



50th REPORT

OF

THE COMMISSIONER

FOR

LINGUISTIC MINORITIES

IN INDIA

(July 2012 to June 2013)

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आयुक्त भाषाजात अल्पसंख्यक

अल्पसंख्यक कार्य मंत्रालय

भारत सरकार

**Commissioner for Linguistic Minorities
Ministry of Minority Affairs
Government of India**

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दिनांक/Dated: 16.7.2014

To

The Hon'ble President of India

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

Your Excellency,

I have the honour to present the 50th Report to Your Excellency for the period July 2012 to June 2013, in terms of Article 350-B (2) of the Constitution of India. The Report is mainly based on the analysis of information collected and collated from answers given by the State Governments/UT Administrations to my detailed Questionnaire and in the light of my discussion with the representatives of various linguistic minorities groups in respect of implementation of the Constitutional Rights and the nationally agreed Scheme of Safeguards provided to the linguistic minorities in India.

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

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

With profound regards,

Your faithfully,

(Prof. Akhtarul Wasey)

Commissioner for Linguistic Minorities in India

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INTRODUCTION

- 1.1 I feel honoured to have been bestowed upon the duties and responsibilities of the Commissioner for Linguistic Minorities in India, in terms of Article 350 B of the Constitution of India w.e.f. 4 March, 2014. Pursuant to the Constitutional mandate, I have the privilege to present my Report for the period from July 2012 to June 2013. This is the 50th Report since this CLM Organization came into being in 1957.



Prof. Akhtarul Wasey, Assuming Charge as the Commissioner for Linguistic Minorities in India

- 1.2 India, one of the world's ancient civilizations, puts forth a magnificent mosaic of multiple castes, religious and languages. Our centuries-old multilingual, multicultural ethos has held the country together like the thread in the rosary of beads, representing 'unity in diversity' in our country. This diversity is more emphatically presented in the multiplicity of languages spoken by people in different parts of the country. As language is a unifying and cementing factor, it forms an integral part of our rich cultural heritage.

- 1.3 The linguistic diversity prevailing in India needs to be harmonized for achieving inclusive development national integration and peaceful co-existence. As we know, in a multilingual society like ours, language plays an important role in bringing about cohesion and harmony in the country, leading to peace and prosperity. Therefore, it is necessary to effectively implement the Safeguards for the diverse linguistic minorities and provide them a level playing field and equal opportunities for realizing the inclusive growth in the country.
- 1.4 While the State Governments/UT Administrations do recognize the need for effective implementation of the Safeguards for the linguistic minorities, the over-all efforts in many States/UTs need to be sped up and streamlined vis-à-vis the findings and recommendations of this Report.



Hon'ble Minister of Minority Affairs, Dr. Najma Heptulla being greeted by Prof. Akhtarul Wasey, Commissioner for Linguistic Minorities during her Assumption of Charge in the Esteemed Ministry, Dr. Lalit K. Panwar, Secretary, Ministry of Minority Affairs with other Officers also seen.

- 1.5 In the recent past, I paid a visit to Lucknow, UP in March, 2014 to hold discussion with the representatives of the linguistic minorities so as to acquaint myself with the status of the linguistic minorities in the state and the specific difficulties that they have to face. I also met the Education Authorities of the Government of UP and shared with them the actual and perceived difficulties which the linguistic minorities meet so that necessary corrective and remedial measures can be initiated. The hurdles which the State Government faces, were also brought to my notice.
- 1.6 During my meetings with representatives of various linguistic minority groups and the Divisional Commissioner, Allahabad, certain burning

issues relating to linguistic minorities were brought to my knowledge. The issues mainly were pertaining to Facilities for instruction in mother-tongue at Primary stage of education to children belonging to linguistic minority groups as provided under Article 350A and Right of minorities to establish and administer educational institutions of their choice as provided under Article 30 of the Constitution. Also the subject-matter of grant of linguistic minority status to institutions run by the linguistic minorities brought to my knowledge which comes within the purview of the State Government. I assured them to take up the issues with the respective States / UTs within the bounds of Constitutional mandate conferred upon the Commissioner for Linguistic Minorities in India.



Prof. Akhtarul Wasey Addressing a Delegation of Urdu Speakers at Allahabad

- 1.7 This Report records findings and recommendations of the Commissioner for Linguistic Minorities on the status of implementation of the Safeguards for the linguistic minorities in the States/UTs. I am of firm belief that this Report will go a long way in realizing its goal to provide equal opportunities and to ensure effective implementation of the Safeguards for the linguistic minorities.
- 1.8 I deem it as a privilege to express my thanks to the Government of India, to the States / UTs for their co-operation in accomplishing my duties under the Constitution. I also express my thanks to my office team which worked tirelessly for the completion of this Report.

Prof. Akhtarul Wasey
Commissioner for Linguistic Minorities in India

CHANDIGARH

2

LINGUISTIC PROFILE

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

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

- 2.2 It has been stated by the UT Administration that Punjabi is spoken by 27.89 percent of the local population in Chandigarh municipality.
- 2.3 **Official Language of the UT :** The UT Administration has informed that English is the Official Language of the UT and no Official Language Act has been framed by the Chandigarh Administration.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

2.4 Use of Minority Languages in the UT

It has been stated by the UT Administration that there is no arrangement for translation and dissemination of important Government rules, orders and notifications, etc. into minority languages. However, the Administration has issued instructions that the reply be sent in the language in which the communication has been addressed, including the minority languages.

2.5 Recruitment to UT Services

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

2.6 Recognition of Linguistic Minority Educational Institutions

It has been informed that for recognition of Private Schools, "Rules of Recognition" as provided under the Punjab Education Code is applicable in the UT. No separate rules have been framed as the Department never received any application from any Linguistic Minority Institution. For recognition, DPI(S) is competent to accord recognition up to Middle Schools.

