi, there is only one government school and seven aided schools where Punjabi education is provided in Punjabi medium, apart from around one hundred private and tens of government institutions offering Punjabi as a subject. This lesser number of institutions

⁴² Statistical Abstracts 2008, Government of NCT of Delhi, 2008, <http://delhi.gov.in/DoIT/DES/Publication/stat.pdf>

⁴³ <http://www.punjabiculturalcouncil.com/punjabi.html>

⁴⁴ <http://www.apnaorg.com/reports/plea3/>

⁴⁵ <http://www.punjabiculturalcouncil.com/punjabi.html>

diminishes the opportunity for the coming generations of Delhites to learn the language as their mother tongue or otherwise. This has rendered the local circumstance not much encouraging for the language to flourish there in the long run.

Administrative Bottlenecks

5.14 It has been a general feeling that “Acts alone do not help in the promotion or prevention of a language from going into the oblivion. Punjabi is a glaring example of official apathy and neglect”.⁴⁶ The language even suffered in Punjab wherein it is regarded as the official language of the state. This is apparent from the fact that the concerning Act has to be ratified as recently as in April 2008 through an ordinance and all the departments, boards/corporations, subordinate courts and educational institutions have been directed by the state government to make official use of Punjabi in the right earnest keeping in view the spirit of ordinance to amend Punjab Languages Act (PLA) making use of the language compulsory in the state. “An ordinance had been drafted to amend the statutory PLA to make Punjabi as an official language at all administrative levels including subordinate courts and universities in Punjab”, the concerning minister of the state government said⁴⁷. Therefore, one cannot expect that mere large population and the passing of Acts in Delhi or elsewhere would help the cause of any language; rather it would require a proactive executive to give due importance to it as desired by the law in force and also the active public participation.

5.15 A delegation of Punjabi writers and representatives of language teachers met the UPA chairperson Sonia Gandhi in May 2006 and complained to her that Punjabi had not got the recognition it deserved in the Capital “despite the Delhi government having accorded it the status of second language three years ago”.⁴⁸ Their main complains were like this: around 2,000 part-time teachers of Punjabi language recruited more than a decade ago, had not been regularized so far; the post of Punjabi Officer in Delhi Administration has been lying vacant for the past 12 years; the posts of Punjabi teachers that fell vacant have not been filled and the education authorities have been dissuading the teaching of the language and recruitment of teachers in schools on one pretext or the other, 47 posts of Punjabi teachers lying vacant in the Delhi government's Department of Education, the wage structure of these teachers was lower than the wage of peons in the schools, the post of Punjabi officers lying vacant in the Punjabi cell and the language department, the Punjabi slot on Doordarshan and radio is not sufficient, there is a need to create Punjabi posts in various cultural and literary organisations of the Delhi government and the like.

5.16 The above referred delegation told the UPA chairperson that “according second language status to Punjabi had turned out to be 'pure politicking on the part of those in power' as the language's presence had virtually ceased in the Capital over the years, barring some inscriptions on road sign-boards. The memorandum also pointed towards an alleged conspiracy

⁴⁶ *Ibid*, Tribune 13 July 2009.

⁴⁷ http://articles.economictimes.indiatimes.com/2008-04-26/news/27722998_1_punjabi-official-language-education-and-languages

⁴⁸ <http://news.oneindia.in/2006/05/31/writers-meet-sonia-see-due-place-for-punjabi-in-delhi-1149086055.html>

by the bureaucracy to reduce the Punjabi language and culture to a non-entity and said this must be insulated against."⁴⁹ The UPA chairperson assured the delegation that she would do something for the preservation of the language. However, nothing concrete has been reported so far from the concerning circles and the matter remained uncared for after another six years since then.

Punjabi Education is under Strain

5.17 There are just one government school and seven aided schools where in provision of teaching Punjabi language as a medium or subject has been made besides the language is being taught in some private schools. This number is very small as compared to the Punjabi speaking population of the metropolis. The government is hardly taking steps to increase the number of Punjabi schools in Delhi.

5.18 The Central Board of Secondary Education (CBSE) has refused to accept the Punjab government's demand to make Punjabi language compulsory up to Class X in schools in Chandigarh and Punjab. The Board has said the language was optional and would remain so. This lukewarm response of a statutory body to a popular demand is in itself an example of the circumstances in which Punjabi has to be perpetuated in Punjab and elsewhere in the country.

5.19 Punjabi was taught in all schools of the undivided Punjab. But after the reorganization of the States in 1966, teaching of Punjabi was abruptly discontinued not only in Haryana but also in parts of Himachal Pradesh.⁵⁰ This has caused a set back on the prospects of teaching Punjabi in Delhi as well, since affiliation of Punjabi schools outside Punjab has become ever more difficult over the years.

5.20 Appointment of inadequate number of language teachers remains another sour of the Punjabi population. Rajya Sabha MP from Haryana Tarlochan Singh had put in a recent session of Parliament the issue of financial assistance provided to the states under the centrally sponsored scheme of appointment of language teachers. "The reply given by Human Resource Development Minister Kapil Sibal, himself a Punjabi, was shocking. None of the northern states other than Himachal Pradesh had applied for financial assistance for the appointment of Punjabi teachers during the past three years. Only Himachal Pradesh had obtained a grant in October 2007 for the appointment of 100 Punjabi teachers."⁵¹ North Indian states include Delhi as well.

5.21 That illustrates that the local government is also among those state governments which did not show enough empathy to forward proposals for Punjabi teachers for the financial assistance of the central government. So, it cannot be a matter of paucity of resources but the

⁴⁹ *Ibid*

⁵⁰ <http://www.sikhsangat.com/index.php?/topic/8261-bill-to-make-punjabi-second-language/>

⁵¹ Are northern states ignoring Punjabi? Prabhjot Singh, Tribune News Service Chandigarh, July 13
http://tarlochansingh.com/?page_id=274

lack of will on the part of authorities in promoting the language that is coming in the way. Similar inference can be made as regards Urdu as well.

Communal Apathy

5.22 The communal tension in the country is persisting interfaith discord in all walks of Indian life. Consequently, all cultural symbols such as religion, language, ritual, etc have often been made the tools of the communal strife between the competing communities. There are instances showing anti-language bias at different levels of society. Such a partisan view of the linguistic majority is found against Punjabi too.

5.23 In the Indian Punjab, language confrontation shifted from Urdu-Hindi to Hindi-Punjabi as soon as the question emerged what should be the official language of Punjab. The divide was on the religious line, Hindus wanted Hindi to be crowned as the official language and the Sikhs were in favor of Punjabi to be so. It has been pointed out that "Hindus, therefore, argued against Punjabi not because they had convincing reasons, but because Hindi was the language of their religious discourse and a symbol of their political dominance. In their fight against Urdu they had already adopted Hindi as a symbol of their distinct socio-political identity"⁵².

5.24 The Hindi movement in nineteenth-century Punjab was led by Punjabi Hindus, themselves educated in English and Urdu. However, "the real trouble started with the census operations of 1951 and 1961 when, after independence, the Hindus of Punjab decided to record their mother tongue as Hindi instead of Punjabi"⁵³ and the Punjabi Hindus took up the cause of Hindi with such fervor that they preferred to abjure their links with Punjabi as their mother tongue. Naturally, communal Hindus tried since then to denigrate the growth of Punjabi where ever possible for them. As a result of the 1961 census, the Hindi movement succeeded in reducing the declared number of Punjabi speakers to a minority in the state for the first time in the history of the census.⁵⁴ The power struggle between adherents of the two languages ultimately led to the division of Punjab into Punjab, Haryana and Himachal Pradesh with the latter two states embracing Hindi as their official language. The communal undercurrents still exist in some form both in Punjab and Delhi with the result that the cause of Punjabi faces unfair treatment from some biased quarters, although the general secular and liberal atmosphere in the country never let it to get harmed to an untenable extent.

II. URDU

Decreasing Population of Speakers

5.25 Urdu is persistently facing the problem of negative growth. A number of factors are at work, which collectively leads to this trend, although a good number of migrants from Uttar

⁵² Atmajit Singh, The language Divide in Punjab, South Asian Graduate Research Journal, 4:1, 1997, <http://www.apnaorg.com/book-chapters/language/>

⁵³ *Ibid*

⁵⁴ *Ibid*

Pradesh and Bihar who are constantly settling in Delhi inherited Urdu as their mother tongue and prevent the Urdu population of the national capital fall drastically below a certain level in its competition with Hindi and Punjabi as the principal languages of the metropolis by adding into the overall number of Urdu speakers.

5.26 The figures showing the decadal growth of Urdu population in India are given in the following Table.

Table-4
Decadal Growth of Urdu in India

Language	Persons who recorded Urdu as their mother tongue				Percentage to total population			
	1971	1981	1991	2001	1971	1981	1991	2001
6. Urdu	28,620,895	34,941,435	43,406,932	51,536,111	5.22	5.25	5.18	5.01

5.27 It is evident from the available information that although population of Urdu speakers has been growing census by census but its percentage in the overall population is constantly shrinking and it has come down from being 5.22% in 1971 to 5.01% in 2001. In the year 1981 there is a slight increase of 0.24% but it came down by the time of next census with the percentage of Urdu population in the overall population as 5.18%.

5.28 In Delhi, Urdu speakers in 2001 were 874,333 comprising 6.31% of the total linguistic population of the metropolis. The figures of 1991 census are respectively 512,990 and 5.46%.⁵⁵ Thus, Urdu population has grown during the decade 1991-2001 but during the same period the share of Urdu speakers has come down obviously due to the comparative popularity of Hindi. However, this increasing trend could be attributed only to the increasing migration of Urdu speaking people from the nearby states, Uttar Pradesh and Bihar.

5.29 Between 1991 and 2001, Urdu has declined in the country from 5.2 to 5.0 per cent while Hindi has risen from 39.3 to 41.0 per cent. It seems that Hindi is gradually taking over the Urdu population in various states of the country including the NCT of Delhi. Urdu's ratio of growth is lower than that of the national population or even that of the Muslim population. The well wishers of Urdu has taken this trend in these words, "This deliberate and steady linguistic genocide has created a situation when children of Urdu speaking families cannot communicate with or write to their parents and vice versa and reached a point where the younger generation

⁵⁵ Statistical Abstracts 2008, Government of NCT of Delhi, 2008, <http://delhi.gov.in/DoIT/DES/Publication/stat.pdf>

cannot even speak its mother tongue at home or with the family".⁵⁶ According to them, Urdu faces the prospect of becoming an ethnic language as far as Hindi-speaking states are concerned. Soon it will be limited to those whose parents take special pains to teach Urdu by sending them to local *maktabs* and *madrasas* or by arranging private tuition at home. More recently, there is an upsurge of Urdu newspapers published from the national capital that are likely to promote the cause of the language to some extent.

Diminishing Interest of Adherents

5.30 Urdu is the sixth most popular mother tongue in the country but its speakers are not concentrated in any territory, which reduces its clout in political and business circles and thus its adherents remain confused about the real prospects of continuing it as their mother tongue, as the speakers of other languages do. Patel and Ansari point out, "One major tragedy faced by Urdu is that it lacks a specific home in the physical sense. However, in its very being and essence, Urdu is truly national in character, as the language is spoken and used throughout India. ...It is for Indians to understand that Urdu belongs to neither a particular religion nor a political system".⁵⁷ The future of Urdu in the country is like any other language spoken in India provided that its well wishers could sustain their allegiance with it. Unfortunately, there is a negative feeling among Urdu speakers that they cannot associate future of their children with the language in spite of their longing for this beautiful Indian language.

5.31 There was a time when thousands of migrants from Pakistan who settled in Delhi knew only Urdu and thus significantly contributed in the Urdu population of the metropolis. For their regular reading *Pratap* and *Milap* daily Urdu newspapers were published from the national capital. It is really regrettable that the present generation of these erstwhile migrants has gradually switched over to Hindi under some social and political tendencies. Although the contemporary migration of people from different states of the country do bring to the capital a significant number of Urdu speakers but the lack of facilities, poor institutional infrastructure, comparatively lesser market value and administrative prejudice dissuade actual increase in the share of Urdu in the linguistic scenario of the national capital. And, whatever slight increase in the overall ratio of Urdu speakers observed in the last decades may be due to the migrants from the nearby states.

5.32 A leading educationist of Delhi Firoz Bakht writes, "There is no sense of achievement attached to Urdu! It's in a state of confusion! There are efforts to change the script of Urdu. This is linguistic fascism. Urdu gets its identity from its script." Bakht further laments "True, an *Urduwala* will never say, *baithoji* (Sit down). He'll always say *tashrif rakhiye!* Urdu is a language

⁵⁶ <http://www.mainstreamweekly.net/article1094.html>

⁵⁷ Mushtaq Ahmad I. Patel and Mohsina Anjum Ansari, Op. cit, p 320

of *tehzeeb* (culture). Delhi's real culture was Urdu culture".⁵⁸ Indeed, a section of Indian society unnecessarily find itself as an antagonist of the language due to political compulsions rather than due to any valid reason and try to malign its value in popular communication. This causes emergence of some negative imagination about the language although it enjoys unwavering adherence of millions of people from a cross section of society. It has been wrongly tagged as the language of a particular community.

5.33 The decadal growth of Muslims in Delhi shows a slightly slow increase ranging from 45.4 to 45.8 per cent during 1971 to 1981 and 1981 to 1991 while the chart given below displays a steep fall in case of Urdu. The figures of Muslim decadal growth have shown a steady maintenance.⁵⁹ That makes the fact clear that even the strong hold of Urdu among Muslims is slackening with the passage of time. However, the decade 1991-2001 illustrates a sharp rise in both the Muslim population and the Urdu population of Delhi, still with the latter lagging behind the former.

Table-5
Comparative Decadal Growth of Muslims and Urdu in Delhi

S.No.	Category	1971	1981		1991		2001	
		Population	Population	Growth	Population	Growth	Population	Growth
1.	Muslims	263019	481802	45.41	889641	45.84	1623520	82.49
2.	Urdu	231127	362935	36.32	512847	29.23	874333	70.74
	Growth Lag of Urdu Popularity among Muslims			-9.9%		-16.61		-11.75

Administrative Bottlenecks

5.34 Under the provisions of the Delhi Official Language Act, 2000 the Government of Delhi and its officials are bound to make Urdu and Punjabi translation of most records and announcements available for public information. However, there are certain lapses in this regard. Prof Abdul Haq, the president of Urdu Development Organisation, said some time back that Urdu and Punjabi have been made the second official languages of Delhi but Urdu's

⁵⁸ Contribution on Urdu education, M Atyab Siddiqui, <http://www.milligazette.com/Archives/2005/16-31Jan05-Print-Edition/163101200567.htm>

⁵⁹ Dr AR Fatihi, Urdu in Delhi, Language in India, Vol. 3 8 August 2003, <http://www.languageinindia.com/aug2003/delhiurdu.html>

implementation has been very tardy⁶⁰. The Organisation is of the view that "In UP and Bihar as well as in Delhi at many places the word 'important' has been inserted for the publication of 'important' rules and regulations, notifications and gazettes. This gives the discretion to the authorities to publish only those documents which they consider important for Urdu knowing people and leave out those which they do not consider important and thus many documents remain unpublished in Urdu". His organization demanded that the Delhi government should "explain the word 'important' or replace it by 'all' to make available as many government documents translated into Punjabi and Urdu as possible".

5.35 Recently, the Delhi Subordinate Services Selection Board (DSSSB) has conducted selection test for the appointment of teachers in different languages and it was expected that it would fulfill the long term demand for employing the required number of Urdu teachers in Delhi.⁶¹ However, the test for Urdu teachers was cancelled due to some unknown reason. This once again deferred the standing demand for some more years. One consistent excuse expressed by the appointing authorities of the Department of Education has been the non-availability of Recruitment Rules for Urdu teachers.⁶²

5.36 It is also expected that the government will support the cause of Urdu and Punjabi through government advertisements to the newspapers published in these minority languages. Much is required to be done on this front. The following table gives the amount of government advertisement to the newspapers published in English, Hindi, Urdu and Punjabi languages.⁶³

Table-6
Language-wise Advertisements to Newspapers of Delhi: 2011

Newspapers	DAVP Amount (Rs)	Share
Total	1,13,97,65,924	100%
English	83,55,92,165	73.32%
Hindi	25,49,86,906	22.37%
Punjabi	67,41,234	0.59%
Urdu	4,06,91,776	3.57%
Others	17,53,843	0.15%

⁶⁰ <http://www.milligazette.com/Archives/2005/16-28feb05-Print-Edition/162802200547.htm>

⁶¹ *Ibid*

⁶² Hashmuddin, *Hamari Zaban Urdu*, Rao Publishing House: Delhi, p7

⁶³ <http://davp.nic.in/writereaddata/announce/commit2010.pdf>

Overall 638 dailies, weeklies, fortnightlies and monthlies published from the national capital were registered for government advertisements under the Department of Audio-Visual Publicity (DAVP) including 26 in Punjabi and 78 in Urdu. In 2010-11, the total amount committed through the DAVP for government advertisements to these newspapers was Rs 1,13,97,65,924. The combined share of English and Hindi newspapers in this amount comprised 95.69% whereas as the registered Punjabi and Urdu newspapers respectively enjoyed a share of just 0.59% and 3.57%, explicitly lesser than the respective population of these linguistic minorities.

5.37 In consequence to the enactment of the Delhi Official Language Act, 2000 it has become obligatory for the government to use Punjabi and Urdu in the road signs of the national capital along with Hindi and English languages. The administration has done so but the writing style, spelling and translation in Urdu has invited a lot of criticism and infamy. A number of instances have been narrated in this regard. "A few years ago Syed Ejaz Hussain Shah, Head of German Radio's Urdu service, was in for a rude surprise when he approached Max Mueller Road. Here's what Shah read — "Sexmullar". Urdu as a language is being mauled in New Delhi, a city that boasts of a legacy left by the likes of Mirza Ghalib and Ibrahim Zauq and has an Urdu speaking population of over 14 lakh. The worst culprit is its NDMC portions, the capital area".⁶⁴ "The delegation that accompanied President Zardari is sure to have returned with some stories that they narrate over giggles. While driving to Dr Manmohan Singh's official residence last week, they would have found an Urdu road sign of Mustafa Kamal Ata Turk Marg. The text in itself is written in a baby hand, but what makes the signage even more puzzling is the fact that when written in Urdu, the word 'Mustafa' remains illegible. Some of the errors are perhaps incidental while some are just plain unfortunate. Near the Taj Palace Hotel, Razal Road has now been given a new moniker in Urdu, and is known as the Dajal or Demon Road. Vice President Hamid Ansari lives on Maulana Azad Road, but had to probably reassess his coordinates when a signage pointed to the street and called it the Maulana Azurd (sad, pessimistic) Marg. The Poorana Qila Road even became the Poorana Kela (banana) Road, adding an altogether different twist."⁶⁵ Once, it has been satirically pointed out by a leading writer Mujtaba Husayn that Urdu has travelled from "*Jamia se Zamia tak*", since the road leading to the central university Jamia Millia Islamia once had the road signage with the latter wrong spelling.

5.38 Expressing shock at a callous attitude towards Urdu within the central government's very precincts, Rajya Sabha MP and Congress leader Saifuddin Soz insisted that the Human Resource Development Ministry must take note of what is happening on the ground. "Urdu lovers in the country felt shocked recently to know that the Rs 100 crores that was earmarked for promotion of Urdu had been allowed to lapse because the CEO of Prasar Bharti did not take measures to organize programmes for promotion of Urdu," he added.⁶⁶ This is an example of step motherly treatment with the language in the administrative circles and the central government has to bear the responsibility for the neglect. The administrative outlook of the

⁶⁴ http://www.dnaindia.com/india/report_new-delhi-is-too-hard-for-asif-ali-zardari-to-read_1676079

⁶⁵ *Ibid*

⁶⁶ *Ibid*

Delhi state officials cannot be traced dissimilar to this one as may be noted from similar shortcomings on its part.

Urdu Education under Strain

5.39 Urdu education is facing a multiple challenge. The parents are not interested under the influence of globalization and the perceived low market value of the language that their children are taught in Urdu medium, the authorities are not warm in promoting the cause of the language and the education system is ignoring it as an important mother tongue of millions of people. The existing Urdu medium schools are also facing a grave problem regarding availability of teachers.

5.40 The expert opinion that children should be taught at the primary level in their mother tongue is hardly having takers amidst the craze of 'English medium education'. The Gujral Committee on Urdu has recommended that the localities having 10% of Urdu speaking population should have one Urdu Medium Primary School and for 10 such feeder Urdu Primary schools, one High School should be started. However, this recommendation has not been appropriately implemented in any state of India including Delhi.

5.41 All over India, "there are 3,523,243 students enrolled in Classes I to VIII in Urdu medium schools. Girls constitute 55% (1,932,116 girls) while boys (1,591,127) are 45% of the total Urdu enrollment. On a ranking list of medium of instructions sorted by total enrollment, Urdu-enrollment ranks eleventh. This according to the latest data released under District Information System for Education (DISE) for the year 2010-11 by New Delhi-based National University of Educational Planning and Administration (NUEPA)."⁶⁷ Urdu enrollment is merely 1.89% of total student enrollment (2.15% for girls and 1.66% for boys). However, we can take some comfort in the fact that Urdu-medium education spans 21 states including some states not usually associated with this language. So one can find, "over 15 thousand students in Orissa taking their instructions in Urdu and Kerala's 1,254 Urdu-school students easily beat Urdu-official-language-state Jammu & Kashmir where only 638 are in Urdu schools. In Kashmir, preference is clearly for English-medium schools."⁶⁸ It is evident here that the language which is sixth most popular language in the country comes out to be eleventh in ranking on the basis of students' enrollment, which is an alarming situation for its future. It is really strange that Urdu is becoming popular in non-traditional states and losing in the in its conventional homes.

5.42 There are certain pockets in Delhi where Urdu comprises a major language. In *Table-2* district-wise percentage of Urdu speakers has been given according to census 2001. A survey of

⁶⁷ http://twocircles.net/2012apr26/urdu-medium_enrollment_what_numbers_tell_us.html

⁶⁸ *ibid*

Okhla, a south Delhi neighborhood, in early 1990s revealed that of the surveyed population of literate Muslims, 34.17% received education through Urdu, certainly better than compared to the neighboring Uttar Pradesh.⁶⁹

5.43 The quality of Urdu teachers is another sore of education through Urdu. Ather Farooqui, a well known writer, points out in an article in *Economic and Political Weekly*⁷⁰, "At few places Urdu Medium Primary Schools are run by local bodies which have appointed teachers - most of the so-called Urdu teachers, generally do not even understand what is meant by Urdu Medium." Even some teachers appointed to teach Urdu are made to switch over to other subjects in classes instead of the one they were recruited for.

5.44 Promotion of Urdu is not possible without establishing more and more Urdu schools. As far as efforts in Delhi are concerned, "what is more important is the establishment of Urdu medium primary schools, in accordance with the national norms, in all Urdu-concentration pockets of Delhi, which need to be honestly identified by the Urdu NGO's, the Delhi Government and the National Council for the Promotion of Urdu Language, coupled with the teaching of Urdu at the secondary level as a compulsory First Language to those whose Mother Tongue is Urdu".⁷¹

5.45 The non-availability of education in the Urdu language is seen by some as one of the reasons for the low educational status of Muslims in India. A substantial number of the Urdu-speaking people in most States made this point during the Sachar Committee's interaction with them.⁷² The Committee remarks "The importance given to Sanskrit in the educational framework in Delhi and many north Indian States has tended to sideline minority languages. Students have to opt for Sanskrit as there is no provision to teach Urdu (or any other regional language) in many schools. This, in effect, makes Sanskrit a compulsory subject".⁷³

5.46 It has been often marked for a long time that the performance of Urdu medium students in Delhi is very poor, although rejuvenation has been observed recently. The Sachar Committee Report takes into account the fact of Urdu medium education in the country in these words, "This creates a vicious circle where the lack of facilities for learning in Urdu leads to poor results. This in turn reduces the functional worth of Urdu, lowers the demand for learning in Urdu, and offers an excuse for downgrading facilities for teaching Urdu".⁷⁴ The

⁶⁹ Aijazuddin Ahmad, *Muslims in India: Their Education..Survey*, III, (New Delhi: Inter-India Publications, 1995), p. 211. The survey was carried out under the auspices of Hamdard Education Society, New Delhi

⁷⁰ *Ibid*, p 324

⁷¹ <http://www.milligazette.com/IndMusStat/2003a/025aimmm26jun03.htm>

⁷² Sachar Committee Report (2006), Ministry of Minority Affairs, Government of India, p 79

⁷³ *Ibid* p 83

⁷⁴ *Ibid*

Sachar Committee recognizes that “the Government’s objective is to improve the educational status of Muslim children, rather than increase the number of Urdu-medium schools, *per se*. However, in view of the large proportion of Muslim children with Urdu as their mother tongue, the Committee feels steps should be taken to ensure that Urdu is taught, at least as an elective subject, in areas which have a substantial presence of Urdu speaking population”.

5.47 Omar Khalidi has elaborated upon the Urdu literacy in Delhi in his well acclaimed report in these words, “The social composition of the Urdu students is clear, most are children of carpenters, hawkers, *imams*, *muazzins*, and other poor people. A survey in 1986, found that a school that was identified as Urdu medium, turned out to be one that had switched over to Hindi medium. Most of the buildings housing Urdu schools are in poor condition, forcing closure of some schools. Noxious fumes from in-house factories and high decibels of noise in most schools make for a poor learning environment. Outright lack of or inadequate number of teachers is a perennial problem. There is insufficient number of teachers because, “out of 1640 seats [in elementary school teachers’ training centers]...only 20 are available for Urdu medium... State government official claims that there is no dearth of books in Urdu medium, but a majority of principals of government and government-aided schools claim the contrary. Books become available but very late, when almost half the academic year is over. Most of these textbooks are translated from English and are not up to standard. It is not clear if Delhi Bureau of Textbooks is involved in the preparation, publication and distribution of Urdu textbooks. With this state of affairs, it is unsurprising to read captions such as ‘Dismal Showing of Urdu Schools, or Urdu Medium Schools Put Up a Very Poor Show, or Languishing Urdu Medium Schools of Delhi.”⁷⁵ It is a matter of fact that Urdu schools have outshined in the recent board examinations with an extraordinary performance in spite of lack of teachers and facilities and media headlines have changed this time giving a satisfactory look while noting the paradox that these schools have achieved the impossible in spite of meager facilities available to them.

5.48 The head of a government-run primary Urdu medium school made a shocking revelation in Delhi recently that “Urdu books are not available till mid-September although schools open in summer and although Urdu is a second language in the city along with Punjabi. And this is just one of the many problems confronting Muslims aspiring education. Year after year, the abysmally low results in Urdu schools are indicative of the confusion among the managing bodies, principals, teachers, students and parents. This has resulted in a sharp decline in the academic levels of Indian Muslims”.⁷⁶ The reports of National Commission for Linguistic Minorities have also noted difficulties arising in the timely availability of Urdu textbooks in Delhi.

⁷⁵ Omar Khalidi, A Report on the State of Urdu Literacy in India, 2010, p 67-68

⁷⁶ Upgrade Urdu: Muslims must not get left behind, Hindustan Times 21 March 2006, <http://www.highbeam.com/doc/1P3-1006395511.html>

5.49 Hampered by non-availability of textbooks in the students' mother-tongue, lack of teachers and cramped accommodation, Delhi's Urdu-medium schools have still managed to post pass percentage of nearly 80 in the CBSE Class 12 examination of 2012.⁷⁷ It may be noted here that the problem of delayed availability of the textbooks is not only faced by the Urdu students but those who have opted Punjabi and other minority languages. Even, there is a complaint in this regard from the parents of general students as well.

Appointment of Urdu Teachers

5.50 Appointment of Urdu teachers in the schools of Delhi is another concern for the Urdu speaking population of Delhi. It has been recently made public by several leading figures that no Urdu teacher has been appointed during the last 15 years or so, although some official records make it explicit that 28 Urdu teachers have been appointed during the period. It has also been noted that "out of about 1150 government schools there are 330 schools where there are more than 100 Muslim students but in these schools also there is not even one Urdu teacher"⁷⁸.

5.51 The president of Urdu Majlis comments in a book '*Hamari Zaban Urdu*' that the appointment of Urdu teachers has been closed down in the Urdu medium schools of Delhi since 1995.⁷⁹ He further says that Hindi medium students are being admitted in the Urdu medium schools in the increasing number. The general secretary of Islahi Foundation complained that "Last year the government had issued a notification for the appointment of Urdu teachers in these schools in response to which many candidates had submitted applications but no teacher has been appointed so far". Similar complaints have been put on record from time to time by the well wishers of Urdu and the authorities have reacted to them in the same casual way with repeated unrealized promises.

5.52 Just before the Corporation elections in April 2012, Delhi's education minister Arvinder Singh Lovely declared that 200 Urdu teachers will be appointed but there is no progress on this front. In his announcement again in mid June 2012, he reiterated to shortly appoint Urdu teachers but this time the number of the proposed teachers has come down to mere 100, whereas the state government is planning to appoint overall 20,000 teachers in the coming years. It seems that the local government is going to share just 0.5% seats with the Urdu schools out of the total proposed appointments whereas the Urdu population in the city is over 6%; so this share is quite inadequate even if actualized.

5.53 Appointment of non-Urdu knowing principals in Urdu medium schools is a recurring issue in Delhi. A number of leading champions of Urdu based in Delhi have pointed out in a seminar held in November 2011 that "in Delhi there are 24 Urdu medium schools under the Delhi government and the same number of principals but sadly enough, as many as 22 of them do

⁷⁷http://www.indiaedunews.net/Delhi/CBSE_results_-_Delhi's_Urdu-medium_schools_do_well_14072/

⁷⁸<http://www.milligazette.com/news/3408-delhi-govt-did-not-appoint-even-a-single-urdu-teacher-in-16-years>

⁷⁹ Hashmuddin, *Hamari Zaban Urdu*, Rao Publishing House: Delhi, p2

not know any Urdu at all".⁸⁰ This can be verified from the fact 18 out of 23 heads of Urdu schools are non-Muslims (Urdu is basically regarded as a language spoken by Muslims only) and not all the rest of 5 other heads are can be expected to essentially know Urdu. (*Vide Annexure 6*) In addition to this, the number of teachers employed in these schools is almost half as compared to other schools and most of them too are ignorant of Urdu but they have been appointed in Urdu medium schools. Maulana Abdus Subhan, president of a prominent NGO of the metropolis said that "many Urdu medium schools whose past used to be Urdu medium but because of the staff being unfamiliar with Urdu, they have lost their utility and identity. Zeenat Mahal School at Asif Ali Road is an example of this. This is only because of appointment of teachers not knowing Urdu. Those who claim to be representatives of Muslims or work for Urdu should seriously think about this and take practical steps to correct this system".

5.54 The president of Sundar Nagari Resident Welfare Association Mohammad Aqil has recently approached Delhi Minorities Commission for the appointment of Urdu teachers in all MCD schools imparting education in his area since over 60% of the students of these schools would be interested in learning Urdu as a subject.⁸¹ After the intervention of the Commission, the education director of the East Delhi Municipal Corporation had assured that within a couple of days due steps would be taken by the Corporation for the recruitment of Urdu language teachers in the desired schools.

5.55 In the schools run by the Central Government, it is observed that there are more than 500 vacancies of Urdu teachers, which have never been filled. The vacancies filled are sometimes with non-Urdu knowing teachers, which ultimately mar and hamper progress of the language, respective schools and Urdu society at large.⁸² Saifuddin Soz the Congress MP said, "There are 1100 central schools in the country and not in one of these schools is Urdu being taught as no teacher has been posted. So, Urdu teachers need to be appointed for these schools on the pattern that has been adopted by UP and Delhi."⁸³ The national capital itself has several central schools wherein employees of the central government send their wards for education and definitely many such students would like to choose Urdu as a subject and for the introduction of any minority language in a class it is required that at least 6 students should join it.

Communal Apathy

5.56 There has always been a section of political aspirants which opposes, since as back as 1947, that Urdu is given any importance in the country. For this section: Urdu is the language of

⁸⁰ <http://www.milligazette.com/news/2570-twenty-two-principals-of-24-urdu-medium-schools-in-delhi-ignorant-of-urdu>

⁸¹ Roznama Sahara, Delhi edition, 11 July 2012, p 10.

⁸² Mushtaq Ahmad and Mohsina Anjum, op cit, p 323, <http://www.languageinindia.com/jan2009/inclusionofurdupatel.pdf>

⁸³ *Ibid.*

Pakistan or it is a language of Muslims and after the formation of Pakistan it should not receive any favorable treatment in India; this is believed by some that Urdu is the language of foreigners and it does not fit into the scheme of Indian culture; all other Indian scripts are written from left to right whereas Urdu is written from right to left like Arabic and Persian, it is one of the non-Indian languages spoken in other part of the world but not popular in the country; Urdu will only promote separatism among its adherents; Urdu is nothing but Hindi in a Persian script so why it should be treated as a separate language, at the most it may be regarded as a dialect of Hindi only; these and other arguments have been in the air for disallowing Urdu its due status in the linguistic scene of the country.

5.57 At the time of preparation of the Constitution of India, Urdu was not included in the proposed list of scheduled languages of the country. Jawaharlal Nehru, a leading spirit behind the adopted Constitution and the first prime minister of the country, suggested that Urdu should be listed in the Eighth Schedule. While opposing this suggestion a member of the Constituent Assembly asked him, "Whose language Urdu is?" Nehru retorted that it was the language his father and grandfather who had spoken it without any prejudice. Then the honorable member snapped that a son of 'Pundit' like Jawaharlal Nehru should be ashamed of favoring Urdu in the Constituent Assembly. This episode points out how Urdu is seen by some sections of the country with contempt. Nevertheless, Urdu was gone for as an officially recognized language by the forefathers of the country, being listed on the first approved list of the Eighth Schedule due to liberal and universal values embraced by the majority of nationalist leaders.

5.58 The communalism in the country has spread many wrong notions; and, one among them is that Urdu is the language of Muslims. However, there are many scholars and intellectuals who falsify such a notion. For instance, the former judge of Supreme Court of India Justice Markandey Katju has recently said, "In fact up to the last generation in our country Urdu was the language of all educated people, whether Hindu, Muslim, Sikh or Christian, in large parts of urban India. In my own family up to my father everyone was highly proficient in Urdu. It is only from my generation that Urdu has disappeared, which I regard as unfortunate"⁸⁴. This view has been severally held by many non-Muslims across the time.

5.59 In India, Urdu is spoken as mother tongue by many inhabitants of the northern and central states. While, Muslims tend to identify more with Urdu, substantial numbers of Hindus and Sikhs in traditional strongholds of Urdu, such as Lucknow and Hyderabad, also speak this language as a mother tongue.⁸⁵

⁸⁴ Markandey Katju, Great Injustice to Urdu in India, <http://www.kgfindia.com/great-injustice.php>.

⁸⁵ Urdu, <http://www.gloriousindia.com/culture/urdu.html#>

Chapter - 6**Punjabi and Urdu in
Delhi's Administration and Local Bodies**

6.1 Any language would get empowered not only when the common people like it more and more but also when it receives due favor of the administration and government establishments. Fortunately, Urdu and Punjabi have been pronounced as the second official language of the NCT of Delhi in 2003 and, therefore, it is natural to expect that these languages would receive a positive response from the officials of various departments and autonomous bodies of the state government as well as those of the local bodies. It will be interesting to note what is actually happening at the ground level. Here, comments have been made on the basis of quoted information as well as the information collated directly from the concerning authorities under the present study through personal contact and RTIs.

The Inadequacy of Information

6.2 In the age of information technology the best source of information for public is the Internet. The prevailing concept of good governance and right to information has led to hosting of valuable information by various departments of the central and state governments and other public offices on the concerning websites. The Government of NCT of Delhi has earnestly developed a web portal of its own, putting a lot of useful information in public domain. Under the Art, Culture and Language Department pertinent information regarding Punjabi and Urdu as the second official language has been expected. However, only meager and scanty information is available on the concerning pages in this regard which spoils the image of the state government as the one of the leading states in the noble aspiration of good governance.

6.3 The Delhi government is not publishing its annual reports. The one published as a welcome sign as the "*Working Report of Government of NCT of Delhi 2007*" does not contain information on what the government has done for the promotion of Punjabi and Urdu, especially after their declaration as the second official language, for that matter even of Hindi the official language of Delhi. The web pages of Delhi Minorities Commission are also not dealing with the theme.

6.4 It is also a matter of concern that whatever the information available on the web portal of the state government in this regard, it is stale and in some sense obsolete and from the reading of the concerning page no one can have an idea what has been done by the government on the front of minority languages of the state.

6.5 The Commissioner for Linguistic Minorities (CLM) compiles annual reports on the state of minority languages in the country. The last report of the CLM available in public domain is for the period 2010-11, i.e. 48th Report. The Commissioner has felt inadequacy of information from the Delhi government in some of its previous reports. The Commissioner puts on record in one of the earlier report that “In spite of repeated reminders and letter to Chief Minister from the Commissioner for Linguistic Minorities, the State Government did not furnish a reply to the Questionnaire for the 46th Report of the CLM. Therefore, there is nothing new to report, than what has already been reported upon in the 45th Report of the CLM for the period July 2006 to June 2007”⁸⁶. The situation has improved since then but not up to a satisfactory level.

6.6 No information is made available by the Delhi government to the Commissioner for Linguistic Minorities since 1986-87 regarding the number of schools, students and teachers appertained to Urdu medium schools imparting education at secondary level.⁸⁷ Whatever information made available in this regard does only contain regarding the MCD and NMDC.

6.7 The Commissioner also makes specific comments regarding such inadequacies in his 47th report in which he observed, “The information furnished on the number of students studying language as a subject in Classes VIII, X and XII is incomplete as the Directorate of Education, Delhi has not provided the data to the Nodal Officer of the Government of N.C.T. of Delhi”.⁸⁸

6.8 The Commissioner for Linguistic Minorities sends every year his questionnaire to different state governments and union territories for collating information regarding the state of minority languages over there. And, from the available information the Commissioner prepares his Annual Report. Not only in the previous sessions but even in the last such questionnaire responded by the Delhi government, many queries remained unattended or a number of discrepancies have been noted by the Commissioner. In any case, the 47th Annual Report of the Commissioner for Linguistic Minorities covering the period of 2008-10⁸⁹ notes as follows:

- a) The publication of gist of important rules, regulations, notices, etc in minority languages has been started in some cases. The Citizen Charter of Government Departments is being translated/published in the second official languages i.e. Urdu and Punjabi. However, in answer to this question for 2009-2010, the Delhi Administration replied in the affirmative in this regard only in respect of Urdu language.
- b) Orders are stated to have been issued to entertain representations for redressing grievances in minority languages and efforts are stated to be made to reply to such

⁸⁶ Commissioner Linguistic Minorities, 46th Annual Report (2006-07), p22

⁸⁷ Omar Khalidi, A Report on the State of Urdu Literacy in India, 2010; p 66

⁸⁸ Commissioner Linguistic Minorities, 47th Annual Report (2008-10), p16

⁸⁹ <http://nclm.nic.in/shared/linkimages/NCLM47thReport.pdf>

representations in the same language. There is a Translation Bureau in the N.C.T. of Delhi for translation into minority languages.