2.7 Grants-in-aid to Linguistic Minority Educational Institutions

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

2.8 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Punjabi	54	968	53

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

Language	Schools	Students	Teachers
Punjabi	106	61,939	160

2.9 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Punjabi	47	582	105

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

Language	Schools	Students	Teachers
Punjabi	99	40,346	96

2.10 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Punjabi	38	2,349	61

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

Language	Schools	Students	Teachers
Punjabi	86	6,740	73

2.11 Higher Secondary Stage (Class XI to XII)

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

Language	Schools	Students	Teachers
Punjabi	15	23	10

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

Language	Schools	Students	Teachers
Punjabi	29	1,037	29

2.12 Three-Language Formula

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

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

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

Language	Class VIII
Punjabi	18,143
Hindi	18,143
English	18,143

2.13 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Punjabi	Information not furnished		169	160

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

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

2.14 Text-books in Minority Languages

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

2.15 Maintenance of 'Language Preference Registers' in Schools

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

2.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

2.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

It has been informed that a Committee has been set up under the Chairmanship of the Secretary, Social Welfare, with Deputy Commissioner, Joint Secretary (Home), DPI(C), DPI(S) and DSW, Chandigarh Administration as members of this Committee. However, no details of the meetings held during the period under review have been furnished. It has also been informed that the Chandigarh Administration has requested the Government of India to exempt the Union Territory of Chandigarh from having a separate Minority Commission.

2.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been informed that the Chandigarh Administration has taken various decisions to implement the Safeguards for linguistic minorities as laid down in the Constitution of India and the concerned departments have been requested to take necessary action for the implementation of the same. It has also been informed that the Director Social Welfare has been appointed as the Nodal Officer to coordinate in the matters relating to the linguistic minorities and no complaint has been received during the period.

2.19 FINDINGS/RECOMMENDATIONS

- a. In the UT the Hindi-speakers constitute more than 60 percent of the population. Therefore, the UT Administration should consider declaring Hindi as the additional Official Language of the UT of Chandigarh.

- b. The UT Administration should make arrangement for translation and dissemination of important Government rules, notifications and orders, etc. in Hindi and Punjabi languages in addition to English in the UT.
 - c. The UT Administration should also ensure receipt of, and reply to the representations for redressing the grievances in minority language wherever required.
 - d. The UT Administration needs to provide detailed information regarding use of the minority language in examinations for recruitment to UT Civil Services.
 - e. The UT Administration is advised to provide wide publicity of the Safeguards/facilities available to the linguistic minorities.
 - f. The UT Administration is advised to conduct regular meetings of UT-Level Implementation Committee to monitor implementation of the Safeguards for the linguistic minorities in the UT
 - g. The Nodal Officer of the UT Administration of Chandigarh needs to ensure that the comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to present its Report to the Hon'ble President of India within the stipulated time.
- 2.20 The UT Administration of Chandigarh is requested to take note of the findings for remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the Union Territory of Chandigarh.

DELHI

3

LINGUISTIC PROFILE

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

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

- 3.2 a. **Official Language of the NCT of Delhi:** Hindi is the Official Language of the NCT of Delhi
- b. **Additional Official Language of the NCT of Delhi:** Urdu and Punjabi have been declared as Additional Official Languages of the NCT of Delhi.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 3.3 It is a matter of concern that the Government of NCT of Delhi has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 3.4 No reply has been received from the Government of NCT of Delhi till the time of finalization of this report for its presentation to Hon'ble President of India.

3.5 RECOMMENDATIONS

- a. The factual status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of NCT of Delhi.
- b. The Government of NCT of Delhi needs to review the status of the minority languages and formulate appropriate policy on the languages spoken in the NCT of Delhi.
- c. The Government of NCT of Delhi should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/ Taluka/Municipality population.

- d. Arrangements should be made to ensure receipt of, and reply to, the representations for redressing the grievances in minority languages.
 - e. The NCT of Delhi needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The NCT of Delhi needs to furnish detailed information about the posts of teachers and arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote the minority languages in NCT of Delhi. The Language Academies should be established and adequately funded for the development of minority languages.
 - h. The Government of the NCT of Delhi should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education.
 - i. The Government of the NCT of Delhi should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The Government of NCT of Delhi is advised to set up a High Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for linguistic minorities in the NCT of Delhi.
 - k. The Nodal Officer, Government of NCT of Delhi, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 3.6 The Government of the NCT of Delhi is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the NCT of Delhi.

HARYANA

4

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 4.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 4.4 No reply has been received from the State Government till the time of finalization of this report for its presentation to Hon'ble President of India.

4.5 RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of response from the Government of Haryana.
- The State Government needs to review the status of the minority languages and formulate appropriate policy for languages spoken in the State of Haryana.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of, and reply to the representations for the redressal of grievances in minority languages.

- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote minority languages in the State. The Language Academies should be established and adequately funded for the development of minority languages in the state.
 - h. The State Government should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
 - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - k. The Nodal Officer, Government of Haryana, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 4.6 The Government of Haryana is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

HIMACHAL PRADESH

5

LINGUISTIC PROFILE

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

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

- 5.2 a. **Official Language of the State:** Hindi is the Official Language of the State.
- b. **Additional Official Language :** It has been stated that English is used in addition to the Official Language of the State for transaction of business in the legislature of the State.
- c. It has been stated that no minority language is spoken by 60 percent or more of the population of a district. It has also been stated that there is no District/Tehsil/Taluka/Municipality, where the minority languages are spoken by 15 percent or more of the local population. However, it has been stated that Bhoti language is spoken in certain areas of Lahul Spiti and Pangi.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

5.3 Use of Minority Languages in the State

- a. It has been informed that all important rules, regulations and notices, etc. are being published in Hindi and English languages only.
- b. It has been stated that no orders are issued for receipt of or reply to the representations for redressing the grievances in minority languages, while these are generally replied to in Hindi or English.

5.4 Recruitment to State Services

- a. It has been informed that the knowledge of Regional/Official Language is a pre-requisite for recruitment to the State Services.

- b. It has also been informed that only Hindi or English language is the medium for answering the question papers for recruitment examinations to State Services.
- c. With regard to the domiciliary restrictions for recruitment to State Services, it has been stated that a candidate must be a bonafide native of the State.

5.5 Recognition of Linguistic Minority Educational Institutions

- a. No information has been provided with regard to the Rules and Regulations/Guidelines and the Competent Authority designated for recognition of linguistic minority educational institution.
- b. No information has been furnished regarding the linguistic minority educational institutions, recognized language-wise as on June 30, 2013.
- c. No information has been given in regard to the receipt of representations/complaints/petitions from linguistic minorities about recognition of their minority educational institutions.

5.6 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that no such rules/regulations have been framed/notified for the sanction of grants-in-aid to the linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

5.7 Primary Stage (Class I to V)

It has been stated that Hindi is the only medium of instruction at Primary stage of education in the Government schools.