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

6.9 The web-pages of the Language Department on the portal of Government of Delhi (www.delhi.gov.in) have not been updated since long. Although the Delhi Official Language Act has been enacted in June 2003; but the web page is still showing it only as a 'Bill'. Moreover, the re-constitution of language academies have taken place since their mentioned constitution in 2003 but only the previous names of the members of the governing councils of these academies have been mentioned under the item 'Governing Council' of the site.⁹⁰ It is not clear whether the buildings proposed for the concerning academies could be constructed by this time or not. Although the existence of Translation Bureau of NCT of Delhi has been reported by the Commissioner for Linguistic Minorities but the portal is silent on this count and there is no alternative source to have information about its activities. Indeed, the portal just gives preliminary information regarding the second official languages on it.

6.10 The Directorate of Education (DTE) runs 24 Urdu medium schools in different parts of Delhi. On the relevant pages of the web portal www.delhi.gov.in 968 schools have been listed as functioning under the Directorate.⁹¹ Out of these schools only 6 schools have been marked as 'Urdu Medium' schools. The 18 other Urdu medium schools have no suffix to show their identity. This will certainly create confusion to common viewers of the web pages who will just gather the impression that only 6 schools under the DTE are Urdu medium and others are either Hindi or English medium schools.

Language Department

6.11 The Government of NCT of Delhi maintains Art, Culture and Language Department for the specific purpose. This department looks for the promotion and problems of Hindi as the official language and Punjabi and Urdu as the second official language. This department also sponsors and monitors activities of Hindi, Sanskrit, Sindhi, Punjabi and Urdu Academies of Delhi and also that of the Sahitya Kala Parishad as the autonomous bodies of the state government. It

⁹⁰ http://delhi.gov.in/wps/wcm/connect/doi_art/Art+Culture+and+Language/Home/Language+Department/Governing+Council

⁹¹ http://delhi.gov.in/wps/wcm/connect/doi_education/Education/Home/School+Informations/

also processes applications for financial assistance from Delhi Kalyan Samiti and Government of India to NGOs/registered cultural institutions and allotment of land.

6.12 With a view to provide library facilities for the weaker sections of the society, the language department set up libraries in different assembly constituencies in collaboration with NGOs under 'Bhagidari Scheme'. This department organizes Hindi and Urdu workshops, competitions, training in Hindi typing, shorthand, noting & drafting with a view to encourage government officials to do maximum work in Hindi.

6.13 The web pages, appertained to the Department, include the following activities as regards the promotion of Punjabi and Urdu:

- (a) Punjabi Language Workshop
- (b) Punjabi Essay, short story competition
- (c) Prizes for Punjabi learners
- (d) Urdu Refresher Course/Workshop
- (e) Urdu Good Handwriting & Essay Competition
- (f) Training in Urdu Certificate Course, Advance Urdu Classes and Purchase of Urdu Books

6.14 The list of pertinent schemes of the department comprises:

- (a) Library facilities in all assembly constituencies in the areas of weaker sections of the society provided by NGOs
- (b) Grant -in-Aid to Raja Ram Mohan Roy Library Foundation under Matching Scheme
- (c) Construction of building for all language academies and Sahitya Kala Parishad
- (d) Financial assistance/ and allotment to NGO's/ individuals/institutions

6.15 The site is silent on the matter of any achievements regarding the above said functions and objectives of the department.

6.16 The Delhi Official Language Act, 2000 was notified on July 3, 2003 declaring Hindi as the first official language and Urdu & Punjabi as the second official language of the state. Due to the possibility of increased workload and for the efficient implementation of the Act the department had proposed to create 14 posts in its plan write up 2004-05 to 2007-08. As per the records and information furnished, even after five years of notifying the Act, the department has yet to finalize the Rules for the enforcement of the Act and to take action on the creation of posts.⁹² No further information is available on this front about the current situation of the appointments in the concerning department except whatever has already been reported for the earlier years.

⁹² <http://audit.delhigovt.nic.in/appsw/pdf/50000.pdf>

6.17 As per the website of the Government of Delhi, Hindi and Urdu Officers are working with the Language Department but there is no name on the displayed page for Punjabi Officer.

6.18 The Language Department had an annual budget of Rs 30,00,000 for last few years, the most amount of which is allocated to promotion of Hindi as the Official Language, although the website of the department shows necessity of an annual allocation of Rs 14.65 for the implementation of the Delhi Official Language 'Bill' 2000.⁹³ However, the department has been organizing Punjabi and Urdu teaching workshops etc in collaboration with Punjabi and Urdu academies for the interested employees of the Government of National Capital Territory of Delhi for the last few years.

6.19 The Internal Audit Report of the Language Department 2007 shows that it has 3 sanctioned posts and all of them are currently filled.⁹⁴ The Posts of Hindi/Urdu/Punjabi Translators are on the strength of GAD. The only post of Urdu translator is on lien as the official is on deputation for the last 15 years. The situation has hardly changed since then and the second official languages are suffering from improper treatment:

Urdu and Punjabi Officers and Translators in the Government Departments

6.20 The Delhi Official Language Act necessitates that Punjabi and Urdu officers and translators should be appointed in all departments. However, complaints have been emerging from various quarters regarding inadequacy and delay in this regard.

6.21 In a curious judgment of 2010, the Chief Commissioner for Information (CIC) asked the Delhi government to make arrangement for translator for land records in Urdu. The Central Information Commission has suggested to the Land and Building Department of Delhi Government to make arrangement for the translation of land records which are in Urdu. "Considering the fact that the large number of records available with the public authority is in Urdu, it should make some arrangements to ensure that a person is available to translate the Urdu records," the Commission suggested.⁹⁵

6.22 The feeling of social activists is also on the same line. Dr Lal Bhadur, an office bearer of Urdu Development Organisation, suggested in 2005 that for the implementation of Urdu, like in UP and Bihar, the first legal instruction should be that applications written in Urdu be accepted and their answers furnished in Urdu itself, Urdu translators should be appointed in all small and big offices of Delhi government. He added that the Delhi government has not taken due steps

⁹³ http://delhi.gov.in/wps/wcm/connect/doi_art/Art+Culture+and+Language/Home/Language+Department/Schemes

⁹⁴ *Ibid*

⁹⁵ <http://www.rtiindia.org/forum/54347-arrange-translator-land-records-urdu-cic-delhi-govt.html>

for appointment of Urdu translators till date.⁹⁶ It seems that even after several years of the enactment of the Delhi Official Language Act, 2000 such suggestions have not been heeded by the administrative authorities of the Government of NCT of Delhi and pertaining grievances have been given a popular vent from time to time.

Punjabi Officer and Teachers

6.23 A delegation of Punjabi writers and scholars met the UPA chairperson Sonia Gandhi in 2006 and complained that "The post of Punjabi Officer in Delhi Administration has been lying vacant for the past 12 years and no step has been taken to promote Punjabi language in state schools. The posts of Punjabi teachers that fell vacant have not been filled and the education authorities have been dissuading the teaching of the language and recruitment of teachers in schools on one pretext or the other".⁹⁷ The said post of Punjabi Officer is still vacant even after a lapse of six years and assurance of one of the highest persons in the policymaking mechanism. It has been observed that the status of language officer benefit Delhi government since the sanction of the second language posts is not on record.

⁹⁶ <http://www.milligazette.com/Archives/2005/16-28feb05-Print-Edition/162802200547.htm>

⁹⁷ <http://news.oneindia.in/2006/05/31/writers-meet-sonia-seek-due-place-for-punjabi-in-delhi-1149086055.html>

Chapter 7

Urdu and Punjabi Teaching In the Schools of Delhi

7.1 At present there are 961 Delhi Government schools (and 7 added recently), including 377 Sarvodaya Vidyalayas. Financial assistance is also being provided to 216 aided schools. About 15 lakh students are enrolled in government schools whereas about 1.70 lakh are studying in the aided schools.⁹⁸ Rajkiya Pratibha Vikas Vidhyalayas of Delhi Government are today among the best schools in Delhi securing 100 percent results at the secondary and senior secondary level. Besides, there are 1,780 schools under the Municipal Corporations of Delhi⁹⁹ with 9.5 lakh students in primary classes and 77 schools are under the New Delhi Municipal Corporation¹⁰⁰. It has been proposed that in 2012-2013, 'smart classes' will be started in one section of each class from the 9th to 12th in all Rajkiya Pratibha Vikas Vidyalayas.¹⁰¹ However, data are not available regarding the share of Punjabi and Urdu languages in the Sarvodaya Vidyalayas, Rajkiya Pratibha Vikas Vidhyalayas and the so-called 'smart classes'.

Table-7

Schools, Students and Teachers in Urdu Schools of Delhi

Year	Schools	Students	Teachers
1967-68	12	6104	267
1977-78	61	16940	464
1986-87	98	49561	692
2005-06	73	21633	550
2008-10	90	21956	480
2010-11	114	47292	745

⁹⁸ Budget of the Government of NCT of Delhi: 2012-13, <http://delhi.gov.in/wps/wcm/connect/21d1f280463783518436871b84a2a7b0/BUDGET+SPEECH.pdf?MOD=AJPERES&lmod=-1877078030>, item 53.

⁹⁹ <http://edudel.nic.in/mis/eis/frmSchoolList.aspx?type=MCD>

¹⁰⁰ <http://edudel.nic.in/mis/eis/frmSchoolList.aspx?type=NDMC>

¹⁰¹ Budget of the Government of NCT of Delhi, *op cit*

7.2 The status of number of Urdu medium schools, as reported by the National Commissioner for Linguistic Minorities, students and teachers in the NCT of Delhi during the last four decades and some recent years has been shown in the above table. The data on the schools under the Department of Education, Government of NCT of Delhi could not be included for the periods 2005-06 and 2008-10 since the concerning department did not furnish them. It is evident from the data that up to 1987 there was a steady growth in terms of schools, students and teachers taking on Urdu but thereafter the graph of progress has drastically come down.

7.3 The state of institutions in minority languages (Urdu and Punjabi) under the Government of NCT of Delhi, Municipal Corporation of Delhi and New Delhi Municipal Corporation by the academic year 2010-2011, based on the NCLM Report No. 48 has been shown in the following table.¹⁰² It is obvious from the data that there were 47,292 students in the Urdu medium schools managed by different authorities in the national capital who were taught by as many as 745 teachers. Similarly, there were 2021 students in Punjabi medium schools taught by 42 teachers.

Table-8
**Schools, Students and Teachers in Urdu and Punjabi Medium Schools
under different Authorities of Delhi: 2011**

Level	Body	Urdu			Punjabi		
		Schools	Students	Teachers	Schools	Students	Teachers
Primary	DOE	7	2137	31			
	MCD	68	20436	429	1	115	2
	NDMC	9	577	45			
Middle	NDMC	4	83	9			
	DOE	29	10353	101	6	1906	40
Secondary	DOE	29	9048	87			
	NDMC	1	11	5			
Higher Secondary	DOE	24	4647	38			
Total		114	47292	745	7	2021	42

7.4 The following table gives details regarding the numbers of schools, students and teachers appertained to schools run by different bodies of the national capital wherein students have the choice to study either Urdu or Punjabi as a subject.¹⁰³ According to the latest

¹⁰² Commissioner for Linguistic Minorities, 48th Report, p19-21

¹⁰³ *Ibid*

report of the National Commissioner for Linguistic Minorities around 65,000 students have taken Urdu as a subject whereas around 30,000 were studying Punjabi as a language during the year 2010-11. The number of Urdu teachers engaged for teaching the language as a subject was 455 and the figure for those teaching Punjabi as a subject has been 231.

Table-9

Schools, Students and Teachers Schools in Institutions teaching Urdu and Punjabi as a Subject under different Authorities of Delhi: 2011

Level	Body	Urdu			Punjabi		
		Schools	Students	Teachers	Schools	Students	Teachers
Primary	DOE	9	4199	56	3	1165	11
	MCD	27	3947	29	-	-	-
	NDMC	1	115	1	-	-	-
Middle	NDMC	3	52	2	2	76	2
	DOE	135	40019	194	227	17668	110
Secondary	DOE	75	16676	171	121	10189	86
	NDMC	2	29	2	2	17	2
Higher Secondary	DOE	-	-	-	22	717	20
Total			65037	455		29832	231

7.5 According to the District Information System for Education (DISE) the total number of students attending Urdu medium schools in Delhi in 2010-11 was 30,226, i.e. 12,176 Boys and 18,050 girls;¹⁰⁴ the latter comprising 60% of the total Muslim enrollment. There seems some gap in the compiled data on Urdu students of Delhi under the DISE, since the number of Urdu students should be larger than the aggregate number of those studying in Urdu medium schools and those who opted Urdu as a subject; as is apparent from the figures stated by the National Commissioner of Linguistic Minorities in the above-mentioned passages which puts the overall number to be 1,12,329. It is evident that some of the Urdu schools are not

¹⁰⁴ http://dise.in/Downloads/state_wise-provisional_enrolment_by_medium_of_instructions_2010-11.pdf

registering data on the DISE system and hence, the tally is lower than what it should be. This fact can also be confirmed from another source of information.

7.6 According to the NIEPA¹⁰⁵, the number of total enrollments from class I to VIII in schools under various management bodies of Delhi during 2011-12 was 26,83,242. Out of them, as many as 30,226 were enrolled in Urdu medium schools comprising 1.13% of the overall students in the elementary level and only 730 were enrolled in Punjabi medium schools, constituting just 0.03%. Contrarily, the 15,17,918 students in Hindi and 11,14,323 students in English medium schools comprised the vast majority of respectively 56.57% and 41.53% of the total admissions up to the upper primary level (together 98%).

Table-10

Sanctioned and Filled Posts in Urdu and Punjabi in different Schools

Language	Authority	Medium		Subject	
		Sanctioned	Filled	Sanctioned	Filled
Urdu	DOE	66	45	155	105
	NDMC	64	50	7	6
	MCD	-	429	-	29
Total			524		140
Punjabi	DOE	-	-	213	159
	NDMC	-	-	2	2
	MCD	-	2	-	-
Total		-	2	215	161

7.7 According to the NCLM Report No. 48, details of the posts sanctioned for and filled by minority language teachers in 2010-11 are as illustrated in *Table-10* above.¹⁰⁶ There had been 64 sanctioned posts of teachers in Urdu medium schools of the Government of Delhi filled by 45 teachers and 19 were vacant. 105 teachers were engaged as Urdu subject teachers as against 155 vacancies, leaving 50 posts of such teachers vacant. Against 64 vacancies of teachers in the Urdu medium schools of the NDMC 50 seats were filled by the session ending in June 2011. The number of sanctioned teachers in the MCD Urdu schools was not mentioned but there were 429 appointments on them. Besides there were 29 Urdu subject teachers working with the MCD schools. The Department of Education has appointed 159 teachers teaching Punjabi as a subject against 213 sanctioned posts. NDMC has appointed 2 teachers on an equal number of vacancies. 2 Punjabi teachers were working in the only Punjabi medium school under the MCD.

¹⁰⁵ NIEPA, State-wise Enrolment by Medium of Instruction, New Delhi, March 2012

¹⁰⁶ NCLM 48th Report, *op cit*

7.8 The website of the Department of Education (DoE), Government of NCT of Delhi provides useful information regarding the schools, enrollments and teaching staffs appertained to the institutions directly managed by it. The concerning information of the current session as regards 24 Urdu medium schools of the DoE has been summarized in the *Annexure 6* of this report. Accordingly, it can be noted that out of 24 schools one has recently been merged with some other school so the functional number for the present discussion may be taken as 23 schools only. In these schools as many as 28,903 students have been enrolled in the current session. The overall number of teachers engaged in these schools has been computed as 654. Out of them, at least 360 teachers, comprising 55% of the total teaching staffs, was found to be non-Urdu knowing. Moreover, 19 non-Urdu knowing principals / vice-principals, out of the total 23 HOS, have been noted as heading their respective institution, forming 83% of the tally. Generally speaking, the average teacher-taught ratio of these schools comes out to be 1:44 whereas according to the norms prescribed by the Central Board of Secondary Education it should have been 1:20 for each section and class. Evidently, these schools reveal a shortfall of 791 teachers.

7.9 In response to a question raised in the State Assembly during the last Budget Session in April-May 2012, the Education Minister of Delhi informed the house that a test was organized by the Delhi Subordinate Services Selection Board on 12th May for the selection of 63 TGT for Urdu schools (which was actually cancelled thereafter). Moreover, 12 Urdu lecturers were appointed on permanent basis. He also informed the members of the state assembly that presently 86 Urdu teachers are working in the schools under South Delhi Municipal Corporation, 91 under the North Delhi Municipal Corporation and 104 under east Delhi Municipal Corporation (present constituents of the trifurcated MCD).¹⁰⁷ Thus, 281 Urdu teachers form part of the workforce of schools under the MCDs. It is obvious from the various quoted statistics that there is a confusing discrepancy regarding the number of schools and the students and teachers associated with them.

7.10 It has been recently reported that as many as 5,568 seats of teachers are vacant in the MCD schools of Delhi.¹⁰⁸ The Urdu medium schools are facing the worst kind of situation with a shortfall of as many vacancies as 750 in different courses and 350 in Urdu subject teaching. That means, almost one fifth seats of the MCD schools are vacant in Urdu schools only. Moreover, posts of 142 teachers are vacant in the NDMC including that of 21 Urdu teachers. This fact speaks of the quality these schools are offering to the concerning students.

7.11 According to the directory of Delhi Sikh Gurudwara Management Committee, there are seven Khalsa colleges; five government-aided public schools, 85 other Khalsa schools serving

¹⁰⁷ Roznama Sahara, Delhi edition, 2 May 2012

¹⁰⁸ *Ibid*, 6 October 2012

the children of Sikh community in the national capital.¹⁰⁹ The CLM 47th Report informs that there is good number of Sikh children enrolled in the 5 Punjabi medium schools run by the local bodies and in one local body school imparting Punjabi as a subject. So, there are 96 schools and 7 colleges in Delhi where Punjabi is being taught either as medium or subject. According to the NUEPA, the total number of students having Punjabi as medium of instruction in 2010-11 is 730; 464 boys and 266 girls.¹¹⁰ However, the NCLM Report No. 48 records that the number of students opted for Punjabi as a medium in the session was 2,021. Besides, there were 29,832 students preferred Punjabi as a subject while studying in other mediums.

7.12 In March 2011, a member of the Delhi Assembly asked whether some teachers have been appointed for teaching Urdu and Punjabi in government and government-aided schools in Delhi and if so, how many teachers for Urdu and Punjabi have been appointed during the past five years? In reply to this question, it was stated on behalf of the minister for social welfare department that during the past 5 years 28 Urdu and 40 Punjabi teachers have been appointed in all schools of Delhi.¹¹¹

7.13 Dr. Khaliq Anjum, general secretary of Anjuman Taraqqi Urdu Hind reacted to this statement in these words, "About 200 Urdu teachers are needed for Delhi's schools but after appointing only 28 teachers, government feels that it has done its duty. He said that during the past 1½ years we have been not only carrying on a movement for appointment of Urdu teachers in the government schools but also personally met many ministers and senior leaders for this. He said that the government itself had promised to appoint at least 126 Urdu teachers but only 28 have been appointed which is far well below our demand and their promise".¹¹²

7.14 It has been a recurring complaint of the champions of Urdu language that in many Urdu medium schools of Delhi several non-Urdu knowing teachers are appointed. In response to an RTI, the Delhi Government has provided a complete list of 459 teachers in its Urdu medium schools who were categorized as non-Urdu knowing teachers.¹¹³ According one information, in 21 Urdu medium schools under the Directorate of Education, out of the total 587 teachers as many as 452 (70%) were non-Urdu knowing ones and only 135 (30%) teachers of these schools were noted as conversant with the language by 2008.