5.8 Upper Primary Stage (Class VI to VIII)

No information has been furnished regarding the facility for learning the minority languages as a medium of instruction. However, it has been stated that Bhoti is being taught as a subject at the Upper Primary stage of education, as per the details given below:

Language	Schools	Students	Teachers
Bhoti	45	1015	45

5.9 Secondary Stage (Class IX to X)

No information has been furnished regarding the facility for learning the minority languages either as a medium of instruction or as a subject at the Secondary stage of education.

5.10 Higher Secondary Stage (Class XI to XII)

No information has been furnished regarding the facility for learning the minority languages either as a medium of instruction or as a subject at the Higher Secondary level.

5.11 Three-Language Formula

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

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

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

5.12 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	100	34	100	34
Punjabi	100	72	100	72
Bhoti	45	45	45	45

- b. It has been stated that the Urdu teachers are trained at Urdu Training and Research Centre, Solan for teaching Urdu as a subject and as a medium. There is no collaboration/ arrangement with neighbouring States for training of teachers in minority languages.

Training Institute	Minority Language	
	As a Medium	As a Subject
Urdu Teaching and Research Centre, Solan, H.P.	Urdu	Urdu

5.13 Text-books in Minority Languages

- a. No information has been furnished as to the availability of text-books in minority language and other teaching materials for linguistic minority students at the beginning of the academic session.
- b. The State Government has not provided any information with regard to the agencies/inter-state arrangement for procuring minority language text-books and other teaching materials for linguistic minority students.

- c. It has been reported that there is no provision for availability of minority language text-books and other teaching materials for the linguistic minority students at competitive/subsidized rates.

5.14 Maintenance of Language Preference Registers in Schools

No information has been provided regarding the maintenance of Language Preference Registers in schools.

5.15 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. Urdu and Punjabi as subjects have been introduced in one hundred (100) schools of the State.
- b. There are no Language Academies for the promotion of minority languages in the State. However, there is Urdu Teaching and Research Centre at Solan for the promotion and development of Urdu language, as given below:

Language	Name of Institution	When Established	Budget for year 2012-13
Urdu	Urdu Teaching and Research Centre, Saproon, Solan, H.P.	1973	Under MHRD, Govt. of India

5.16 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

No information has been furnished about establishment of any Committee at the State/District levels.

5.17 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The State Government has not provided any information with regard to the publicity of Constitutional Rights and Safeguards.

5.18 FINDINGS/RECOMMENDATIONS

- a. The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages, for the benefit of linguistic minorities.
- b. Arrangements should be made to ensure receipt of and reply to the representations for redressing the grievances, in minority languages.
- c. The State Government needs to initiate steps to implement the Constitutional provision for recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such educational institutions in the State.
- d. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment

nor should it impose domiciliary restrictions for recruitment to the State Services.

- e. The State Government should furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of minority languages' teachers and arrangement for their training for teaching of minority languages including the Bhoti.
 - g. The State Government is urged to maintain Language Preference Registers to record language preference of linguistic minority students in all the schools to facilitate inter-school adjustments so as to provide instructions in mother tongue/minority languages in the State.
 - h. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
 - i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, a District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
 - j. The Nodal Officer, Government of Himachal Pradesh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 5.19 The Government of Himachal Pradesh is requested to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

JAMMU AND KASHMIR

6

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 6.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 6.4 No reply has been received from the State Government till the time of finalization of this report for its presentation to Hon'ble President of India.

6.5 RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Jammu and Kashmir.
- The State Government needs to review the status of the minority languages and formulate appropriate policy on languages spoken in the State of Jammu and Kashmir.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of and reply to the representations for redressal of grievances in minority languages.

- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of teachers and arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of the minority languages.
 - h. The State Government should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/ languages in the State.
 - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for linguistic minorities.
 - k. The Nodal Officer, Government of Jammu and Kashmir, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 6.7 The Government of Jammu and Kashmir is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

PUNJAB

7

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 7.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 7.4 No reply has been received from the State Government till the time of finalization of this report for presentation to Hon'ble President of India.

7.5 RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the State Government.
- The State Government needs to review the status of the minority languages and formulate appropriate policy on languages spoken in the State.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of and reply to the representations for the redress of the grievances in minority languages.

- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information on the posts of teachers and the arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for development of languages spoken by the linguistic minorities in the state.
 - h. The State Government should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.
 - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for linguistic minorities.
 - k. The Nodal Officer, Government of Punjab, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 7.6 The State Government is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

RAJASTHAN

8

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

8.3 Use of Minority Languages in the State

- a. No information has been provided about the translation and publication of important rules, regulations and notification, etc. in minority languages.
- b. The State Government has not furnished any information about the receipt of and the reply to the representations for redressing the grievances in minority languages.

8.4 Recruitment to State Services

- a. It has been informed that no such provisions exist as to knowledge of Official Language as a pre-requisite for recruitment to State Services.
- b. It has also been stated that minority languages are not permitted to be used in answering question papers for recruitment tests to the State Services.
- c. It has been informed that no domiciliary restrictions apply for recruitment to the State Services.

8.5 Recognition of Linguistic Minority Educational Institutions

It has been informed that the Director, Department of Minority Affairs, Government of Rajasthan is the competent authority to accord recognition to the linguistic minority educational institutions. However, no information has been furnished about the linguistic minority educational institutions recognized language-wise as on 30 June, 2013. No application is stated to be pending for recognition as linguistic minority educational institutions as on 30 June, 2013.

8.6 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that the Director, Department of Minority Affairs, Government of Rajasthan is the competent authority for sanction of grants-in-aid to linguistic minority educational institutions.
- b. Details of the Grants-in aid to Linguistic Minority Educational Institutions Sanctioned for the year 2012-13 are as follows:

Level	No. of Schools	Minority Language
Primary	3548 Madarsas	Urdu
Upper Primary	279 Madarsas	Urdu

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

8.7 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Urdu	17	2,274	29
Sindhi	03	50	04

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

Language	Schools	Students	Teachers
Urdu	3,548	2,41,404	4,468 (Urdu on Contract)
Urdu	171	13,311	82
Sindhi	10	832	14

8.8 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Urdu	14	1,441	32
Sindhi	05	86	22

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

Language	Schools	Students	Teachers
Urdu	279 Madarsas	9,596	825 (Urdu on Contract)
Urdu	867	88,926	585
Sindhi	12	1,014	18
Punjabi	806	42,827	806

8.9 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Urdu	347	21,600	469
Punjabi	68	15,406	47
Sindhi	25	695	35
Gujarati	10	648	10

8.10 Higher Secondary Stage (Class XI to XII)

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

8.11 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Urdu	36,804	7,684	1,640
Sindhi	581	190	82
Punjabi	48,022	7,011	996
Sanskrit	11,30,430	-	-
Gujarati	-	229	109

8.12 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	8,619	5,293	-	-

- b. No information has been furnished with regard to the arrangements for training of teachers for teaching of minority languages as a medium of instruction and as a subject. It has also been informed that there is no collaboration with neighbouring States for training of minority languages teachers.