¹⁰⁹ Delhi Sikh Gurudwara Management Committee, Directory, published on 9 may 2009, p39-51

¹¹⁰ http://dise.in/Downloads/state_wise-provisional_enrolment_by_medium_of_instructions_2010-11.pdf

¹¹¹ <http://www.milligazette.com/news/1096-teachers-for-urdu-n-punjabi-in-delhi-schools>

¹¹² *Ibid*

¹¹³ Hashmuddin, RTI ID No. 1831

Chapter 8

The RTI Responses

8.1 The Right To Information Act, 2005 (RTI) has opened immense possibilities for common men to have access to the desired information from the government offices. Anjuman Taraqqi Urdu (Hind) has been seeking such information from various departments and authorities of the Government of NCT of Delhi since 2010 as regards the state of Urdu and Punjabi under the provisions of RTI. Many of the responses on the RTI enquiries have been compiled by the Anjuman since then. Here is some of the crucial information pieced together from the available RTI responses from different authorities and on different times during the last three years and which are classified under different sub-topics for enhancing accessibility of the given text and for understanding the underlined issues in a better way. A few older RTI responses have been used here due to their utility in understanding the state of concerning languages in the administration and education system of the NCT of Delhi.

8.2 It should be noted that the Anjuman has sent several queries under the provisions of RTI during all these years, especially for the study, with a good response from authorities and schools. But, many of them indicate 'NIL' report on the queries. Several enquires were redirected by the contacted officials or the head of institutions to some more pertinent departments or authorities. The outcome of 43 responses has been recorded in the following passages, whereas as many as 134 responses contain 'NIL' report. A few departments and many schools are yet to respond.

Urdu and Punjabi Officers and Translators

8.3 It has been informed by the General Administration Department (GAD) that the Recruitment Rules for appointment to the posts of Punjabi Officer, Punjabi Typists and Punjabi Translator has been developed. Moreover, the department has informed that the post of Punjabi Officer is vacant whereas Punjabi Typist and Punjabi Translators have been appointed. It has been informed by the GAD that the posts of Punjabi typist and Punjabi translator have been filled in the Art, Culture and Language Department. (*RTI Response, 07/03/2012*) Besides, one post of Punjabi Translator is sanctioned and filled up in the Department of Information and Publicity. (*RTI Response, 01/03/2012*)

8.4 Only one Urdu Officer and one Urdu typist are working in Department of Art, Culture and Language on the strength of GAD and the post of Urdu translator sanctioned on the strength of GAD is vacant. *(RTI Response, 01/03/2012)*

8.5 The Deputy Law Officer of the Municipal Corporation of Delhi informed that 4 Urdu translators were working with the Corporation by August 2010. *(RTI Response, 12/08/2010)*

Permission for Punjabi / Urdu Teaching in Schools

8.6 A circular of the Directorate of Education makes it clear that the prior approval to start a class in any minority language, i.e. Punjabi, Urdu, etc is not necessary up to secondary level and the desired subject can be started in such a school where minimum 6 students opt for a minority language. *(Vide PA/DE/94/6156 DTD 01/08/2001)*

Urdu Knowing Employees

8.7 The General Administration Department (Sectt. Education Branch) reported that there were 1,799 employees working in Delhi Administration in different departments in July 2010 but it does not have information how many of them knew Urdu. *(RTI Response, 16/08/2010)*

8.8 The Gazetted Officers Cell, Directorate of Education responded that nodal officers for Urdu and Punjabi have been appointed whereas no nodal officer for Hindi has been appointed. The Cell has also informed that in July 2010, total 34 posts of principals were lying vacant in the Directorate of Education and the Cell did not respond to the query how many non-Urdu knowing principals were working in secondary and senior secondary Urdu medium schools. *(RTI Response, 20/07/10)*

8.9 The Services Department has informed that there are 9558 officers working under its supervision including the IAS, DANICS, DASS and Steno category employees; however, the department could not furnish information regarding the staffs engaged for Punjabi and Urdu as the second official language. *(RTI Response, 19/08/2010)*

8.10 The Establishment Branch-I of the Directorate of Education responded, 'There are approximately 2798 non-gazetted / non-teaching employees (HS—759, UDC-1028, LDC-231, Steno-74 and Peon-709) of various categories in the Directorate of Education. The Branch did not respond on Urdu knowing officers. *(RTI Response, 13/08/2010)*

Punjabi Schools and Teachers

8.11 There is only one Punjabi medium primary MCD School in the civil lines zone. *(RTI Response, 24/01/12)*

8.12 In an RTI response to a member of Delhi Minorities Commission the establishment Branch-III of the Directorate of Education informed that 215 posts of TGT (Punjabi) have been sanctioned under the directorate by the session 2007-08 and 39 new posts have been created by 7th October 2011, thus making the total strength to be 254 TGTs. Out of these 158 posts are filled on date and the rest are vacant. "Further, it is stated that this directorate has already sent the requisitions for 50 posts up to March 2012 to DSSSB for filling these posts under Direct Recruitment in respect of TGT (Punjabi). These posts will be filled up as soon as the dossiers of selected candidates are received from the DSSSB... Total 35 posts of TGT (Punjabi) have been notified on 9th February 2012. Further, 14 teachers have been engaged as guest teachers for teaching Punjabi subject. (RTI Response, 27/02/2012)

8.13 The Post Fixation Cell of the Directorate of Education has informed that no posts of TGT or PGT (Punjabi medium) have been sanctioned to government schools. It is also informed that the number of total sanctioned posts for TGT and PGT (Punjabi Language Subject) in the directorate are respectively 217 and 27. Further, there is no sanctioned post of Punjabi Officer or Nodal Officer in the Department of Education. (RTI Response, 30/01/2012)

8.14 Punjabi Academy provides Punjabi teachers to the government and aided schools. The zone-wise number of teachers presently deployed by the Academy is as follows: Western Zones: 44, Eastern Zones: 31, Central Zones: 16, Southern Zones: 17 and Northern Zones: 29. Thus, total 137 Punjabi language teachers have been arranged in the concerning schools by the Academy. (RTI Response, 24/01/12)

8.15 It has been informed that Recruitment Rules for Punjabi teachers is in practice in the appointment for the MCD schools. (RTI Response, 27/01/12)

Urdu Schools

8.16 The DEO Plan Branch of the Education Department, Municipal Corporation of Delhi informed that the number of Urdu medium primary schools in 2000 was 77 and in 2010 it was 68. (RTI Response, 23/07/2010) As per the NCLM Report No. 48 it was the same by June 2011.

8.17 There are 24 Urdu medium schools run under the Department of Education, Government of NCT of Delhi with 130 teachers, of whom 75 are not well versed with Urdu, still they are teaching in Urdu medium schools. (RTI Response, 03/08/2010) As per the NCLM Report No. 48 the number of DOE schools was the same by June 2011.

8.18 RTI enquiries have been sent to the Directorate of Education (DOE) regarding zone-wise information on the number of schools, students and teachers. Out of 28 Zones, the officials of only 8 Zones have provided partial information as regards Urdu schools and NIL reports have been collected from 11 zones.

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Table-11
Zonal Status of Urdu Schools of Delhi

District	Zone	Urdu Schools	Details
East	01	-	
	02	NA	
	03	NA	
North East	04	25	2 Urdu medium
	05	NA	
	06	NA	
North	07	-	
	08	4	Urdu medium
North West A	09	-	
	10	-	
North West B	11	-	
	12	2	One each in Mangolpuri and Sultanpuri
	13	NA	
West A	14	-	
	15	NA	
	16	NA	
West B	17	-	
	18	-	
South West A	19	-	
	20	-	
South West B	21	1	Sarvoday Kendriya Vidhyalaya
	22	1	At Deendarpur
South	23	3	Sarvoday Kendriya Vidhyalaya at Pushp Vihar, RRMR and GBSSS Hauzrani
	24	NA	
	25	NA	
New Delhi	26	3	NP, 7 TGT, 0 PGT, No Vacancy
Central	27	12	
	28	-	

The offices of 9 Zones have not responded so far. It is hardly possible to draw any inference from the information made available in these RTI responses since it is not only partial in

contents but also inadequate in the coverage of the zones of the Department of Education. In any case, the details collated through the RTI enquiries have been summarized in *Table-11*. However, efforts have been made to complete the scene by incorporating information collected from the department or concerning schools through other RTI enquiries.

8.19 Government Co-ed Secondary School, Jasola Village, informed that Urdu is taught as a subject. (RTI Response 10/04/2012)

8.20 Sarvodaya Secondary School, Sawada JJ Colony, B-Block, Zone XIII, informed that one Urdu teacher is working with it to teach the language as a subject. (RTI Response, 03/04/2012)

8.21 Bachan Prasad SKV, Sangam Vihar, informed that Urdu is taught as a subject in class VI VII. (RTI Response, 31/03/2012)

8.22 GGSS, C-Block, Sangam Vihar informed that Urdu is taught as a subject from class VI to XI-XII and one TGT (Urdu) is taking classes in this regard. (RTI Response, 15/04/2012)

8.23 SKV Noor Nagar informed that some non-Urdu knowing teachers are teaching in this Urdu medium school. (RTI Response, 10/04/2012)

Urdu Teachers

8.24 The Education Department of the NMDC replied that three Assistant Teachers (Urdu) have been promoted to the post of TGT (Urdu) during the last 10 years. Further, no senior teacher has been promoted as the Principal or Headmaster and the process of such promotions had been taken up for filling the vacancies. (RTI Response, 16/07/2010) The situation has not changed much by the session 2010-11.

8.25 The Establishment Branch-II, Directorate of Education, Government of NCT of Delhi has informed that "as per MIS module dated 26/07/2010 there are 6567 PGTs/Lecturers working in the schools run by Directorate of Education" and that 11 of them are for teaching Urdu, dismally just 0.17% of the total PGTs. (RTI Response, 04/08/10) Since no new appointment has been made thereafter, it can be said that the situation has not changed much by this time.

8.26 The Establishment Branch-IV, Directorate of Education, the Government of Delhi, replied to an RTI enquiry that there are 9500 sanctioned posts for Miscellaneous Category Teachers (MCT) under the Directorate and that 7632 posts are currently filled. It has also provided the list of 68 Urdu knowing teachers appointed under this category. Thus, Urdu knowing teachers comprise just 0.9% of the total workforce under the MCT. (RTI Response, 16/08/2010) The situation has not changed so far from the stated one.

8.27 Another Establishment Branch-III informed that "the total strength / sanctioned posts of TGT/TGT (MIL) under Directorate of Education are 25,690 and presently 21,203 TGTs are working in different schools of the Delhi Government and that as per MIS data 90 TGT (Urdu) are working / filled in different schools of DTE of Delhi, comprising only 0.42% of the total appointments. It has been further informed that the Direct Recruitment Cell of this branch has not advertised in Urdu newspapers during 2006-09. (RTI Response, 13/08/2010) Only recently, some advertisements have been placed in newspapers by the DSSSB for recruitment of Urdu teachers by the Delhi government.

Table-12
Sanctioned and Filled Post of Urdu Teachers

S. No.	Particulars of the Posts	No.
1	Total sanctioned posts	262
2	Posts filled by regular teachers	83
3	Posts filled by guest teachers	48
4	Posts filled by contract teachers	33
5	Posts filled by Urdu Academy	103
	Total filled Posts (5 extras)	267

8.28 In a circular note dated nil, the Establishment Brach-III informed that there are 262 sanctioned posts of TGT (Urdu) including 100 newly created ones, out of these posts 83 are filled and 179 are vacant. These vacant posts have been filled by temporary appointments of guest teachers, contract teachers and teachers paid by the Urdu Academy. It seems that 5 Urdu teachers have been working from the pool of the Urdu Academy on the basis of local demands in schools where the post of any Urdu teacher was yet to be sanctioned, making total tally of working teachers to be more than the sanctioned posts. The details are given in the *Table-11*. Apparently there are more filled posts than the sanctioned ones because some teachers got appointed by the Urdu Academy on requisition basis.

8.29 In an earlier RTI response, Establishment Branch-III informed that there are 162 sanctioned posts of TGT (Urdu) in the Directorate of Education, 84 were filled and 78 were reported to be vacant.

8.30 It was reported that requisition has already been sent to the DSSSB for direct appointment of 75 TGT (Urdu), which has advertised 63 of the posts in July 2010 and examination will be held in April 2012. The remaining 12 posts will be advertised by the board

in near future. (RTI Response, 22/03/2012) The response gives the number of newly created posts to be 109. 27 direct recruitment and 87 for promotion from Assistant Teachers. That means the latter ones are actually not new vacancies but just the promotion of some existing Urdu teachers.

8.31 The Delhi Minority Commission through its letter to the Assistant Director of Education (E-III) estimated from the available information that there are 271 sanctioned posts of which 84 were filled and 187 vacant. (RTI Response, 25/04/2012)

Teacher Training and Refresher Courses

8.32 The In-Service Teachers Training Institute, Department of Education, Government of NCT of Delhi, has informed that four refresher courses / training programs were organized by the MCD for Hindi / general teachers and four refresher courses / training programs under SSA for all MCD teachers during the last five years. Besides, two refresher / orientation programs for Urdu teachers of MCD Schools were also organized by Jamia Millia Islamia during that period. (RTI Response, 20/07/2010) However, the frequency of such training programmes is very inadequate.

Advertisements in Urdu Newspapers

8.33 Delhi Subordinate Services Selection Board, NCT of Delhi, informed that it has placed 7 advertisements in Urdu newspapers from January 2006 to April 2009. (RTI Response, 03/08/2010) After a lapse of two years, the board has recently placed advertisement in newspapers for the recruitment of Urdu teachers for the schools managed by the Department of Education, Government of Delhi.

Chapter 9

Findings of the Survey of Some Urdu and Punjabi Schools

9.1 An integral part of this study, conducted on behalf of Delhi Minorities Commission by Anjuman Taraqqi Urdu (Hind), has been the survey of selected Urdu and Punjabi medium schools of Delhi. The Anjuman engaged Centre for Advancement of Voluntary Efforts (CAVE) for conducting it and to do the needful.

9.2 A questionnaire was developed and circulated to the Urdu and Punjabi medium schools and also to some of those schools where these languages are taught as a subject. A survey team visited the targeted schools and the duly filled questionnaires were collected for analysis of the responses and discussing the findings.

9.3 The questionnaire was based on six parts, namely: Details of the Respondent, Information about the Institution, the Posts of Language Teachers, Posts of PGTs, Posts of TGTs, Information about the Students and Facilities. Overall 40 queries were prescribed in it for the response of the Principals or any other responsible person of the school. The survey was conducted from March to May 2012. The institutions targeted were the Urdu Medium Government Schools, Urdu Medium MCD Schools, the Punjabi Medium Government School and Aided Schools having Punjabi or Urdu as a subject. Overall 40 schools were approached for the survey, the bulk of which were the Urdu medium schools. Responses of 33 schools were collected from 30 Urdu schools and 3 Punjabi schools including a few aided schools along with the government ones.

Respondents

9.4 The Respondent of the Questionnaire is the one who furnished the information in the form and signed it for authentication on behalf of an institution. Generally, the head of the institutions have provided the information in person whereas in some cases the vice-principals or other staffs have cooperated with the survey team.

9.5 The number and designations of the respondents are like this: 14 Principals, 13 Vice-Principals, 1 Officiating Principal, 1 Headmaster, 2 Language Teachers and 2 other staffs. It is evident from the given data that the vast majority of the respondents were the head of institutions themselves or their deputies who assisted in furnishing the desired information, comprising 88% of the respondents. This makes the collected information even more valuable and authentic.

Table-13**Designation, Gender, Age, Qualification and Language of Respondents**

S.N.	Designation		Gender		Age		Qualification		Language	
1	Principal	14	Male	14	>55	19	Ph.D.	8	Urdu	18
2	Vice-Principal	13	Female	19	>50	11	M Phil	2	Punjabi	5
3	Head Master	1			<50	3	Post Graduate	23	Other	10
4	Officiating Principal	1					M Ed	6		
5	Language Teachers	2					B.Ed.	22		
6	Other Staff	2					BTC	1		
							Not Available	4		

9.6 The gender-wise composition of the respondents of the surveyed schools has been recorded as: 14 Males and 19 Females. The female respondents are more from the girls' schools than the boys' or co-ed schools. Most of the respondents are in the age of plus 55 comprising 58% of the total respondents whereas a few of them are in the age group 50-55 and only 3 respondents are below the age of 50 years.

9.7 The educational qualification of the respondents is generally of high level. All of them are at least post graduates whereas 8 of them have further completed PhD and 2 have M Phil to their credit. So long as the professional qualification is concerned 6 of the respondents have completed M. Ed. whereas 22 have acquired the degree in B. Ed. One respondent, who is the principal of an MCD primary school, is just BTC in his professional training. Four respondents have not informed regarding their professional qualification but since they have mentioned only Ph.D. in the requisite column it is expected that they would certainly have acquired some sort of qualification in the field of education.

9.8 The suitability of the respondents as the head of institutions must also be seen from the point whether they are well versed with the language which is the medium of the school or not. In this regard it should be noted that 18 respondents do not know Urdu very well and they are working in the Urdu medium schools. 4 Punjabi knowing respondents are working in the Punjabi medium/language schools whereas one vice-principal who responded the questionnaire is serving an Urdu medium school though she knew Punjabi and other languages

but Urdu. 10 respondents expressed that they do not know either of Urdu and Punjabi though they are working with the schools which are known for these languages. Out of them 5 are definitely serving the Urdu medium schools. Strangely enough, one vice-principal of a government girls' senior secondary school of an Urdu medium school is M.A in Sanskrit and she did not indicate her proficiency in Urdu as the respondent. Thus, at least two respondents serving Urdu medium schools on as higher a post as the vice-principal know either Punjabi or Sanskrit but Urdu.

Table-14

Details regarding the Surveyed Institutions

Year of Establishment		Management		Classes Up To		Medium		Subject Teaching	
>2000	1	Government	21	Senior Secondary		Urdu	21	Urdu	3
>1990	4	MCD	1	Secondary		Punjabi	1	Punjabi	1
>1965	16	NDMC	-	Middle	5	Urdu & Other	6		
>1947	6	Aided	10	Primary	1	Punjabi & Other	1		
<1947	6	Private	1			Other	2		
						Hindi	1		
						Hindi & English	1		

Institutions

9.9 It is evident from the above table that almost half of the surveyed schools were established between 1965 and 1989 comprising 48% of them. Only one primary school was established after the advent of new century and that too by the Municipal Corporation of Delhi in 2002. 6 schools came in to being after the Independence and up to the year 1964 whereas 6 schools under the review have been established well before 1947, the year of Independence. Out of the latter schools one Anglo-Arabic Senior Secondary School claims to be founded as back as in 1692. Thus, Urdu medium schools of Delhi illustrate a range of 310 years for their establishment.

9.10 Management-wise, the surveyed schools comprise as many as 21 Delhi government schools and one MCD school. Besides, 10 government aided schools and one private non-aided recognized school have been covered under the survey. From the point of level of education, the composition of these schools is like this: 24 senior secondary schools, 4 secondary schools,

5 middle schools and one primary school. The aided and private schools have been included under the survey for comparison.

9.11 The vast majority of the surveyed schools impart education through Urdu medium whereas some of simultaneously have other mediums of instruction such as Hindi and/or English. Thus, 21 schools have only Urdu language as the medium of instruction, 1 has only Punjabi as the medium, 6 have Urdu plus other mediums, 1 has Punjabi and other medium and 4 has mediums other than Urdu and Punjabi but one of these languages is taught there as a subject; in 3 schools Urdu is taught as a subject and in 1 school Punjabi is taught as a subject.

Posts of Punjabi / Urdu Teachers

9.12 The number of posts and appointment of language teachers have been creating controversies from time to time. In this regard, the study focused on the number of sanctioned, filled and vacant posts. Moreover, an attempt was made to understand the cause of vacancies and the presence of non-Urdu knowing teachers in the covered schools. The outcome of the pertinent queries has been summarized in the table below.

Table-15
Sanctioned and Filled Posts in the Surveyed Institutions

Sanctioned Posts		Filled Posts		Vacant Posts		Reason of Vacancy		Non-Urdu Teachers	
Urdu	96	Urdu	71	Urdu	25	Under Process	8	Urdu Schools	145
Punjabi	9	Punjabi	7	Punjabi	2	No Vacancy	11	Punjabi Schools	NA
NIL: 1	-					NA	14	NA: 17	-
NA: 7	-								

9.13 Out of the 33 schools surveyed under the present study, 7 respondents did neither report regarding the number of sanctioned posts nor regarding the filled posts and 1 marked 'Nil' in the requisite column. Thus, only 25 schools have given status about the posting of teachers in the minority language institutions or the language teachers in general schools. The school that gave 'Nil' report is a government boys' senior secondary school which has Hindi as a medium and Urdu as a subject.

9.14 The Urdu medium schools have indicated that there are 96 sanctioned posts for Urdu medium/language teachers but only 71 of them have actually been filled. The 25 vacant posts in Urdu medium schools are both in the government schools (13) and aided schools (12). 8 schools have informed that the process of filling the vacant posts is under way whereas 11

institutions have reported that there is no vacancy at all and all the sanctioned posts are filled. And, as many as 14 schools have not mentioned the reason for the vacancy. It should be noted that 15 Urdu medium schools have informed that 145 non-Urdu knowing teachers are teaching therein. The three Punjabi schools surveyed did not report under the requisite column.

Students

9.15 It has also been attempted during the study that the current strength of different schools could be analyzed and the grading of the schools could be done on the basis of number of enrollments. In the following table, collected information has been illustrated in this regard for Urdu/Punjabi students.

Table-16

Gender and Number of Students in the Surveyed Institutions

Nature of the Schools		Total Number of Students		Language Students		Strength	
Boys	13	>1000	12	Urdu	26982/27	Satisfactory	20
Girls	15	>500	5	Punjabi	2848/3	Average	8
Co-Ed	5	>100	13	NA	3	Low	2
		NA	3			NA	3

9.16 Out of the total 33 surveyed schools 13 are exclusive for boys and 15 are exclusive for girls whereas 5 schools were co-educational ones. In 12 schools the number of students was over 1000 and in 5 schools it was between 500 and 1000. 13 schools have reported that their strength is between 100-500 students. Three Urdu medium/language schools did not give information regarding the number of students in them. The respondents of as many as 20 schools feel that the students' strength in them is satisfactory 8 find it to be average. Only in case of 2 schools the respondent is of the opinion that it was below average.

9.17 It should be noted that the number of Urdu students in all the 27 reporting schools has been 26,982 students, i.e. on an average 1000 Urdu students were enrolled in these schools. In the three responding Punjabi schools the number of total students is 2,848 making it an average strength to be of 950 students, almost similar to that of the Urdu schools. It is revealing that large number of students prefer Urdu / Punjabi as mother tongue and would like to have primary education through it.

Appointment of the Language Teacher(s)

9.18 It has been a recurring complaint of the educationalists and well wishers of Urdu and Punjabi that teachers have not been appointed by the government for a long time. The following table illustrates the status of appointment of language teachers in the surveyed schools. In this regard, the year of the last appointment of the language teacher and other teachers in the school has been enquired for in the questionnaire.

9.19 In case of general appointments, 5 schools have reported that the last appointment was done in 2010 or thereafter. The majority of the responding schools comprising 43% of them informed that the last appointment of any teacher has been witnessed in them after the enactment of the Delhi Official Language Act, 2000, i.e. in or after 2004. The number of such schools is 15. As many as 7 schools, all Urdu medium ones, have informed that the last appointment in them has been before 1995. 10 schools did not provide any information in the particular space.

Table-17

Appointments of Teachers by Time in the Surveyed Institutions

Last General Appointment		Last Appointment for Urdu/Punjabi	
>2010	5	>2010	6
>2004	10	>2004	4
>1995	1	>1995	6
<1995	7	<1995	10
NA	10	NA	7

9.20 So long as the appointment of language teacher is concerned 7 Urdu medium schools did not furnish any information in the given column. Of the remaining 26 schools, the employment situation depicts that most of the language teachers, all with the Urdu background, have joined them before 1995. 6 posts were filled between 1995 and 2003, 4 posts between 2004 and 2009. It is not clear they have been newly recruited or transferred from other schools. In or after 2010, 5 Urdu teachers and 1 Punjabi teacher got appointed in the minority institutions. That means, in spite of good number of vacant posts only 10 posts were filled after the promulgation of the much hyped official language act and still 25 posts are

vacant in the majority of the surveyed schools. This number seems lesser than what is presumed popularly. It seems that the answer has been tactfully camouflaged by some of the institutions for hiding the information in the name of 'under process'.

Availability of Textbooks

9.21 Libraries comprise an important indicator of any standard institution. Indeed, the number and variety of books illustrate the health of academic atmosphere of a school. Therefore, the questionnaire had a query regarding the availability of textbooks for language teaching and the language books in the school library. The responses have been summarized in the following table.

Table-18
Status of Libraries of the Surveyed Institutions

Availability of Urdu Textbooks		Availability of Punjabi Textbooks		Urdu Books in the Library		Punjabi Books in the Library	
Yes	19	Yes	3	>5000	3*	>5000	1
No	10	No	-	>1000	16	>100	1
NA	1			>500	6	NA	1
				>100	1		
				<100	1		
				NA	3		

9.22 It is evident from the given information that most of the surveyed schools feel that textbooks for language teaching are easily available and no difficulty has been faced in this regard. Still, there is significant number of respondents (34%) who feel that there are certain handicaps in procuring textbooks in time. One Urdu school did not respond to the specific query. One detailed response of an Urdu school is perhaps the representative of other schools which reports, "Textbooks for Urdu language are available but text books for other subjects in Urdu medium are not available".

9.23 So long as the availability of Urdu books in the school library is concerned, 3 schools have informed that they have more than 5,000 Urdu books in their libraries; of them one school has around 15,000 books. Such schools which have 1,000-5,000 books are in majority, i.e. 59%

of the total responding institutions. There are 6 Urdu schools which have 500-1000 books and one school has 100-500 books and one has less than 100. Three schools are silent on this point. In any case, at least in some school libraries the number of books is below the requisite or desired number of books.

9.24 The survey has covered 3 Punjabi schools. All of them have informed that there is no problem in the availability of Punjabi textbooks. Moreover, it has been reported that one of the schools has more than 5,000 Punjabi books in its library whereas another school just has more than 100 such books. One Punjabi school did not furnish any information in this regard.

Other Facilities

9.25 The last part of the questionnaire intends to investigate for some specific facilities which the minority language schools must naturally have in a vernacular institution such a signage, admission forms, etc in the given language. The responses on 5 relevant queries in this regard have been given in *Table-18*.

9.26 To the question whether the teachers of your school have been provided opportunities and facilities for training and refresher courses, baring a very few, most schools responded in affirmative. 29 schools say, yes to the question and only 3 of them denied this and one school did not furnish any information in this regard. However, it seems that the time period of the frequency of such training seems to be quite long.

Table-19

Use of Vernacular Language in the Surveyed Institutions

Training of the Language Teacher(s)		Availability of the Admission Form In Urdu/Punjabi		Extracurricular Activities for the Language Students		Inspection of the School/ Language Classes		Signage in Urdu/ Punjabi	
Yes	29	Yes	7	Yes	33	Yes	4	Yes	33
No	3	No	26	No	-	No	19	No	-
NA	1					NA	9		

9.27 Strangely enough, 26 schools out of the total surveyed ones, comprising 79% of the respondents, informed that admission forms are not available with them in Urdu or Punjabi, rather in Hindi or English only though they are imparting education in either of the languages as a medium or subject. Only 7 schools reported that admission forms are available in these languages, forming just 21% of the respondents. This is really pathetic for the aspirants of

vernacular institutions to get deprived of admission forms in their chosen languages. If this is the situation in vernacular schools, what will be the state of general schools.

9.28 The schools were requested to provide information whether some extracurricular activities are held keeping the Urdu/Punjabi students in view. All the schools have responded in affirmation to this query. The activities mentioned by the respondents include competitions in debate, essay writing, poetry recitation, speech, *ghazal* recitation, etc. It seems that the school staffs are satisfied with extracurricular activities conducted by them.

9.29 The inspection of a school by authorities is a tested instrument for improving its standard. Therefore, this point has been taken care of in the survey. To the specific question only 4 schools have reported that some kind of inspection has been conducted by the concerning authorities in the near past. Most schools (19) have informed that no such action has been observed there. 9 schools were silent on the point.

9.30 All the surveyed schools confirmed that signage in Urdu/Punjabi has been used in the signboard of the school, its notice board, name plates of the office and classrooms, etc.

9.31 Only one Urdu medium school has informed that it maintains the Advance Register for noting the students' choice of mother tongue.

Results

9.31 Data have been retrieved from the web pages of the Department of Education to underline performance of Urdu schools in the secondary and senior secondary examinations. It is surprising to note that in spite of many hurdles coming in the way of their performance most institutions have shown a healthy sign of recovery from the melancholy. In the academic session 2010-11, students of 19 schools of the overall 24 government Urdu medium schools have appeared for secondary examination of the CBSE and of 13 appeared for senior secondary examinations as well. Except one, all Urdu medium secondary schools have registered a success rate of over 90%; even 6 of them have recorded 100% success. In case of senior secondary examinations, 8 schools have performed above 90% of the passing students. The Delhi-based newspapers have highly appreciated this improving performance of the Urdu medium schools in spite of all odds.

Chapter - 10**Discussion**

10.1 This section analyzes the findings of the study, links up the previous notes and prompts derivations leading to some concrete suggestions and recommendations to the Delhi Minorities Commission in the next chapter. The study has encompassed the safeguards and rights of linguistic minorities and the imperatives of the enactment of the Delhi Education Rules and Delhi Official Language Act, 2000 and reviewed the observations of scholars and activists as regards the practice of Punjabi and Urdu languages in the state government, administration and the educational system prevailing in the national capital. It also has a go for the first hand information through the RTI notices and direct survey of schools. Naturally, the discrete and scattered information in various chapters having bearing on the future course of this practice should be pieced together for arriving to some substantial inferences. This chapter focuses on this aspect.

The Conceptual Framework

10.2 In a civilized world, the rights of linguistic minorities stand widely acclaimed and strongly established. Through its specific conventions and charters the United Nations and its member countries have endorsed the worth of these rights for the development and peaceful existence of mankind. As the nascent manifestation of different and dynamic cultures, the diversity of languages has been considered not as a hindrance but as a unique feature in the ongoing dialogue of nations and communities. Although the process of globalization has spawned pressure on this diversity but it has also prompted peoples of different nations and ethnic groups to learn each other's language for communication and immediacy.

10.3 India has also joined long back those nations who respect the natural occurrence of human diversity as unfolded in the form of religion, culture, language, festivity, ritual and in other modes of cultural expressions. The forefathers of Indian freedom struggle have realized the futility of imposing one prescribed language on the native people and upheld the value of teaching in mother tongue at least up to the elementary level of education. While setting aside the concept of forced homogeneity in the process of nation building, they gave currency to the golden phrase 'unity in diversity'. The consequence of this noble thought has guided the policies governing language and education in the country. This has resulted into the inclusion of 22 languages in the Eighth Schedule of the Constitution of India and in the acceptance of 86 other languages as the 'recognized' languages of the country. In fact, states in the country have been reorganized on the basis of commonality of the language spoken by the majority of their

respective inhabitants. There are some languages which although do not enjoy a territorial intensity but are spoken by a large mass of people in different parts of the country. This has also led to the prevalence of more than one language as the official languages in many states and the continuation of English as the additional official language of the country. Many Indian languages have large number of speakers in the neighboring and far countries. Hindi has good following in Nepal and many other countries; Urdu and Punjabi is spoken profusely in Pakistan and elsewhere whereas Bengali is also the national language of Bangladesh. Tamil speaking population comprises an integral part of the Sri Lankan society. Naturally, India not only appreciates linguistic diversity within the country but it would also like that many Indian languages should enjoy an atmosphere conducive for their perpetuity and growth in various parts of the world.

10.4 It has been elaborated upon in the present write up that language is a basic tool of human development, since a man can express himself or acquire knowledge and ability only by commanding skill in the language spoken around him. So, any agenda of human development cannot dispense with the simultaneous development of a given language. The modern concept of good governance will remain hollow and even unattended if it fails to take care of linguistic minorities and their due progress. The education of children will be defective and faulty if it is not imparted in mother tongue at least during the schooling. Therefore, action for building and strengthening a nation will have no meaning if a proper language input is not taken into account. It can be safely concluded that education in mother tongue and the spirit for inclusive growth, which *inter alia* other things, demand earnest progress of linguistic minorities, are indispensable integers of the sustained and comprehensive development of all sections of society. India, which embraces good governance and inclusive development as its stated targets, needs the attitude and spirits that could keep policymakers and executors of public affairs away from linguistic chauvinism and partisan views. The goal of inclusive growth can hardly afford leaning towards any linguistic imperialism in the name of national unity, which could be instead brought about through mutual willingness and persuasion.

10.5 Certainly, it is easier to dream of a situation than to realize it. The Indian unity seen in the strengthening of linguistic diversity by the reasonable section of the country, particularly the founding fathers of the nation, has not been accepted by many in the right earnest. There are thinkers, political activists, community leaders and people in the helm of affairs who contemplate this linguistic diversity as a stumbling block in transforming India into 'one strong nation'. However, it has been convincingly established that this attitude has "created more confusion than cohesion" in the country. The fear that the existence of a plurality of languages is a sign of weakness of a nation seems unfounded. Language should be deemed as a form of cultural expression and not as a political imperative. This perspective will certainly remove the said 'confusion' and inculcate 'cohesion'. If the people of this cultural mosaic called India is to

be made one strong and proud nation than the proactive contribution of all its constituents in the preservation and sustenance of the obtained linguistic diversity would be an essential prerequisite. Here lies the responsibility of both the public and policymakers for upholding the national goal of 'unity in diversity'.

The Linguistic Plurality of Delhi

10.6 In the wake of above understanding it seems pertinent to present a critique on the shortcomings faced by the linguistic minorities of Delhi. Being the national capital, Delhi attracts and heaves migrants from different parts of the country who speak a plethora of languages. It will be unjustified and counterproductive if all of them are forced to adopt only the prescribed language even for their internal communication. As a metropolitan center, Delhi represents a national character in terms of linguistic diversity. It is primarily the responsibility of the Government of Delhi and then that of the authorities of the local bodies to plan, execute and monitor schemes leading to the natural progress of different linguistic minorities populating the national capital. Besides, the adherents of a particular minority language are also responsible for making it viable and booming by its constant use and creative enrichment. Although Hindi is spoken by more than 80% of its inhabitants, there are Punjabi and Urdu languages enjoying the status of the second official language of Delhi, which respectively comprises 7% and 6% of the overall population of the metropolis. Some other minor languages of the city such as Bengali, Tamil, Telgu, etc collectively comprise 4.5% of the local population and call for active support of the state and the public for their growth among the interested people. This is not possible without understanding the problems and challenges that are coming in the way of their natural course and by addressing them properly in a way which could ensure natural progress of minority languages in the national capital.

Receptivity of Minority Languages

10.7 The receptivity of a language is the function of its utility in communication and of the market demand for making this communication more gainful. In this regard both Urdu and Punjabi are facing some retrogressive situation. In the global and national scenario, Hindi and English have acquired an advantageous position in the country or at least in the north Indian states. At the outset, parents are more inclined to get their wards educated in English or Hindi so that their employability could be comparatively ensured. Those skilled in Punjabi and Urdu are considered to be less-equipped for the real life situations and the emerging demands. Moreover, the public funds in the form of sponsorships, grants and advertisements are munificently available for English and Hindi as compared to other languages. The private advertisers of the 'Hindi belt' also see better prospects of their investment in English and Hindi newspapers than those published in Urdu and Punjabi. The literary works in English and Hindi attracts appreciation of a wider audience as compared to these two second official languages

and other minority languages of the national capital, although the grand Mushairah of Red Fort on the eve of Republic Day and other programs of Urdu poets attracts large gatherings. In the nutshell, English and Hindi are generating pressure upon the natural speakers of Punjabi and Urdu, as revealed by the growing number of the former languages at the cost of the latter ones. Hindi is showing a positive growth in terms of comparative population rise decade after decade; whereas the speakers' ratio of Punjabi and Urdu has been generally negative during the last few decades.

10.8 Consistent efforts are required for rebuilding the confidence of Urdu and Punjabi speakers that their mother tongues are not only relevant today but they are also valuable in any lucrative engagement and in making the life comfortable and creative. Quite recently, Urdu has acquired an extra significance in Indian society as marked by the opening of more and more institutions of higher learning using it as a medium of instruction. The examples are that of the Maulana Azad National Urdu University (MANUU), Hyderabad and Khwaja Gharib Nawaz Urdu Farsi University, Lucknow. Moreover, there is a spurt of Urdu dailies published from the national capital as well as other important cities of the country. The increasing number of Urdu channels is also pushing the language to the wider audience. The central and state governments are feeling political compulsions for opening more and more Urdu schools in various parts of the country. The initiatives for mainstreaming *madrassa* students are also bringing a large mass of Urdu knowing persons closer to some more productive activities. A delegation of American students, which recently visited Anglo-Arabic School in Delhi, enlightened that Urdu knowing persons have good opportunity of placement in their country¹¹⁴; a sign of the international prospects for Urdu knowing experts. Thus, the scope and employability of Urdu knowing professionals is gradually picking up. This message must reach to the Urdu speaking masses loud and clear so that their self-confidence could be revived in a better way and the cause of Urdu could be taken up in a more spirited manner. The same is true for the Punjabi minority.

10.9 There is a need that the public and private funds are generously made available for the promotion of Urdu and Punjabi languages, especially for literary activities, seminars, award and facilitation, publication, etc. Urdu Academy and Punjabi Academy can be involved in such activities with an increased annual outlay and for deputing Urdu teachers in the demanding schools. The NGOs working for the promotion of these languages should be helped through suitable schemes. The institutions imparting education in minority languages should receive public and state support in improving their reach and impact. The Sarva Siksha Abhiyan (SSA) should allocate enough resources for the areas of Urdu and Punjabi populations of the metropolis so that literacy activities in the respective circles could be enhanced. Through

¹¹⁴ Roznama Sahara, 8 July 2012, p9

proper announcements in Urdu newspapers a wide publicity should be provided to these schemes for a better response. Literary activities supported by the Government through language academic or otherwise should be decentralized for a wider audience and active participation of people.

Realizing the Government Support

10.10 In modern times a government is the most effective patron of any social cause. That is true for the survival and sustenance of linguistic minorities as well. It is one of the prime responsibilities of the government to fulfill linguistic aspirations of its citizens. So long as the role of the Government of NCT of Delhi in the promotion of the cause of Punjabi and Urdu is concerned, a large number of people are expecting much from it. In spite of various measures, certainly there is a gap between the promises and the achievements of the state government in this regard; some critiques perceive this gap to be spacious whereas some others consider it to be just visible.

10.11 It has been pointed out that the government has been under-achiever in terms of caring for the linguistic minorities of the national capital, especially in the case of the second official languages. Even otherwise, Punjabi and Urdu should have received the government patronage as minority languages in a more credible manner; whereas their right in this regard has already become pronounced with their elevation as the second official languages of Delhi.

10.12 Major shortcomings on the part of Delhi government on this front encompass the following ones:

- a. Gazette Notification of the Delhi Official Language Act, 2000 has yet not been done. One of the Surveyors of the present project visited the Gazette Section of the Delhi Government to enquire whether a copy of Gazette Notification of the said Act is available. It was informed that such a copy is not available. One language official provided a copy of the pre-gazette notification after much insistence; bearing a note "To be published in Part IV of Delhi Gazette Extraordinary", which makes it clear that on date the formality of Gazette Notification of the Act has not been completed.
- b. The publication of the translation of important Government rules, regulations and Gazette notifications in Urdu and Punjabi has not been taken up in the right earnest. Even an authentic translation of the Delhi Official Language Act, 2000 in Punjabi and Urdu is not available what to speak of other things. The government itself has informed the National Commissioner for Linguistic Minorities that "the publication of gist of important rule, regulations, notices, etc in minority languages has been started in some cases". Unfortunately, this note itself provides ample proof as regards the pace and spirit with which the concerning action has been taken up by the government; as would

be evident from reflecting on the words 'gist', 'started' and 'some cases'. The government was just not expected to publish the 'gist' of the government documents but they should be made available in toto. And, reportedly this was the state of affairs in 2010, after 7 years of the promulgation of the Delhi Official Language Act. Presumably, nothing has changed even after.