8.13 Text-books in Minority Languages

- a. Rajasthan State Institute of Educational Research and Training, Udaipur, Rajasthan State Text-books Board, Jaipur, Rajasthan Board of Secondary Education, Ajmer and Rajasthan Madarsa Board, Jaipur are the agencies responsible for the preparation and publication of the text-books in minority languages.
- b. The text-books and other teaching materials are stated to be provided to the students of minority languages at the beginning of the Academic Session free of cost.

8.14 Maintenance of Language Preference Registers in Schools

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

8.15 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

Language	Name of Academy	When Established	Budget for 2012-13 (in Lakh)
Urdu	Rajasthan Urdu Academy, Jaipur	1979	Rs.98.00
Sindhi	Rajasthan Sindhi Academy, Jaipur	1979	Rs.21.61

8.16 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. No information has been furnished about the Machinery/ Committee constituted to monitor and review the implementation of Safeguards for the linguistic minorities at the State/District level.
- b. It has been informed that the District Education Officers for Primary and Secondary Schools have been entrusted to look after linguistic minority affairs at the district level.

8.17 **PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS**

It has been stated that the District Education Officers for Primary and Secondary Schools of all the concerned districts are entrusted with the responsibility for informing the linguistic minorities about the Safeguards and facilities available to them. No Pamphlets, etc. detailing the Safeguards for the linguistic minorities have been published. However, orders are stated to have been issued for the officers to spread awareness about the Safeguards available to linguistic minorities in the State. It has also been stated that important notices are displayed on notice-boards.

8.18 **FINDINGS/RECOMMENDATIONS**

- a. The State Government needs to notify the areas where the linguistic minorities constitute 15 percent or more of the population of the Tehsil/Taluka/Municipality.
- b. The State Government needs to ensure translation and publication of Rules, Regulations and Notices, etc. in the relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- c. Arrangements should be made to ensure the receipt of and the reply to the representations for redressing the grievances in minority languages.
- d. The State Government needs to furnish complete details of the post of teachers created/sanctioned for minority languages and arrangement for training facility for minority language teachers.
- e. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- f. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor and review implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
- g. The Nodal Officer, Government of Rajasthan needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner in time so as to enable the Constitutional Authority to present his Report to Hon'ble President of India within the stipulated time.

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

BIHAR

9

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

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

9.4 RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of explicit response from the Government of Bihar.
- b. The State Government needs to notify the districts and municipality areas where minority languages are spoken and ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka /Municipality population.
- c. Arrangements should be made to ensure receipt of and reply to the representations for the redressal of the grievances in minority languages.
- d. The State Government needs to ensure that Language Preference

Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the Primary and Secondary stages of education in the State.

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

CHHATTISGARH

10

LINGUISTIC PROFILE

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

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

- 10.2 It has been stated that there is no district in the State where the minority languages are spoken by 60 percent or more of the population. It has also been stated that there is no District/Tehsil/Taluka/Municipality where the minority languages are spoken by 15 percent or more of the local population.
- 10.3 **Official Language of the State:** Hindi is the Official Language of the State.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

10.4 Use of Minority Languages in the State

- No information has been furnished with regard to the arrangement for translation and publication of important Government rules, orders and notifications etc. in minority languages.
- No information has been provided about the receipt of the and the reply to the representations for redressing the grievances in minority languages.

10.5 Recruitment to State Services

- No information has been provided with regard to knowledge of the regional/Official Language as a pre-requisite for recruitment to State Services
- The State Government has not given any information as to whether the minority languages are permitted to be used in

answering question papers for the recruitment test to State Services.

- c. No information has been given with regard to the imposition of domiciliary restrictions at the time of recruitment to State Services.

10.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that the authority for according recognition to linguistic minority educational institution is vested in Commissioner/Director Scheduled Tribes and Scheduled Castes Development Department, Raipur. But this office has got applications for recognition only from religious institutions. No application has been received for according recognition to linguistic minority educational institutions. It has also been stated that the Guiding Principles and Relevant Procedure for according recognition and linguistic minority certificate to linguistic minority educational institutions have been provided under the Chhattisgarh Government Scheduled Tribes and Scheduled Castes Development Department's Order No.9096/2007/25-2/Aajak, dated 11 October, 2007 and Amended Order No. F-20-57/25-3/2008/Aajavi dated 23 June, 2010. For recognition of the linguistic minority educational institutions, the following documents are required to be annexed with the prescribed application:
 - i. Registration of the firm and institution.
 - ii. Rules.
 - iii. Audited Accounts and Annual Reports for three years prior to application.
 - iv. Recruitment Rules-Academic/Non-Academic RRs, whichever applicable.
 - v. List of movable, immovable property of the institution and their verified Assessment Sheet, list of syllabi, educational qualifications of teaching/non-teaching faculty, their posts, salary and other particulars, Certificate of the recognizing institute e.g. All India Council of Technical Education (AICTE) and Certificate of Affiliating University/Board.
 - vi. Fee prescribed by the State Government.
- b. It has been stated that 60 linguistic minority educational institutions have been registered as on 30.6.2013. It has also been stated that no representation has been received or pending for recognition during the period.

10.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. No clear-cut information has been provided in regard to the rules/regulations/guidelines for sanction of grants-in-aid to Primary and Secondary linguistic minority educational institution and the authority designated for the purpose. It has been stated that grants-in-aid are sanctioned as per decision of the State Government.

- b. Details of the grants-in-aid for linguistic minority educational institutions stated to be sanctioned for 2012-13, are as follows:

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

10.8 Primary Stage (I to V)

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

Language	Schools	Students	Teachers
Urdu	03	150	16

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

Language	Schools	Students	Teachers
Urdu	02	150	10
Punjabi	02	180	11

10.9 Upper Primary Stage (VI to VIII)

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

Language	School	Students	Teachers
Urdu	01	135	4

10.10 Secondary Stage (IX to X)

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

10.11 Higher Secondary Stage (XI to XII)

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

Language	Schools	Students	Teachers
Urdu	02	175	07
Punjabi	01	80	03

10.12 Three-Language Formula

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

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

- b. No specific information has been furnished about the details of students covered under the Three Language Formula in classes VIII, X and XII.

10.13 Teachers for Minority Languages

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

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

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

Training Institute	Minority Language	
	As a Medium	As a Subject
SCERT, DITE	Hindi	Mathematics/Environment
B.R.C.G.	English, Urdu	Science/Social Science

- c. As regards the details of the collaboration/arrangement with neighbouring states for exchange of minority language teachers/opening of teachers training institutes/centres, it has been stated that teachers are imparted training of Urdu language at Jamia Milia Islamia, Delhi and UP SCERT .

10.14 Text-books in Minority Languages

The text-books in minority languages and other teaching materials are stated to be available to linguistic minority students in time, free of cost. The agency responsible for the preparation and publication of minority language text-books is Chhattisgarh State Text-book Corporation.

10.15 Maintenance of Language Preference Registers in Schools

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

10.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

Language	Name of Institution	When established	Budget for 2012-13 (in lakh)
Urdu	Chhattisgarh State Urdu Academy	01 October, 2003	Approx. Rs. 45.00 Lakh. The Budget is provided by the Government

10.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been reported that District Minority Welfare Committee has been constituted under the Chairmanship of the Collector in every district of the State. Besides, there is a State Level Committee under the Chairmanship of the Chief Secretary.
- b. It has been reported that a meeting to implement nationally agreed and Constitutional Safeguards for linguistic minorities was held in July, 2013 under the Chairmanship of the Chief Secretary of the Government of Chhattisgarh.
- c. It has been stated that if required, the Minorities Commission looks after the case of the linguistic minorities as well.
- d. It has been reported that the Collectors of all the districts of the State have been entrusted with the linguistic minorities affairs by the State Government.

10.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

- a. As regards the publicity of Constitutional Rights and Safeguards, the Offices of the District Collectors and Educational Officers make the information available at the district and block levels.
- b. It has been reported that posters, handbills etc. were published by the Chhattisgarh Minority Commission for dissemination of the Safeguards schemes.

10.19 FINDINGS/RECOMMENDATIONS

- a. The State Government should ensure the receipt of and the reply to the representations for redressing the grievances in minority languages.

- b. The State Government needs to arrange for teachers for teaching of other minority languages, as is done in the case of Urdu language.
 - c. The State Government needs to furnish detailed information regarding the educational facilities available to the linguistic minority languages' students at the Upper Primary, Secondary and Higher Secondary stages of education in the State.
 - d. The State Government needs to ensure maintenance of Language Preference Registers to record preference of linguistic minority students in all the schools to facilitate instruction in mother tongue/languages in the State.
 - e. The State Government is advised to include a local M.P., preferably belonging to the Linguistic Minorities in the State-Level Committee. Similarly, the District Level Committee under the Chairmanship of the District Collector may also include a local M.L.A., preferably belonging to the Linguistic Minorities, to ensure effective implementation of the Safeguards for the linguistic minorities.
 - f. The Nodal Officer, Government of Chhattisgarh, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Honorable President in time.
- 10.20 The Government of Chhattisgarh is urged to take note of the points mentioned above and initiate/institute necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

JHARKHAND

11

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

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

11.5 RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- b. Arrangements should be made to ensure receipt of, and reply to the representations for the redressal of the grievances in minority languages.
- c. Knowledge of the State's Regional/Official Language should not be a pre-requisite for recruitment to the State Services.

- d. The State Government needs to ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the Primary and Secondary stages of education in the State.
 - e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of teachers and the arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for the development of the minority languages.
 - h. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
 - i. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - j. The Nodal Officer, Government of Jharkhand, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 11.6 The Government of Jharkhand is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

MADHYA PRADESH

12

LINGUISTIC PROFILE

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

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

- 12.2. It has been informed that there are not districts with 60 percent population of the linguistic minorities in the State.
- 12.3. The following minority languages are spoken by 15 percent or more of the District/Tehsil/Taluka/Municipality population:

District	Tehsil/Taluka/ Municipality	Language	Percentage
Bhopal	Hujoor	Urdu	20
Vidisha	Kurvai	Urdu	20
Bhurhanpur	Bhurhanpur	Urdu	20

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

12.5 Use of Minority Languages in the State

- It has been informed that there has been no arrangement for the publication of important rules, regulations, notices etc. in minority languages.
- It has been informed that utmost efforts are made in order to reply representations/applications as received in minority language, in the same languages.

12.6 Recruitment to State Services

- It has been informed that the knowledge of regional/official

language is not a pre-requisite for recruitment to the State Services and the domiciliary restrictions do not apply at the time of recruitment to State Services.

- b. It has also been stated that the minority languages are permitted to be used for answering questions in recruitment tests to the State Service.

12.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that there are no separate authorized authorities to grant recognition or to recognize the linguistic minority institutions. However, it has been informed that the Madhya Pradesh Minority Commission has granted recognition to some institutions as detailed below:

Communities	Certificates
Muslim Community	72
Sikh Community	15
Christian Community	45
Jain Community	103

12.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that grants-in-aid are not sanctioned to new institutions. The local bodies have been authorized for grants sanctioned earlier.
- b. The details of the schools sanctioned grants-in-aid are as follows:

Communities	Certificates
Christian	102
Muslim	90
Sikh	22
Jain	57

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

12.9 Primary Stage (Class I to V)

No information has been furnished with regard to the facility for learning the minority languages as a medium of instruction as well as a subject at the Primary stage of education.

12.10 Upper Primary Stage (Class VI to VIII)

No information has been furnished with regard to the facility for learning the minority languages as a medium of instruction as well as a subject at the Upper Primary stage of education.