- c. Receipt and reply of applications and petitions by all offices of Government of NCT of Delhi in Urdu and Punjabi, as expected under the objectives of the Delhi Official Language Act, is hardly visible. First of all the public should be made aware of the said facility. And, there should be enough staffs to make it possible which has not been deployed by the state government so far. The study has underlined that even the required staffs in the Art, Culture and Language Department has not been appointed what to speak of the language staff in other departments and offices of the state government. Some efforts on the part of social activists and well wishers of Punjabi and Urdu to communicate with the government officials in these languages have met a lukewarm response. What the study has come out with is that the government has deputed insufficient number of language officers and translators in the General Administration Department and the Department of Publicity and Information and there is no information regarding such recruitments in other departments and government offices. This is quite disappointing for all those who look forward to the government for a fare deal to the Punjabi and Urdu languages.
- d. The Official Language Act also obligates the government to make arrangement for signboards of official buildings, Government offices and roads, etc bearing the names in Urdu and Punjabi also. Through several instances, it has been pointed out in this report that the concerning authorities have taken the matter casually and left the Urdu writing to laymen with the result that several Urdu signage in the capital has been found not only in a childish writing but even wrongly spelled; sometimes to the extent of becoming blunders.
- e. It is essential for the government and its departments to publish important Government advertisements in the Urdu and Punjabi newspapers also. However, only those advertisements which have direct relation with minorities have been published in Urdu and Punjabi newspapers but the general announcements and tenders of the state government do still appear only in Hindi and English dailies. Speakers of both the languages comprise more than 13% of the metropolitan population but these languages have a share of just 4% of the amount of government advertisement.
- f. It has been contemplated under the Delhi Official Language Act, promulgated in 2003, that the proceedings of the Legislative Assembly will be recorded and issued

simultaneously in Urdu and Punjabi. However, The Legislative Assembly of National Capital Territory of Delhi Rules of Procedure and Conduct of Business has been last edited in 2002 and the provisions of the Act could not be accommodated in these rules with the result that the rule 229(3) still reads like this as the responsibility of those who facilitate proceedings of the assembly to see "whether both Hindi and English versions have been laid on the Table" or not; without obligating Punjabi and Urdu versions of the tabled matter to be placed for the consideration of the house. This is a clear evidence, how sincerely the Act and its imperatives have been taken up by the Government and its officials.

- g. The budget of the Language Department of the Delhi Government has been Rs 30 lakhs before the enactment of the Delhi Official Language Act and it is still so even after nine years of the enactment. Even the envisaged addition of Rs 14.5 lakhs for the implementation of the Language Act could not be outlaid in the budget. It has been reported in this document that the central government is prepared to fund the suitable proposals of the state governments for linguistic minorities; that means, resources could not be an excuse for this sort of a lapse. This is just a sad commentary on the part of the Government and its constituents. There is a need that the state government should separately allocate funds for Urdu and Punjabi languages in its annual outlays and allow the language department to implement a variety of programmes for their promotion and sustenance.
- h. It has been reported that Rules for the appointment of Punjabi Officer and Translator has been developed and approved but there is no report regarding the existence of similar rules for the appointment of Urdu Officer and Translator. It is really shocking that even the rules for the recruitment of the latter staffs have not been prescribed by the Government as late as almost a decade of the promulgation of the Delhi Official Language Act, 2000.
- i. Strangely enough, the website of Punjabi Academy is purely in English. It should have major portion in the language in line with the website of Urdu Academy which is basically in Urdu.
- j. This report indicates several lacunae in the functioning of certain departments as regards their expected role in the promotion of Punjabi and/or Urdu, firstly as the minority languages and secondly as the second official languages of the national capital. If these shortcomings are not intentional in genesis then the blame could be imparted only on the dearth of awareness and improper orientation in handling the concerning affairs. It seems that the officials of Delhi have not taken the matter of minority languages in the right earnest and thus have inadvertently failed in fulfilling their

prescribed responsibilities as civil servants. Definitely, there is a need for some suitable schemes by which the interest of the concerning officials could be aroused for their desired role as regards these languages such as language workshop, internal competitions, observing language days or any other suitable activity.

Accountability

10.13 It has been sporadically noted in the study that in spite of the political commitment of the present Government there is a dillydallying on the part of a section of executives in implementing things in the desired manner, which has been causing delay and disruption in meeting the targets. For instance, the DSSSB has announced several times for the recruitment of Urdu teachers but it has not selected due number of them for years together. Even recently, it has cancelled the test leading to the selection of Urdu teachers without any reasonable ground. The steady observation of the National Commissioner for Linguistic Minorities that there is a lot inconsistency and inadequacy in the information provided by the Delhi Government and the concerning nodal officer is not receiving the desired information from the responsible departments in time and sometime not at all. It seems that things are not changing for an unexpectedly longer time perhaps due to unbecoming level of accountability in various sections of the administration. Proper mechanism should be developed by the Government for monitoring the affairs appertained to the linguistic minorities of the national capital and for meeting the specific targets in this regard. In any mechanism of the sort, eminent individuals or organizations serving the cause of Urdu can be involved for assisting the Government in achieving the set targets.

Language Officers and Translators

10.14 The study has found that by this time the appointment of language officers, translators and other allied staffs in different departments has not been taken up in the prescribed manner. Delhi government has a workforce of around one lakh sanctioned posts of employees in 65 departments and around 70,000 sanctioned posts in 53 autonomous bodies. The Municipal Corporations have around 130,000 workers. Thus, there are 3 lakh employees under the local administration. In comparison to that large an entourage, so far the following appointments have been reported for the desired posts of Language Officers and Translators:

- a. One Urdu Officer in the Art, Culture and Language Department
- b. One Urdu Typist in the Art, Culture and Language Department
- c. One Punjabi Translator in the Art, Culture and Language Department
- d. One Punjabi Typist in the Art, Culture and Language Department
- e. One Nodal Officer (Urdu) in the Directorate of Education (An RTI response renders this appointment doubtful)

- f. One Nodal Officer (Punjabi) in the Directorate of Education (An RTI response renders this appointment doubtful)
- g. Punjabi Translator in the Department of Information and Publicity
- h. Urdu Translators (4) in the Municipal Corporations of Delhi

10.15 Considering that each department will have at least one staff from each of the languages as Language Officer, Translator and Typist then there should have been over 700 staffs under the category associated with 65 departments, 53 autonomous bodies and several other offices of the Delhi Government for implementing the Language Act; however, the Government has recruited only 7 such employees even after a decade of the existence of the Act. Besides, 4 Urdu Translators are associated with the MCDs. By any count, this situation is shocking and disappointing. If the Government is serious about its commitment in caring the linguistic minorities and implementing the Delhi Official Language Act, 2000 in the true spirits, then it should do the needful for recruiting the language staffs with full strength.

Inadequate Number of Institutions

10.16 There is a confusion regarding the number of Urdu and Punjabi schools in Delhi. There are some of the schools where the particular language is the medium of instruction whereas there are others where the language is taught as one of the subjects. The NCLM reports, presumptions of the activists, RTI responses, etc some time corroborate and some time contradict with each other regarding the data on institutions specialized in Urdu/Punjabi.

10.17 The number of pertaining schools according to different sources of information, which found mention in the previous chapters, has been summarized as follows.

- i) MCD Primary Urdu Medium: 68
- ii) NDMC Primary Urdu Medium: 9
- iii) MCD Primary Urdu Subject : 2
- iv) NDMC Primary Urdu Subject : 4
- v) NDMC Upper Primary Urdu Medium: 4
- vi) NDMC Upper Primary Urdu Subject: 4
- vii) NDMC Secondary Urdu Medium: 1
- viii) NDMC Secondary Urdu Subject: 2
- ix) Directorate of Education Urdu Medium: 24
- x) Directorate of Education Urdu Subject: 4
- xi) Directorate of Education Aided Urdu Medium: 8

10.18 Thus, there are 106 Urdu medium schools under different authorities; plus there are around 160 schools where Urdu is taught as a subject and also 8 private Urdu medium schools

aided by the Delhi Government; making the concerning tally to be of approximately 175 Urdu schools while leaving apart a few private recognized schools where Urdu finds place either as the medium or as a subject. It should be noted here that there were 77 MCD Urdu medium schools in the metropolis in 2000, the number of which has now come down to 68. That means, 9 such schools have been either closed or converted into Hindi medium schools all these years. One school under the DoE has been also been merged with other medium. This shows a retrogressive trend in the growth of Urdu schools.

10.19 The number of Punjabi schools of Delhi under different schemes has been summarized as follow:

- i) MCD Primary Punjabi Medium: 1
- ii) MCD Primary Punjabi Subject: 1
- iii) NDMC Upper Primary Punjabi Medium: 2
- iv) NDMC Upper Primary Punjabi Subject: 2
- v) Directorate of Education: Nil
- vi) Aided Punjabi schools: 5
- vii) Schools having Punjabi as a subject: Approximately 230
- viii) Private *Khalsa* schools: 85

10.20 The above data shows that there are 3 Punjabi medium schools of local bodies with around 230 schools teaching Punjabi as a subject. Besides, there 5 aided Punjabi schools. Thus, 238 Punjabi schools are run or aided by the government sector. There were 3 MCD Punjabi medium primary schools in 2006 which now have reduced to only 1. Meanwhile, one MCD school has chosen to teach Punjabi as a subject and NDMC has opened two new upper primary Punjabi schools in its area of jurisdiction. Thus there is mixed trend in the institutional growth of Punjabi schools under different bodies.

10.21 Here, the question arises whether 175 Urdu or 240 Punjabi schools do suffice a huge population of the concerning linguistic minorities or not; certainly not. And, to aggravate the problem further, more than 3 lakh Punjabi speakers have been added during the last decade and around the same number of Urdu speakers have joined the linguistic population of the metropolis. Proportionately, this should have led to at least 25% increase in the number of minority language institutions and their staffs during the last decade but the reverse is occurring. The Delhi Government is not opening new schools and the MCD and NDMC are closing the already operating ones. Moreover, the number of students opting Urdu and Punjabi as the medium or third language is constantly increasing and, therefore, this entails establishment of new vernacular schools or addition of classes in the existing schools. However, the response of the establishment is quite blameworthy and inadequate.

10.22 Privatization of education has raised a battery of social activists and businessmen who have started venturing English medium public schools with one of the minority language as a subject. The chain of Khalsa schools under the management of Delhi Sikh Gurudwara Management Committee and under other managements, so far 85 in number, are fulfilling the need of education in the Punjabi language. Similarly, a number of community-managed public schools are running in the national capital wherein Urdu is taught as one subject. Nevertheless, these initiatives are quite insufficient and the Government cannot be absolved of its grave responsibility for opening language schools in as many numbers as required for the progress of the scheduled and other minority languages prevalent in the national capital.

10.23 There are other institutional issues as regards minority schools as well. Firstly, there is a deficit of infrastructural facilities available to the Urdu and Punjabi schools. Buildings of some schools are old and shabby and civic amenities in them are quite inadequate. Many schools need more classrooms to accommodate increasing number of students in them. Secondly, the Delhi Government has opened more secondary schools than the lower level schools, which is causing the problem of inadequacy of feeder institutions in the neighborhood. Thirdly, the Government and local body schools are unevenly dispersed and many areas where Urdu or Punjabi populations would require establishment of such schools are out of the gambit of the official plan. Fourthly, if the government comes out with certain incentives then there may be many takers who would allow language classes in their privately run schools under the Public-Private (PP) mode of the institution building. Finally, the pending applications of the minority institutions submitted for affiliation should be disposed of sooner than later so that they could lend their support in the promotion of specific languages in the deprived pockets of the metropolis. These and other pertaining issues call for early attention of the policymakers so that the linguistic populations of Delhi could ease out the recurring tension of educating the coming generation through minority languages or at least the working knowledge of these languages could be imparted to individual students by choosing any of these languages as one of the subjects during schooling.

Teachers

10.24 It has been narrated in the early part of this report that the number of Urdu and Punjabi teachers appointed by the Delhi Government and local bodies is highly deficient as compared to the genuine needs. The demands of the suffering schools and plethora of educationalists have been repeatedly turned down by the Government; many times not in words but in terms of the actual outcome of the whole exercise.

10.25 In several petitions, this point has been raised by educationalists and social workers that no Urdu teacher has been appointed during the last 15 years or so. However, it has been admitted by some on the basis of official claims that 28 Urdu and 40 Punjabi teachers have

been recruited by the Government during these years. Whatever be the truth, even this number is quite insufficient. The director of Anjuman Taraqqi Urdu (Hind) has estimated that seeing the present needs at least 200 Urdu teachers are required in different schools of Delhi. In March this year, the Government has announced to fill these 200 posts, however, by May the Education Minister of Delhi has modified the target to just half the number. The fact remains clear that against 262 sanctioned posts of Urdu teachers in the Delhi Government schools only 83 are presently filled by regular staffs with as many as 68% seats, i.e. 179 are falling vacant. Ideally speaking, there is a shortfall of 791 seats of Urdu teachers in 24 schools under the Department of Education in the light of CBSE norms. Moreover, there are 750 such vacancies in the 68 Urdu medium MCD schools and 21 in the NDMC Urdu medium schools.

10.26 It has been indicated in the foregoing chapters that there are over three hundred Hindi or English medium schools in the national capital wherein more than one hundred Muslim students have taken admission; it is expected that many of them would certainly opt Urdu as the third language. If this estimation stands acceptable than around 300 more teachers of Urdu subject will be required.

10.27 It has also been brought forward under various studies including the present one that a number of Urdu medium schools have several non-Urdu knowing teachers who must be replaced as early as possible. The Directorate of Education has admitted in an RTI that 75 such teachers have been deputed in the Urdu medium schools of the Delhi Government. The present survey has also reported that in some of the responding Urdu schools, there are as many as 145 non-Urdu knowing teachers. Through an RTI, an NGO Siksha Sewa Samiti, has procured a list of 459 non-Urdu knowing teachers in the Urdu medium schools of Delhi. The blame has also been imparted that out of 24 principals of as many number of Urdu medium schools, 22 are not well versed with Urdu. The survey conducted under the present study has also brought to the fore the fact that two principals/vice-principals of the surveyed Urdu medium schools respectively have specialization in Punjabi and Sanskrit and they do not know Urdu. And the list in the *Annexure 6* of this report mentions names of 19 non-Urdu knowing head of institution in the total list of 23 principals or vice-principals. Thus, whatever be the fact, it should be admitted that there are several non-Urdu knowing principals and teachers in different schools who must be replaced by proper teachers as soon as possible. The said Annexure also highlights that out of the 654 teachers working in 23 Urdu medium schools of the Government of Delhi as many as 360 were noted to be non-Urdu knowing ones, comprising 55% of the total teaching staffs.

10.28 It has been noted in the foregoing pages that the recruitment agency of Delhi Government, Delhi Subordinate Services Selection Board (DSSSB) failed to reassure that sufficient number of teachers will be appointed within a reasonable time. When the Government solicits it to recruit a given number of teachers for Urdu it reduces the number in

actual announcement. And, it meagerly announces for the vacancies in Urdu newspapers and after collecting application it does not hold the test for several month, even years, and when it announces the date of a test it happens to cancel the test of Urdu teachers without any valid reason. It further delays in forwarding the dossier of the recommended candidates to the Government. The board is not giving a good message to the Urdu population by its incomprehensible approach. Things are required to be improved for the smooth selection of Urdu and Punjabi teachers.

10.29 Seeing the wide gap between the need and attainment, it is suggested that the Government should come out with a comprehensive package for streamlining the recruitment of Urdu and Punjabi teachers. It has especially become imperative for the Government in the light of the fact that Urdu medium schools have recently performed well in the board examinations in spite of the deficient teaching staff, lack of proper infrastructure and delay in the supply of Urdu text books.

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Chapter 11

Suggestions and Recommendations

The major suggestions and recommendations emerging from the present study have been summarized and listed here below for the consideration and needful action of all concerned. It is anticipated that each one of the following proposals will be taken up in the right earnest and with an intention of good governance and inclusive development, the leading goals of the nation building today. These suggestions and recommendations may be formally conveyed by the Delhi Minorities Commission to the Lieutenant Governor and the Chief Minister of the NCT of Delhi and to other authorities so that due measures could be taken up as early as possible. Early action on most of these proposals is required for delivering justice to the linguistic minorities of Delhi and in discharging the responsibilities arising in consequence to the promulgation of the Delhi Official Language Act, 2000.

1. Gazette Notification of the Delhi Official Language Act, 2000

There is an urgent need and statutory requirement to notify the Delhi Official Language Act, 2000 in Delhi Gazette and to develop and circulate pertaining rules for discharging the obligations entailing from its enactment. Furthermore, an authentic translation of the Act and the allied Rules should be made available for any reference and use.

2. Amendment in the Assembly Rules and Other Important Documents

The enactment of the Delhi Official Language Act, 2000 naturally entails modification of certain Government documents as an imperative. All such documents should be enlisted and duly modified as early as possible where reference has to be made regarding the provisions of the Act or their implications. One particular document in this regard is 'The Legislative Assembly of National Capital Territory of Delhi Rules of Procedure and Conduct of Business' which was last amended in 2002, one year before the said enactment so that Punjabi and Urdu translations of the matter should be essentially tabled in the sessions of the Assembly and the pertaining decisions on them could be assuredly made available in these languages for the enshrined purposes.

3. Translation of Important Documents into Urdu and Punjabi

As an imperative of the Delhi Official Language Act, 2000 the Government of the NCT of Delhi should make available complete translations of all important documents of the Government in

Urdu and Punjabi and make due publicity among the concerning communities to use them as and when required. There should be one nodal office from where these documents could be procured by common men; it may be the Art, Culture and Language Department or any other arrangement could be made. A list of available translations of the documents should also be readily available for reference.

4. Annual Budget

An annual budget for the promotion of minority languages and maintaining due staffs and for carrying out approved activities should be distinctively and routinely visualized and separately sanctioned for this purpose in the annual bill of the Government of NCT of Delhi. The recommendations hereby made should also be considered while aggregating the desired allocation of funds. This will remove uncertainties in the execution of pertaining affairs at various levels of the Government.

5. Annual Status Report

An annual report on the state of minority languages within the NCT of Delhi will be a tangible idea for monitoring the progress of linguistic minorities and such a document will also satisfy the recurring demands of the National Commissioner for Linguistic Minorities in furnishing the prescribed information.

6. Second Official Language Monitoring Cell

The Second Official Language Monitoring Cell should be established by the Government with the concerning officers and eminent private individuals on its board. This cell will take care of the smooth progress on the concerning decisions of the Government regarding fulfillment of the due rights of the linguistic minorities of Delhi and for compiling data and information in this regard. The cell will also attend to the complaints of institutions, groups and individuals as regards these rights and channelize the same to different departments and authorities for the needful action. This cell will improve accountability of all concerned and remove the bottlenecks coming in the way of implementation of a particular decision. Preparation of the Annual Status Report may be one important assignment of the Cell.

7. Recruitment Rules for Urdu Staffs

Recruitment Rules for Punjabi staffs has been approved by the Government and brought into practice. However, the approval of Recruitment Rules for Urdu staffs is overdue. This deficiency is coming in the way of recruiting the desired staffs such as Urdu Officer, Urdu Translator, Urdu Typist and of course Urdu Teachers. The absence of these rules has been often taken as a pretext for denying recruitment of the Urdu staffs by some departments. Therefore, this is an

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urgent requirement for doing justice to Urdu in the Government departments and autonomous bodies that the Recruitment Rules for Urdu staffs are approved and circulated for the needful action. It is easier to adopt such rules by slightly modifying those in practice for Punjabi staffs. The provisions for recruiting Hindi, English and Punjabi teachers should be extended for appointing Urdu teachers as well. Rather, some universal rules may be adopted for recruiting language teachers associated with all approved languages and thus anticipated discrepancies among staffs working on similar assignment should be done away with.