12.11 Secondary Stage (Class IX to X)

- a. The details of the facility for the minority languages being taught as a medium of instruction at the Secondary stage of education are as given below:

Language	Schools	Students	Teachers
Urdu	11	1,575	46

- b. The details of the facility for the minority languages being taught as a subject at the Secondary stage of education are as follows:

Language	Schools	Students	Teachers
Urdu	68	6,242	98
Marathi	24	4,423	22
Sindhi	6	73	6

12.12 Higher Secondary Stage (Class XI to XII)

- a. The details of the facility for the minority languages being taught as a medium of instruction at the Higher Secondary stage of education are as given below:

Language	Schools	Students	Teachers
Urdu	7	386	15

- b. The details of the facility for the minority languages being taught as a subject at the Higher Secondary stage of education are as follows:

Language	Schools	Students	Teachers
Urdu	29	1,873	32
Marathi	13	1,327	11
Sindhi	3	46	6

12.13 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Urdu	Nil	2,105	1,905

Marathi	Nil	2,524	2,134
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12.14 Teachers for Minority Languages

- a. The details of the posts of teachers teaching minority languages as a subject or medium of instruction are as follows:

Language	As a Medium		As a Subject	
	Posts Sanctioned	Posts Filled-up	Posts Sanctioned	Posts Filled-up
-	-	-	1927	1660

- b. There are arrangements for training of teachers teaching minority languages as a medium, as detailed below:

Training Institutes	Minority Language	
	Medium of Teaching	As a Subject
District Training Institute Entire MP-D.Ed Syllabus	Nil	Nil, but Urdu/ Sanskrit language as a subject option available as per demand
Progressive Study Education Institute, Bhopal-B.Ed. Syllabus	Nil	Urdu language as an optional language
Teachers Teaching Institute, B.Ed. Syllabus	Nil	Sanskrit as an optional language in Devas, Jabalpur

12.15 Text-books of Minority Languages

- a. It has been stated that in Government institutions, texts-books are made available to the students of minority languages free of cost.
- b. It has been informed that text-books and other teaching materials of minority languages are made available to the students of minority languages from the following agencies:
1. State Education Centre
 2. Secondary Education Board
 3. Madhya Pradesh Book Corporation

12.16 Maintenance of Language Preference Registers in Schools

It has been informed that Language Preference Registers in order to register the language preference of linguistic minority students are not maintained in schools.

12.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

The details of the institutions for the promotion and development of minority languages in the State are as follows:

Language	Name of the Academy	When	Budget for
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		Established	year 2011-12 (in lacs)
	M.P. Urdu Academy	1976	55.00
	M.P. Sahitya Academy	2002	
	a. Iqbal Sahitya Division	1984	10.50
	b. Hindi Division		42.15
	c. Marathi Division		11.59

12.18 MACHINERY FOR THE IMPLEMENTATION OF SAFEGUARDS

- a. It has been informed that there is no machinery at the State/District level for the implementation and monitoring of the Safeguards of the linguistic minorities in the State.
- b. It has been stated that the matters of the Safeguards of the linguistic minorities are dealt with by the State Minority Commission.

12.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The State Government has informed that the facilities are not being provided separately.

12.20 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/ Taluka/Municipality population.
- b. Arrangements should be made to ensure the receipt of, and the reply to the representations for redressing the grievances in minority languages.
- c. The State Government needs to ensure that the Language Preference Registers to record language preference of linguistic minority students be maintained in all schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.
- d. The information with regard to the posts of teachers sanctioned and filled is incomplete. Though certain number of teachers has been given, the information with regard to the relevant languages as not given.
- e. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- f. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to

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

- g. The Nodal Officer, Government of Madhya Pradesh is required to ensure that comprehensive and consolidated replies are furnished to the Commissioner to enable the Constitutional Authority to prepare and present his Report in time.

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

UTTARAKHAND

13

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 13.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 13.4 No reply has been received from the State Government till the time of finalization of this report for its presentation to Hon'ble President of India.

13.5. RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Haryana.
- The State Government needs to review the status of the minority languages and formulate appropriate policy on languages spoken in the State of Haryana.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of, and reply to the representations for the redressal of the grievances in minority languages.

- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of teachers and arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the state.
 - h. The State Government should ensure that Language Preference Registers to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
 - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - k. The Nodal Officer, Government of Uttarakhand, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 13.6 The Government of Uttarakhand is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

UTTAR PRADESH

14

LINGUISTIC PROFILE

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

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

- 14.2 The details of the language spoken by 60 percent or more of the district population are as under:

District	Language	Speakers	Percentage
Sambhal	Urdu	-	80

- 14.3 The details of the language spoken by 15 percent or more of the District/tehsil/Taluka/Municipality population are as under:

District	Tehsil/Taluka/Municipality	Language	Percentage
Sambhal	Chandausi	Urdu	50
	Sadar	Urdu	63.07
	Sahbad	Urdu	40.30
	Swar	Urdu	55.74
	Danta	Urdu	53.19
	Bilaspur	Punjabi	47.19
Sitapur	Milak	Urdu	38.74
	Laharpur	Urdu	20
	Mahmudabad	Urdu	15
	Khairabad	Urdu	20
Pilibhit	Puranpur	Urdu	14.8
Hamirpur	Maudha	Urdu	15
Unnao	Nagar Palika	Urdu	15
Firozabad	Nagar Palika	Urdu	15

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

14.5 Use of Minority Languages in the State:

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

14.6 Recruitment to State Services

- a. It has been stated that the knowledge of regional/Official Language is not a pre-requisite for recruitment to the State Service.
- b. The State Government has not furnished any information on whether the minority languages are permitted to be used in answering question papers in recruitment tests for State Services or about any domiciliary restriction for recruitment to the State Services.

14.7 Recognition of Linguistic Minority Educational Institutions

With regard to the recognition of linguistic minorities educational institutions in the State no specific information has been provided by the State Government. However, it has been stated that the institutions (Secondary Schools) have been given the status of minority institution based on the religion and the Competent Authority in this regard is the National Commission for Minorities, New Delhi.

14.8 Grant-in-aid to Linguistic Minority Educational Institutions

It has been reported that the Secretary (Secondary Education), Government of Uttar Pradesh, Lucknow is the Competent Authority for sanctioning grants-in-aid to the minority institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

14.9 Primary Stage (Class I to V)/Upper Primary Stage (Class VI to VIII)

No information has been furnished in respect of educational facilities available to the linguistic minority students at the Primary/Upper Primary stages of education in the State. However, it has been stated that Urdu teachers for teaching Urdu as a subject in Primary stage are arranged in accordance with the number of students opting to learn Urdu. As the number of students keeps on changing, the information in this regard is variable.

14.10 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Urdu	756	46,569	856
Punjabi	08	340	05
Sindhi	02	93	02
Bengali	01	05	02

14.11 Higher Secondary Stage (Class XI to XII)

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

Language	Schools	Students	Teachers
Urdu	62	13,573	368
Pali	01	85	01

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

Language	Schools	Students	Teachers
Urdu	464	31,617	488
Punjabi	06	201	03
Sindhi	02	93	02
Pali	01	85	01
Bangla	01	05	02

14.12 Three-Language Formula

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

First Language: Hindi

Second Language: English

Third Language: Urdu/Sanskrit

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

14.13 Teachers for Minority Language

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	1,049	986	1,002	904
Punjabi	01	01	07	04
Sindhi	02	02	-	-
Pali	-	-	01	01

- b. No information has been furnished about the arrangement for training of teachers for teaching minority languages.

14.14 Text-Books in Minority Language

- a. It has been informed that minority language Text-books and other teaching materials are available to the minority language students at the beginning of the Academic Session.
- b. No specific information has been furnished with regard to the agency responsible for the preparation and publication of the Text-books as well as the inter-state arrangement for procurement of Text-books.
- c. It has been reported that minority language Text-books and other teaching materials are not made available to the linguistic minority students at competitive/subsidized rates.

14.15 Maintenance of Language Preference Registers in Schools

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

14.16 Promotion and Development of Minority Languages

It has been informed that U.P. Sindhi Academy, U.P. Punjabi Academy, U.P. Urdu Academy and Fakruddin Ali Ahmad Memorial Committee are working for the promotion, publicity and development of minority languages and their literature, the details of which are as follows:

Language	Name of Academy	When Established	Budget for Year 2012-13 (Rs. in Lacs)
Sindhi	U.P. Sindhi Academy	7-2-1996	36.20
Punjabi	U.P. Punjabi Academy	17-3-1998	21.40
Urdu	U.P. Urdu Academy	1972	418.00
Urdu	Fakruddin Ali Ahmad Memorial Committee	1976	44.83

14.17 Machinery for Implementation of Safeguards

It has been informed that no committee or machinery has been constituted at the State or District level for monitoring and reviewing the Safeguards of the linguistic minorities.

14.18 Publicity of Constitutional Rights and Safeguards

- a. It has been informed that the Department of Information has been publishing a monthly magazine entitled '*Naya Daur*' for the last 67 years wherein articles pertaining to the development and Safeguards of the linguistic minorities are frequently published.
- b. It has been stated that publicity leaflets titled 'Kaamyabi ke Kadam' 'Tamir aur Tarakki ka ek Saal', and 'Agenda of the progress of the State', have been published in Urdu language and distributed across all the districts of the State for the Safeguards and development of the linguistic minorities.
- c. Communique and advertisements have been published from time to time in the dailies, weekly and monthly newspapers/magazines of the State/Districts in Urdu language for the development of the linguistic minorities and their Safeguards.
- d. Hoardings pertaining to the Safeguards of the linguistic minorities are also displayed from time to time and Press Releases issued in Urdu newspapers, agencies, news channels etc.

14.19 FINDINGS/RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of complete and comprehensive response from the Government of Uttar Pradesh. However, the Commissioner for Linguistic Minorities could ascertain the status from the interactions held with the State Educational Authorities on 29th March, 2014 and from representations received and the meetings held with the linguistic minority groups in the State.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/ Taluka/Municipality population.
- c. Arrangements should be made to ensure the receipt of and the reply to the representations for redressal of grievances in minority languages in addition to Urdu.
- d. The State Government needs to initiate effective steps to implement the Constitutional Provisions with regard to the recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions. The State Government is also urged to designate an Authority for recognition of linguistic minority institutions in the State and to address the issues with regard to pending recognition of the Bengali linguistic minority institutions as per the decision taken in the matter of similar institutions.

- e. The State Government needs to ensure that the Language Preference Registers to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/minority languages at the Primary and Secondary stages of education in the State.
- f. It has been informed that there are 464 schools where the facility for learning Urdu as a subject is available and there are 31617 students. However there are only 488 teachers, almost one teacher for each school. It is a matter of regret that teachers qualified to teach in Urdu are not available in the State. It is also deplorable that Urdu course materials are also not available for teaching Urdu. The State Government is therefore urged to take to provide adequate number of trained teachers for the benefit of the children belonging to the linguistic minority community in the State.
- g. It has been brought to the notice of the Commissioner for Linguistic Minorities that in Secondary Education and Intermediate Education Urdu can be taken as one of the subjects. However, the Board of High School and Intermediate Education has framed Syllabus and Examination Rules in a manner that Urdu language paper cannot be taken with important subjects like Science, Mathematics, Commerce, Sanskrit etc. The State should therefore needs to make suitable amendments in this regard so that the Urdu speakers are not denied their fundamental right to learn the modern Science, Mathematics and Commerce for their bright future.
- h. It has also been brought to the notice of the Commissioner for Linguistic Minorities that the U.P. Board of Secondary Education Notification, 1952 (now known as the Intermediate Board) declared that "Institutions will be granted recognition only for imparting education through the medium of Hindi". This has totally deprived the right of recognition to non-Hindi medium schools and against the Safeguards provided under Articles 29 and 30 of the Constitution. Therefore, the State is urged to re-examine the clause and amend it suitably to protect the rights of the linguistic minority groups living in that State.
- i. The State Government is advised to set up a State Level Safeguard Implementation Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
- j. The Nodal Officer needs to ensure that comprehensive and consolidated replies are furnished to the Questionnaire to enable the Constitutional Authority to prepare and present his Report within the stipulated time. In this regard attention is invited to the deliberations of the Commissioner for Linguistic Minorities with the

State Educational Authorities on 29 March, 2014 regarding the disparity in the facility for learning Urdu at the Primary stage of education, when compared to the largest population of the Urdu speakers in the State. The State needs to ascertain the preference of the parents of the linguistic minority children to learn their mother-tongue at the time of admission it-self in the schools.

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

ARUNACHAL PRADESH

15

LINGUISTIC PROFILE

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

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

- 15.2 **Official Language of the State:** The Official Language of the State is English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 15.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 15.4 No reply has been received from the State Government till the time of finalization of this report for its presentation to Hon'ble President of India.