8. Appointment of Language Officers and Translators and Typists

The enactment of the Delhi Official Language Act, 2000 in June 2003 has necessitated that all the Government departments, offices of its autonomous bodies and the offices of the local bodies should be equipped with such officials and their subordinates that people can interact with the Government in Punjabi and Urdu and important Government documents of every department/office should be made available in these languages for internal needs and public consumption. It has been envisaged that the appointment of at least one each of the Language Officer, Translator and Typist well versed with Punjabi and Urdu should be appointed in each department and other Government offices as a fulfillment of the implications of the Act. Since there are 65 departments and 53 offices of the autonomous bodies of Delhi Government, around 700 personnel have to be recruited for this purpose. This number is quite insignificant (less than half percent) as compared to the overall strength of the Government employees of Delhi Government, which is based on 170,000 persons and the Government can easily afford that much a burden on its exchequer. Moreover, the local bodies, i.e. MCDs, NDMC and DCB are also required to appoint such staffs in their respective departments to manage affairs appertained to these languages and the Delhi Government can provide incentive to the local bodies for this purpose. As said earlier, Recruitment Rules for such an employment has to be finalized by the Government as soon as possible.

9. Awareness and Orientation Programs for Key Officers

There is a need to generate awareness among the government officials and to orient them regarding the imperatives of the second official languages through some well drawn programs. This is required to gear up cooperation and active participation of the officers of Delhi Government towards fulfilling their obligations as regards linguistic diversity of the national capital. Such programs may be organized from time to time while involving key officials of the Government.

10. Updation of the Website

It has been pointed out that the web portal of Delhi Government has not been updated for a long time. The pages covering on the Art, Culture and Language Department have left with

many discrepancies due to this inadvertent disregard. Moreover, at least this department should also provide information in Punjabi and Urdu languages by adding some pages. It is a matter of satisfaction that Urdu Academy has its own website heavily loaded with Urdu pages, but the website of Punjabi Academy is purely in English. Therefore, the latter one must be rectified to give coverage in Punjabi, may be in addition to English.

11. Due Response to the Questionnaire of National Commissioner for Linguistic Minorities

The National Commissioner for Linguistic Minorities (NCLM) collects information from the respective authority of all states and union territories to compile his Annual Report for submission to the President of India. The response of the Delhi Government on the questionnaire of the Commissioner has been generally deficient on many counts. Therefore, the Government and the concerning officers should pay due attention to provide the desired information; so that a public document could have sufficient information on the state of linguistic minorities of the NCT of Delhi. The designate nodal officer should collect proper information in time through his/her consistent efforts and forward it to the Commissioner for further action. It is basically the Directorate of Education which generally failed to furnish information to the Commissioner as could be noted from some previous annual reports of the NCLM and it needs an early attention for a better performance in future.

12. Periodical Surveys and Studies on the Conditions of Urdu/Punjabi

In order to cope up with the aspirations of the linguistic communities in an ever changing world and to have tangible information regarding the problems and issues arising in realizing due rights of these groups there is need to conduct periodical surveys and studies and to draw measures for their betterment. The Delhi Minorities Commission or the proposed Monitoring Cell could be assigned this task as an inherent responsibility.

13. Establishment of New Institutions

Establishment of new schools in the emerging areas of Urdu and Punjabi populations is required with a periodical assessment of local needs. In different parts of the national capital new colonies have come into existence during the last few decades and hardly a dozen or less new Urdu medium schools were established by the Government in the previous decade, whereas the growth of population has been proportionately larger. Moreover, various JJ clusters have been removed from the heartland of the city and shifted to outskirts areas for permanent settlement. In such areas, for instance Bawana, the inhabitants mainly speak Urdu and Bengali. Therefore, there is need to establish vernacular schools for catering the educational needs of local people. As a thumb rule the educational facilities should match with the increasing population, and that applies to the language populations too. A number of social workers have petitioned the government from time to time to establish Urdu medium schools

in their localities but, generally speaking, their demand is still unmet. Whatever be the cause, there is a need to open several Urdu and Punjabi schools, taking the languages as medium or subject. Furthermore, the MCD should be persuaded not to close down or change the medium of Urdu or Punjabi schools run by it; rather, local bodies should also establish more primary schools in their jurisdiction. In order to streamline the educational system proportionately more number of feeder institutions should be established for each level of the higher levels of school education.

14. Promotion of Institutions to Higher Level of Education

Some of the primary and middle Urdu schools maintained by the Directorate of Education and local bodies have attained a level where they should be promoted to the higher level of education. Thus, those students who have acquired education primary level or middle level in them may not strand here and there for further studies which often compel them to switch over the medium, which usually harm their attainments in the long run.

15. Addition of Classrooms

The increasing number of Urdu students, in 2010-11 they were over 65,000 as reported by the NCLM, stipulates that there should be not only new Urdu schools but also addition of classrooms in the existing ones to accommodate this growth. In many Urdu schools, classrooms are thronged by more than the prescribed number of students, which is hampering their academic attainments. This calls for construction of more classrooms in the concerning schools. It has been identified that there are 330 schools where Urdu can be added as a subject since over 100 students in each one of them hail from such families which would like that their children should learn Urdu at least as a subject. So these institutions will require 330 teachers as well as some additional classrooms. The number of students interested in Punjabi medium is also large with an enrollment of around 30,000 students during 2010-11 and hence additional facilities are required for them.

16. Appointment of Urdu-Knowing Principals

It has been pointed that out of 24 Urdu medium schools under the Directorate of Education, 22 are headed by such principals who do not know Urdu and as such their presence cannot be justified for the well being of the Urdu students. The survey has also found that at least 18 principals of the Urdu schools under the DoE, out of the 23 existing ones, have a non-Urdu background. The survey has found that in one of the surveyed school the principal is specialized in Sanskrit where as in another Urdu school the principal knows only Punjabi. Therefore, these principals should be replaced by Urdu knowing ones so that the concerning schools could progress well and a policy may be adopted for making an early appointment of qualified Urdu knowing principals possible and if needed an all India search may be made for the same.

One teacher
or 5 in
standards
Policy
18/2/12

surely their quantity is quite large and required to be replaced by proper staffs. The Government must take early measures for delivering justice to thousands of Urdu speaking parents and students.

20. Advance Register for Opting Minority Languages as Medium or Subject

As has been pointed out that the statutory requirement of maintaining advance register in all schools has not been fulfilled in many schools of Delhi. Under the undertaken survey only one Urdu school has reported that it is keeping an advance register which notes choice of a student to learn his/her mother tongue. It is required that all Government schools should not only maintain such a register but the parents should also be educated / informed about it so that they can register their clear choice regarding mother tongue as a medium or special subject under the three language formula. This item may also be added in the admission form.

21. Commencement of Classes for Interested Urdu/Punjabi Students

It has already been pointed out that in 330 Government schools over 100 students are studying who hail from Urdu knowing families which would definitely like that their children are taught Urdu as a subject. Such schools where minimum 6 students could opt for Urdu as a third language will be even more. Therefore, the Government should undertake a survey of such schools where Urdu is not presently offered as a third language but there might be students who would like to learn the language as a subject. Similarly, the choice of potential Punjabi students should also be noted and due arrangements be made for them. The Delhi Government should also encourage the MCDs to run their schools in a way that the attending children would not face any problem in learning mother tongue either as a medium or subject.

22. Enhancement of Elementary Teaching through Mother Tongue

Learning in mother tongue at least up to elementary level of education is a nascent right of children. This right cannot be honored unless the Government takes the concept in the right earnest. Moreover, the insistence of educationalists and parents is also required for maintaining the linguistic diversity of society. In this regard all stakeholders should work in unison so that this universally acknowledged right could be fulfilled in Delhi. The importance of mother tongue as a medium of instruction can be highlighted among the teachers and the personnel of Directorate of Education through some structured programs. Observing Mother Tongue Day by all schools may be a viable proposition in this regard.

23. Urdu/Punjabi Class in Private Schools as the Mother Tongue Right

Although managements of many private institutions are presently emphasizing on English as the medium of instruction and they impart teaching in Hindi as a subject but they hardly take

care of the mother tongue of the children joining such schools. Therefore, there is a need that the Government should encourage them to provide due facility in this regard.

24. More In-Service Teacher Training Programs

This has been noted that the central government has established three centers for in-service teacher training programs and refresher courses appertained to Urdu teachers and such teachers of the capital have joined a few of them. However, there is a dire need that more and more Urdu teachers should regularly pass through the process of in-service training so that the quality of Urdu teaching could be maintained and the anxiety regarding the low quality of Urdu schools could be removed. Due arrangements are also required for Punjabi teachers.

25. Better Functioning of the DSSSB

The image of Delhi Subordinate Services Selection Board (DSSSB) in the Urdu community of Delhi has not remained as bright as it should be due to its unbecoming pace in selecting Urdu teachers. It places insufficient advertisements in vernacular newspapers regarding the vacancies; it delays the selection tests and frequently cancels such tests in case of Urdu teachers. May be suspected developments are inadvertent or the impression is an exaggerated one but a public office like DSSSB should work in a way that no blame of partisan could be imparted on it.

26. Improvement in the Supply of Urdu/Punjabi Textbooks

There is a recurring complain of students, parents and the concerning schools that textbooks for teaching in Urdu and Punjabi are not supplied by the concerning Government agency in time. It has been also felt that the textbooks for language teaching is made available with some delay but those Urdu textbooks which are used for teaching general subjects such as science, social science, mathematics, etc are made available quite late when much time of the academic session has already passed.

27. Admission Forms in Urdu/Punjabi

It has been brought to the forth by the present study that admission forms are not available in a vast a majority of Urdu and Punjabi schools in these languages although the concerning schools are designated as either Urdu or Punjabi schools. The Directorate of Education, Government of Delhi, must send circulars to the vernacular or other schools under its management to make available admission forms in these languages as well. The admission forms should also have an item of enquiry regarding the student's choice of the third language whether the concerning school has the facility for it or not. Then, an initiative may be taken for introducing teaching in the desired language if the number of aspirants reaches to more than 6.

28. Enrichment of Libraries with Vernacular Books

From the survey it has been noticed that several Urdu medium schools have insufficient number of Urdu books in their libraries 26% of the school reported that there are lesser than 1,000 Urdu books in the school libraries, a number which will be technically regarded as less than the standard for a good school. The Art, Culture and Language Department which sponsors books for the libraries run by the NGOs can help such schools in maintaining enough number of vernacular books in their libraries. Or, any other arrangement may be made. Report should also be collected from the concerning schools regarding issuing of these books to the students.

29. Augmentation of Budget of Academies

In the light of several proposals hereby made, it seems pertinent that some of them could be implemented through Urdu or Punjabi Academy. In order to promote and popularize Urdu and Punjabi among the people of Delhi it is required that the respective budget of these academies should be increased to a reasonable extent and these academies should be geared up to take ever more responsibilities towards the linguistic communities of the capital.

30. Financial Schemes for NGOs Working for the Cause of Urdu/Punjabi

A number of NGOs are especially committed to the cause of Urdu, Punjabi or any other minority language. Such NGOs can be financially assisted by the Government or its agencies in a generous manner so that they could lead the mission of propagation and popularization of the particular language in a more spirited manner in future.

31. Scheme for Mainstreaming Madrasa Students

Hundreds of *madrasa* students of Delhi or those who come to it from Uttar Pradesh, Bihar or other states in search of better education are well versed in Urdu. Many of them continue higher studies in the universities of the national capital but generally in Arabic, Islamic studies or Urdu. However, if some technical courses are sponsored by the Delhi Government through some prominent NGOs with the instruction in Urdu, then it will be possible to mainstream such students in some gainful activities besides their joining some profession in the religious domain. Experiments in the country for imparting vocational education to such students have been found highly successful. And, so will be in Delhi provided the Government takes active interest in this regard.

32. Increased Outlay for Advertisement in Urdu/Punjabi Newspapers

It has been discussed that the share of government advertisement to Urdu and Punjabi newspapers is quite small (around 4%) as compared to what is available for Hindi and English

dailies. Even the statutory requirement of placing all government ads simultaneously in Urdu and Punjabi newspapers as an imperative of the Delhi Official Language Act has not been fulfilled. Therefore, the particular office of the Government and all its other departments should be instructed to take care of the concerning matter as and when required.

~~Suggestion~~
Recommendations are
quite satisfactory

~~July 9~~

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Annexure - 1**Indian Languages by more than One Million Speakers**

[The 2001 census recorded 29 individual languages as having more than 1 million native speakers (0.1% of total population). Vide http://en.wikipedia.org/wiki/List_of_languages_by_number_of_native_speakers_in_India]

<i>Ordered by number of native speakers</i>						
Rank	Language	2001 Census		1991 Census		Encarta 2007 Estimate (worldwide speakers)
	Total Population	1,028,610,328		838,583,988		
		Speakers	Percentage	Speakers	Percentage	Speakers
1	Hindi	422,048,642	41.03%	329,518,087	39.29%	366 M
2	Bengali	83,369,769	8.11%	69,595,738	8.30%	207 M
3	Telugu	74,002,856	7.19%	66,017,615	7.87%	69.7 M
4	Marathi	71,936,894	6.99%	62,481,681	7.45%	68.0 M
5	Tamil	60,793,814	5.91%	53,006,368	6.32%	66.0 M
6	Urdu	51,536,111	5.01%	43,406,932	5.18%	60.3 M
7	Gujarati	46,091,617	4.48%	40,673,814	4.85%	46.1 M
8	Kannada	37,924,011	3.69%	32,753,676	3.91%	35.3 M

<i>Ordered by number of native speakers</i>						
Rank	Language	2001 Census		1991 Census		Encarta 2007 Estimate (worldwide speakers)
9	Malayalam	33,066,392	3.21%	30,377,176	3.62%	35.7 M
10	Oriya	33,017,446	3.21%	28,061,313	3.35%	32.3 M
11	Punjabi	29,102,477	2.83%	23,378,744	2.79%	57.1 M
12	Assamese	13,168,484	1.28%	13,079,696	1.56%	15.4 M
13	Maithili	12,179,122	1.18%	7,766,921	0.926%	24.2 M
14	Bhili/Bhilodi	9,582,957	0.93%			
15	Santali	6,469,600	0.63%	5,216,325	0.622%	
16	Kashmiri	5,527,698	0.54%			
17	Nepali	2,871,749	0.28%	2,076,645	0.248%	16.1 M
18	Gondi	2,713,790	0.26%			
19	Sindhi	2,535,485	0.25%	2,122,848	0.253%	19.7 M
20	Konkani	2,489,015	0.24%	1,760,607	0.210%	

<i>Ordered by number of native speakers</i>						
Rank	Language	2001 Census		1991 Census		Encarta 2007 Estimate (worldwide speakers)
21	Dogri	2,282,589	0.22%			
22	Khandeshi	2,075,258	0.21%			
23	Kurukh	1,751,489	0.17%			
24	Tulu	1,722,768	0.17%			
25	Meitei/Manipuri	1,466,705*	0.14%	1,270,216	0.151%	
26	Bodo	1,350,478	0.13%	1,221,881	0.146%	
27	Khasi	1,128,575	0.11%			
28	Mundari	1,061,352	0.103%			
29	Ho	1,042,724	0.101%			

* Excludes figures of Paomata, Mao-Maram and Purul sub-divisions of Senapati district of Manipur for 2001.

** The percentage of speakers of each language for 2001 has been worked out on the total population of India excluding the population of Mao-Maram, Paomata and Purul subdivisions of Senapati district of Manipur due to cancellation of census results.

Annexure - 2**Urdu Speakers by States and Union Territories of India in 2001**

Rank	State	Urdu speakers		
		Persons	Males	Females
	<u>India</u>	51536111	26837143	24698968
1	<u>Uttar Pradesh</u>	13,272,080	6,947,596	6,324,484
2	<u>Bihar</u>	9,457,548	4,891,011	4,566,537
3	<u>Maharashtra</u>	6,895,501	3,647,547	3,247,954
4	<u>Andhra Pradesh</u>	6,575,033	3,351,545	3,223,488
5	<u>Karnataka</u>	5,539,910	2,830,719	2,709,191
6	<u>Jharkhand</u>	2,324,411	1,206,458	1,117,953
7	<u>West Bengal</u>	1,653,739	914,087	739,652
8	<u>Madhya Pradesh</u>	1,186,364	615,019	571,345
9	<u>Tamil Nadu</u>	942,299	473,914	468,385
10	<u>Delhi</u>	874,333	483,117	391,216
11	<u>Rajasthan</u>	662,983	342,981	320,002

12	<u>Orissa</u>	611,509	311,692	299,817
13	<u>Gujarat</u>	550,630	287,723	262,907
14	<u>Uttaranchal</u>	497,081	265,152	231,929
15	<u>Haryana</u>	260,687	140,038	120,649
16	<u>Chhattisgarh</u>	88,008	46,670	41,338
17	<u>Goa</u>	54,163	28,306	25,857
18	<u>Punjab</u>	27,660	16,971	10,689
19	<u>Kerala</u>	13,492	6,703	6,789
20	<u>Jammu & Kashmir</u>	13,251	8,293	4,958
21	<u>Chandigarh</u>	7,254	4,428	2,826
22	<u>Pondicherry</u>	7,092	3,450	3,642
23	<u>Himachal Pradesh</u>	4,787	3,146	1,641
24	<u>Assam</u>	4,715	2,821	1,894
25	<u>Sikkim</u>	2,930	2,118	812
26	<u>Meghalaya</u>	2,531	1,509	1,022

27	<u>Andaman & Nicobar Islands</u>	1,615	885	730
28	<u>Arunachal Pradesh</u>	1,258	883	375
29	<u>Dadra & Nagar Haveli</u>	994	590	404
30	<u>Nagaland</u>	759	562	197
31	<u>Daman & Diu</u>	574	388	186
32	<u>Manipur</u>	483	470	13
33	<u>Tripura</u>	313	253	60
34	<u>Mizoram</u>	98	84	14
35	<u>Lakshadweep</u>	26	14	12

Annexure - 3**Punjabi Speakers by States and Union Territories of India in 2001**

Rank	State	Punjabi Speakers
—	<u>India</u>	29,109,672
1	<u>Punjab</u>	22,337,202
2	<u>Haryana</u>	2,234,980
3	<u>Rajasthan</u>	1,141,445
4	<u>Delhi</u>	990,311
5	<u>Uttar Pradesh</u>	515,214
6	<u>Himachal Pradesh</u>	365,282
7	<u>Maharashtra</u>	271,260
8	<u>Chandigarh</u>	251,457
9	<u>Uttarakhand</u>	247,040
10	<u>Jammu and Kashmir</u>	192,730
11	<u>Madhya Pradesh</u>	150,870

12	<u>Jharkhand</u>	86,227
13	<u>Chhattisgarh</u>	66,668
14	<u>West Bengal</u>	64,141
15	<u>Gujarat</u>	55,738
16	<u>Assam</u>	31,987
17	<u>Andhra Pradesh</u>	22,863
18	<u>Orissa</u>	22,083
19	<u>Bihar</u>	16,600
20	<u>Karnataka</u>	15,855
21	<u>Tamil Nadu</u>	6,241
22	<u>Meghalaya</u>	4,870
23	<u>Kerala</u>	3,184
24	<u>Arunachal Pradesh</u>	3,184
25	<u>Andaman and Nicobar Islands</u>	1,852

26	<u>Goa</u>	1,752
27	<u>Tripura</u>	1,600
28	<u>Nagaland</u>	1,592
29	<u>Manipur</u>	1,517
30	<u>Sikkim</u>	1,352
31	<u>Mizoram</u>	444
32	<u>Daman and Diu</u>	316
33	<u>Dadra and Nagar Haveli</u>	287
34	<u>Pondicherry</u>	97
35	<u>Lakshadweep</u>	12

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Annexure - 4

The Delhi Official Language Act, 2000

(TO BE PUBLISHED IN PART IV OF DELHI GAZETTE EXTRAORDINARY)

Government of National Capital Territory of Delhi
(Law, Justice and Legislative Affairs Department)
8th Level, 'C' Wing, Delhi Secretariat, New Delhi-110 002

No.F.14(33)/LA-2000-03/ 1099

Dated: the 2 July, 2003

NOTIFICATION

No.F.14(33)/LA-2000-03/ - The following Act of the Legislative Assembly of the National Capital Territory of Delhi received the assent of the President of India on 13.6.2003 and is hereby published for general information.

"The Delhi Official Languages Act, 2000 (Delhi Act No. 8 of 2003)

(As passed by the Legislative Assembly of the National Capital Territory of Delhi 3.4.2000)

An Act to provide for adoption of Hindi in Devnagri script as the first official language and Punjabi in Gurmukhi script and Urdu in Persian script as the second languages to be used for the official purposes and other matters of the National Capital Territory of Delhi.

Be it enacted by the Legislative Assembly of National Capital Territory of Delhi in the Fifty, First year of the Republic of India as follows:-

- | | |
|---|--|
| Short title, extent and commencement | 1. (1) This Act may be called the Delhi Official Language Act, 2000. |
| | (2) It extends to the whole of the National Capital Territory of Delhi. |
| | (3) It shall come into force on such date as the Government may, by notification in the official Gazette, appoint. |
| Definitions | 2. In this Act, unless the context otherwise requires, |
| | (a) "Delhi" means the National Capital Territory of Delhi; |
| | (b) "Government" means the Government of National Capital Territory of Delhi. |
| | (c) "Legislative Assembly" means the Legislative Assembly of the National Capital Territory of Delhi. |



Hindi to be official language of Delhi

3. Hindi in Devnagri script shall, with effect from such date as the Government may, by notification in the official Gazette, appoint in this behalf, be the official language of Delhi.

Provided that the English language may continue to be used for those administrative and legislative purposes in Delhi for which it was being used before the commencement of this Act in consonance with the provisions contained in Section 3 of the Official Languages Act, 1963 (19 of 1963):

Provided further that a translation of any Bill introduced in, or Act passed by, the Legislative Assembly or of ordinances promulgated by the Lt. Governor of Delhi or of any order, rule, regulation or bye-law issued under any law made by the Parliament or the Legislative Assembly or any other state law extended to Delhi published under the authority of the Lt. Governor of Delhi in the official Gazette, shall be deemed to be the authoritative text thereof in the English, Punjabi & Urdu languages under this Act.

Punjabi and Urdu to be second official languages of Delhi

4. Punjabi in Gurmukhi script and Urdu in Urdu script shall be the second official language of Delhi for the following purposes, namely :-

- (a) Receipt and reply of applications and petitions by all offices of Government of NCT of Delhi in Urdu or Punjabi.
- (b) Publication of the translation of important Government rules, regulations and Gazette notifications in Urdu and Punjabi also.
- (c) Signboards of official buildings, Government offices and roads etc. will bear the names in Urdu and Punjabi also.
- (d) Publication of important Government advertisements in the News Papers in Urdu and Punjabi also.
- (e) Proceedings of Legislative Assembly will be recorded and issued simultaneously in Urdu and Punjabi also wherever required.

Form of numerals

5. The form of numerals to be used for the official purpose of Delhi shall be the international form of Indian numerals.



Power to make rules

6.(1) The Government may, by notification in the official Gazette, make rules for carrying out the purposes of this Act.

(2) In particular and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters, namely :-

- (a) the manner of translation of the authoritative text in Hindi language of Bills etc. in English, Punjabi and Urdu languages;
- (b) any other matter which is required to be or may be prescribed.

(3) Every rule made under this Act shall be laid, as soon as may be after it is made, before the House of the Legislative Assembly, while it is in Session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, the House agrees in making any modification in the rule or the House agrees that the rule should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

P. S. Parmar
27/1/03

(P.S. PARMAR),

Deputy Secretary (Law, Jus. & L.A.).

Annexure - 5**The Questionnaire****DELHI MINORITIES COMMISSION**

*“Survey of Condition of Urdu and Punjabi Languages in
Government Departments and Schools in Delhi”*

Undertaken by: **Anjuman Taraqqi Urdu (Hind)**

Serial No.:

Date:

Name of the Surveyor: _____

1. DETAILS OF THE RESPONDENT

1.1 Name of the Respondent: _____

1.2 Sex: _____ 1.3 Age: _____

1.4 Designation: _____

1.5 Educational Qualification: _____

1.6 Language Known Urdu Punjabi Other

1.7 Teaching Experience: _____ years

1.8 Years of Service in the Present School: _____

2. INFORMATION ABOUT THE SCHOOL

2.1 Name of the School: _____

2.3 Address of the School: _____

District: _____ Pin Code: _____ Telephone No.: _____

2.2 Boy's Girl's Co-Ed

2.3 Established in the Year: _____

2.3 Government/Aided/Recognize School: _____

2.4 Medium of Teaching: Urdu Punjabi Other

2.5 Urdu/Punjabi is Taught as a Subject: Urdu Punjabi

3. POSTS OF URDU/PUNJABI TEACHERS

3.1 No. of sanctioned posts of Urdu/Punjabi language teachers:

3.2 No. of filled up posts of Urdu/Punjabi language teachers:

3.3 No. of vacant posts of Urdu/Punjabi language teachers:

3.4 Reason of the Vacancy/Vacancies if any: _____

3.4 No. of other Non Urdu/Punjabi language teachers:

4. INFORMATION ABOUT THE LANGUAGE TEACHER

	Educational Qualification	Year of Joining	Performance	Other subjects taught by him/her
Teacher 1			Satisfactory <input type="text"/> Average <input type="text"/> Below Average <input type="text"/>	
Teacher 2			Satisfactory <input type="text"/> Average <input type="text"/> Below Average <input type="text"/>	
Teacher 3			Satisfactory <input type="text"/> Average <input type="text"/> Below Average <input type="text"/>	

5. INFORMATION ABOUT THE STUDENTS

5.1 Total No. of students: _____

5.2 No. of students studying Urdu/Punjabi as a subject: _____

5.3 This strength is Satisfactory Average Below Average

5.4 Reason Thereof: _____

Signature of the Respondent

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Annexure - 6**Urdu Medium Schools of GNCT of Delhi: 2011-12**

S. N.	School Name	ID No. / Zone	Head of School	Address	Phone	Shift	Gender	Teachers / Non-Urdu+	Students [^]	Results (2010-11)	
										X	XII
1	Jafrabad-GBSSS	1105008	Ram Avtar*	Jafrabad Delhi-110053	22566245	EVE	Boys	48/34	2524	98.99	66.06
2	Jafrabad, Zeenat Mahal(Urdu Medium)-SKV	1105018	Meena Kumari	Jafrabad Delhi-110053	22173784	MRN	Girls	80/53	4970	99.19	89.06
3	Chandni Chowk-G(Co-ed)MS	1208011	Pradeep Kumar	Kucha Kabil Attar, Near Town Hall, Chandni Chowk	23939877	MRN	Co-Ed	10/8	309	-	-
4	Quresh Nagar(Urdu Medium)-GGSS	1208027	Seema Maini	Quresh Nagar	23626521	MRN	Girls	15/13	184	100.00	-
5	Inder Lok-SKV	1208090	Lajja Gautam	Inder Lok	23658148	MRN	Girls	28/26	1141	98.17	-
6	Noor Nagar-GBSSS	1925002	Shamshad Ali	Noor Nagar, Okhla	26911420	EVE	Boys	59/17	2111	98.50	56.67
7	Noor Nagar-SKV	1925035	Amrit Kumari	Noor Nagar, Jamia Nagar	26932101	MRN	Girls	46/16	2474	100.00	97.62
8	Joga Bai-GGSSS	1925049	Kanchan Aghi*	Joga Bai, Jamia Nagar	26983609	MRN	Girls	42/13	2150	98.73	96.59
9	Joga Bai-GBSSS	1925052	Ratan Pal Singh	Joga Bai, Jamia Nagar	26983212	EVE	Boys	36/16	1687	100.00	97.04
10	Jama Masjid, No.1(Urdu Medium)-SBV	2127002	Faizan Hasan*	Jama Masjid	23250893	MRN	Boys	37/20	1281	100.00	74.36
11	Darya Ganj, Pataudi House-SBV	2127003	Jameelur Rehman	Pataudi House, Darya Ganj	23242028	MRN/EVE	Boys	40/21	1752	96.97	85.71
12	Jama Masjid, No.2-GBSS	2127006	Om Prakash*	Jama Masjid	23274365	EVE	Boys	11/8	263	100.00	-
13	Jama Masjid, No.2-SKV	2127017	Shabana Nazeer	Jama Masjid	23270010	MRN	Girls	33/18	1379	99.17	97.94
14	Bulbuli Khana-SKV	2127021	Surekha Murgai	Bulbuli Khana, Asaf Ali Road	23267312	MRN	Girls	31/18	1546	97.73	83.59
15	Haweli Azam Khan-SKV	2127022	Kusum Kumari*	Haweli Azam Khan, Asaf Ali Road	23289395	EVE	Girls	16/11	439	90.70	-
16	Chashma Building(Urdu Medium)-GGSSS	2127025	Rajeshwari*	Gali Nawab Hoharu, Ballimaran	23986125	MRN	Girls	17/6	556	90.91	96.36
17	Kalan Mahal-GGSSS	2127027	Seema Malhotra	Kala Mahal, Pataudi	23275221	MRN	Girls	19/10	483	100.00	-

				Hosue, Darya Ganj								
18	Bulbuli Khana(Urdu Medium)-GGMS	2127030	Ranjana Singh*	Kali Masjid, Near Bazar Sita Ram	23247840	MRN	Girls	9/4	248	-	-	
19	Lambi Gali-GGMS	2127031	Mahima Gulati*	Lambi Gali, Hauz Kazi	23237315	MRN	Girls	8/2	288	-	-	
20	Ajmeri Gate, Gali Bansi Koyle Wali(Urdu Medium)-GBMS	2127032	Mohammad Afzal*	Ajmeri Gate	23210703	MRN	Boys	8/2	205	-	-	
21	Lal Kuan, Zeenat Mahal, No.2-SKV	2127179	Chitra Gupta	Zeenat Mahal, Lal Kuan	23212246	MRN	Girls	27/18	1324	87.26	96.92	
22	Lal Kuan, No.1-GGSS	2127180	Manju Rani*	Zeenat Mahal, Lal Kuan	23214659	MRN	Girls	10/7	173	96.43	-	
23	Idgah Road-SKV	1208016	Anita Chachra	Ahata Kedara, Idgah Road	23672730	MRN	Girls	24/19	1416	100.00	93.18	
24	Matia Mahal GBSS	Merged										
								654/360	28903			

*Vice-Principal, ^ Retrieved and + Retrieved from edudel.nic.in on 23 July 2012

Government Aided Urdu Medium Schools of Delhi

S. N.	Name of the School	Address	Contact Person/Phone No.
1	Anglo-Arabic Senior Secondary School	Ajmeri Gate	+91-11-23212734
2	Fatehpuri Muslim Senior Secondary School	Fatehpuri, Chandni Chowk	Khalid Nazeer 23951853
3	Qaumi Senior Secondary School	Shahi Eidgah Road	Mr. Mohabbat Ali 91-9810807277
4	Shafiq Memorial School	Bada Hindu Rao	Mr. Sibgatullah Sidiqi 011-23678222
5	Hakim Ajmal Khan Girls School	Dariyaganj	+91-11-23287375
6	Dr Zakir Husain (co-ed) Senior Secondary School	Jafrabad	Mr. Maroof Khan 91-9891122786

7	Mazharul Islam Secondary School	Farashkhana	Najmul Islam Khan +91-11-23211995
8	Islamia Middle School	Pahadi Bhojla	

Annexure - 7
List of Punjabi Schools of Delhi

PUNJABI MEDIUM MCD SCHOOLS

S. No	Name	Address
1	MCD Primary School (Punjabi Medium)	Civil Lines, Delhi

KHALSA AIDED SCHOOLS

S. No	Name	Address
1	Sri Guru Tegh Bhadur Khalsa Boys Sr. Sec. School	Dev Nagar, ND-110005
2	Sri Guru Tegh Bhadur Khalsa Girls Sr. Sec. School	Dev Nagar, ND-110005
3	Sri Guru Tegh Bhadur Khalsa Girls Sr. Sec. School	Gurdwara Sis Ganj, Chandni Chowk, Delhi-6
4	Sri Guru Harkrishan Khalsa Girls Sr. Sec. School	Mata Sundri Lane, New Delhi-110002
5	Sukho Khalsa Sr. Sec. School	Jail Road, Janak Puri, ND-110058

KHALSA PUBLIC SCHOOLS

S. No	Name	Address
1	Guru Harkrishan Public School	1, Purana Qila Road, ND-110001
2	Guru Harkrishan Public School	Vasant Vihar, ND-110057
3	Guru Harkrishan Public School	Hardian Singh Road, Karol Bagh, ND-110005
4	Guru Harkrishan Public School	Road NO-73, Punjabi Bagh, ND-110026
5	Guru Harkrishan Public School	West Jyoti Nagar, Shahdara, Delhi-110094
6	Guru Harkrishan Public School	Nanak Piao, Rana Partap Bagh, Delhi-110033
7	Guru Harkrishan Public School	Hemkunt Colony, ND-110048
8	Guru Harkrishan Public School	Kalkaji, ND-110019

9	Guru Harkrishan Public School	Fateh Nagar, ND-110018
10	Guru Harkrishan Public School	M.S. Block, Hari Nagar, ND-110064
11	Guru Harkrishan Public School	Near 20 Block, Tilak Nagar, ND-110018
12	Guru Harkrishan Public School	Hargobind Enclave, Delhi-110092
13	Guru Harkrishan Public School	220/10, J-Block, Vishnu Garden Extn., ND-110018
14	Sri Guru Tegh Bhadur International Public School	Bighar, Distt. Fatehabad
15	Sri Guru Tegh Bhadur Model School	Gurdwara Bhai Lalo ji, Rani Bagh, Delhi-110034
16	Guru Harkrishan Public School	(Junior Branch) Nanak Piao Dhaka Dhirpur, Nirankari Colony, Delhi-110009

Annexure - 8
The List of Surveyed Schools

S. No.	District	Name Of The School	Gender	Year of Estabmnt.	Govt./Aided/Recognized	Medium	Urdu/Punjabi Subject
1	North	Qaumi Senior Secondary School, Idgah, New Delhi - 110055	Boys	1948	Aided	Urdu	Urdu
2	Central	Shafiq Memorial Senior Secondary School, Bada Hindu Rao- 110006	Co-ed	1948	Aided	Urdu	Urdu
3	Central	Hakim Ajmal Khan Senior Secondary School, Daryaganj, New Delhi - 110002	Girls	1974	Aided	Urdu	Urdu
4	Central	Sarvodaya Bal Vidyalaya No.1, Jama Masjid, Delhi-110006	Boys	1980	Government	Urdu	Urdu
5	Central	Government Boys Middle School (Urdu Medium), Ajmeri Gate, Delhi - 110006	Boys	1992	Government	Urdu	Urdu
6	Central	Government Girls Senior Secondary School (Urdu Medium) (Urdu Medium), Chashma Building, Ballimaran, Delhi - 110006	Girls	1957	Government	Urdu	Urdu
7	Central	Mazharul Islam Senior Secondary School, Farashkhana, Delhi - 110006	Boys	1902	Aided	Urdu	Urdu
8	Central	Anglo Arabic Senior Secondary School, Ajmeri Gate, Delhi - 110006	Boys	1692	Aided	Urdu	Urdu
9	South	SKV, Noor Nagar, Jamia Nagar, New Delhi - 110025	Co-Ed	1989	Government	Urdu	Urdu
10	South	Govt. Secondary School, Noor Nagar, Jamia Nagar, New Delhi - 110025	Boys	1989	Government	Urdu & Hindi	Urdu
11	North East	Dr.Zakir Husain Senior Secondary School, Jafrabad, Delhi	Co-Ed	1970	Aided	Urdu	Urdu

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		- 110053					
12	Central	Islamia Middle School, Pahadi Bhojla, Delhi - 110006	Boys	1965	Aided	Urdu	Urdu
13	Central	R.S.K.V. No.2 (Urdu Medium), Jama Masjid, Delhi - 110006	Girls	1945	Government	Urdu	Urdu
14	South	Govt. Boys Senior Secondary School, Noor Nagar, New Delhi - 110025	Boys	1982	Government	Urdu, English & Hindi	Urdu
15	Central	Govt. Girls Secondary School No.1, Lalkunwa, Delhi - 110006	Girls	1900	Government	Urdu	Urdu
16	Central	Govt. Girls Middle School, Hauz Qazi, Delhi - 110006	Girls	1991	Government	Urdu	Urdu
17	Central	S.K.V No.2, Zeenat Mahal, Lalkunwa, Delhi - 110006	Girls	1900	Government	Urdu	Urdu
18	North	Govt. Girls Secondary School, Quresh Nagar, Delhi - 110006	Girls	1983	Government	Urdu & Other	Urdu
19	South	Govt. Boys Senior Secondary School, Jogabai, Jamia Nagar, New Delhi - 110025	Boys	1999	Government	Urdu & Other	Urdu
20	South	Govt. Girls Senior Secondary School, Jogabai, Jamia Nagar, New Delhi - 110025	Girls	1998	Government	Urdu & Other	Urdu
21	Central	Govt. Girls Middle School, Kalan Masjid, Sitaram bazaar, Bulbuli Khana, Delhi - 110006	Girls	1980	Government	Urdu	Urdu
22	Central	GGSS/SKV, Haweli Azam Khan, Asaf Ali New Delhi - 110002	Girls	1970	Government	Urdu	Urdu
23	North	Govt. Co .Ed Middle School, Kucha Qabil Attar, Chandni Chowk, Delhi - 110006	Co-ed	1958	Government	Urdu & Hindi	Urdu
24	South	CSA-GBSSS, New Friends Colony, New Delhi - 110025	Boys	1976	Government	Hindi and English	Urdu
25	North East	Govt. Boys Senior Secondary School, Jafrabad, Delhi - 110053	Boys	1977	Government	Hindi	Urdu

26	South	MCD Primary Urdu Medium School, Boys, Second Shift, , Zakir School, Zakir Nagar, Jamia Nagar, New Delhi – 110025	Boys	2002	Government	Urdu	Urdu
27	Central	Govt. Girls Senior Secondary School, Pataudi House, Dariyaganj, Delhi – 110002	girls	1955	Government	Other	Urdu
28	North East	Zeenat Mahal Govt. SKV (Urdu Medium), Jafrabad, Delhi – 110053	Girls	1977	Government	Urdu	Urdu
29	Central	Govt. Girls Senior Secondary School, Kalan Mahal, Daryaganj, Delhi – 110002	Girls	1977	Government	Urdu	Urdu
30	North	Fatehpuri Muslim Sr. Sec School, Chandni Chowk, Delhi - 1100006	boys	1929	Aided	Urdu	Urdu
31	Central	Guru Harkishan Public School, Karol Bagh, Delhi – 110005	Coed	1979	Recognized	Punjabi	Punjabi
32	Central	S.G.T.B Khalsa Girls Sr. Sec School, Mata Sundari Lane, New Delhi – 110002	Girls	1953	Aided	Other	Punjabi
33	North	Sri Guru Teg Bahadur Khalsa Girls Sr. Sec School, Shishganj, Chandni Chowk, Delhi – 110006	Girls	1949	Aided	Punjabi & Other	Punjabi