15.5 RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of response from the Government of Arunachal Pradesh.
- The State Government needs to review the status of the minority languages and formulate appropriate policy for languages spoken in the State of Haryana.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of and reply to the representations for the redressal of grievances in minority languages.

- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote minority languages in the State. The Language Academies should be established and adequately funded for the development of minority languages in the state.
 - h. The State Government should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
 - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - k. The Nodal Officer, Government of Arunachal Pradesh, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 15.6 The Government of Arunachal Pradesh is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

ASSAM

16

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

- 16.3 It is a matter of concern that the State Government has not replied to the Commissioner's communications, which were sent in pursuance of the Constitutional mandate embodied in Article 350 B (2) of the Constitution of India.
- 16.4 No reply has been received from the State Government till the time of finalization of this report for its presentation to Hon'ble President of India.

16.5 RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the linguistic minorities could not be ascertained in the absence of response from the Government of Haryana.
- The State Government needs to review the status of the minority languages and formulate appropriate policy for languages spoken in the State of Haryana.
- The State Government should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure receipt of, and reply to the representations for the redressal of grievances in minority languages.

- e. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.
 - g. Effective action should be taken to protect and promote minority languages in the State. The Language Academies should be established and adequately funded for the development of minority languages in the state.
 - h. The State Government should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
 - i. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - k. The Nodal Officer, Government of Assam, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 16.6 The Government of Assam is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

MANIPUR

17

LINGUISTIC PROFILE

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

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

- 17.2 a. Details of the districts where minority language are spoken by the 60 percent or more of the local population are as follows:

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

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

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

- 17.3 a. **Official Language of the State:** The Official Language of the State is Manipuri.
- b. **Additional Official Language :** It has been informed that English is declared as the Additional Official Language of the State.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

17.4 Use of Minority Languages in the State

- a. It has been stated that there is no arrangement for translation and publication of rules, regulations and notices, etc. in minority languages.
- b. It has also been stated that orders exist for the receipt of, and the reply to the representations for redressing the grievances in minority languages.

17.5 Recruitment to State Services

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

17.6 Recognition of Linguistic Minority Educational Institutions

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

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

17.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that no specific grants-in-aid have been instituted by the State Government for linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

17.8 Primary/Upper Primary/Secondary/Higher Secondary Stages

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

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

17.9 Three-Language Formula

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

First Language:	Manipuri or one of the major Indian languages (Bengali, Nepali, Punjabi, etc.) or one of the nine recognized Tribal languages.
Second Language:	English
Third Language:	Manipuri for those who do not offer Manipuri as First Language or Hindi for those who do not offer Hindi as First Language or Elementary Hindi and Elementary Manipuri for those who offer one recognized Tribal Language as first language.
- b. However, the details of the students covered under the Three Language Formula have not been furnished.

17.10 Teachers for Minority Languages

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

- b. It has also been stated that there is no arrangement for training of teachers for teaching of minority languages as a medium or as a subject.

17.11 Text-books in Minority Languages

- a. It has been informed that the Board of Secondary Education, Manipur and the Literature Society of the respective Minority Language prepare text-books for recognized minority languages.
- b. It has been informed that the text-books are distributed free of cost under the Sarva Siksha Abhiyan programme. There has also been a scheme under the Department of Education for the purchase of books written in Tribal languages for distribution to the minority language students for free of cost.

17.12 Maintenance of Language Preference Registers in Schools

It has been stated that the Language Preference Registers are yet to be maintained in the State. However, it has been stated that orders have been issued for opening of such registers in all the Primary schools of Hill Districts of Manipur.

17.13 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been informed that the following activities for the promotion and development of minority languages are being undertaken by the State Government:

- a. Preparation and production of comprehensive Grammar, Teaching and Learning materials.
- b. Compilation of monolingual, bilingual and multilingual dictionaries.

17.14 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

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

17.15 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been informed that such awareness programmes are yet to be undertaken. It has also been informed that the complaints are also yet to be categorized on the basis of language.

17.16 FINDINGS/RECOMMENDATIONS

- a. The State Government is urged to ensure translation and

publication of Rules, Regulations, Notices, etc. in the relevant minority/tribal languages for the benefit of linguistic minorities where the speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.

- b. The State Government should consider permitting minority languages in answering the question papers for recruitment tests to the State Services.
- c. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to afford equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated probation period.
- d. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- e. The State Government needs to furnish detailed information about the posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- f. The State Government needs to ensure that the Language Preference Registers to record language preference of linguistic minority students be maintained in all the Primary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages.
- g. The State Government should provide wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- h. The State/District Level Committee under the chairmanship of the Chief Secretary/the District Collectors respectively are required to be constituted to monitor implementation of the Safeguards for the Linguistic Minorities in the State.

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

MEGHALAYA

18

LINGUISTIC PROFILE

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

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

- 18.2 a. **Official Language of the State:** The Official Language of the State is English.
- b. **Additional Official Language of the State:** It has been informed that Khasi language has been declared as the Additional Official Language for all purposes in the District, Sub-Division and Block level offices of the State Government located in the Districts of Khasi-Jaintia Hills of Meghalaya.

It has also been informed that Garó Language has been declared as the Additional Official Language for all purposes in the Districts, Sub-Division and Block level offices of the State Government located in the Districts of Garó Hills of Meghalaya.

- 18.3 Details of the minority languages spoken by 60 percent or more of the district population are as follows:

District	Language	Percentage
West Garó Hills	Garó	64
East Garó Hills	Garó	93
South Garó Hills	Garó	95
West Khasi Hills	Khasi	68
East Khasi Hills	Khasi	73
Jaintia Hills	Khasi/Pnar	90
Ri Bhoi District	Khasi	52

- 18.4 Details of the minority languages spoken by 15 percent or more of the areas (district/tehsil/taluka/municipality) population are as follows:

District	Language
West Garó Hills	Bengali/Garó

East Garo Hills	Garó
South Garo Hills	Garó
West Khasi Hills	Khasi/Garó
East Khasi Hills	Khasi
Jaintia Hills	Khasi
Ri Bhoi District	Khasi

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

18.5 Use of Minority Languages in the State

- a. The State Government has informed that translation is made in the local languages. It has also been informed that training of grass root level workers is done in the local languages namely Garó and Khasi.
- b. No specific information has been provided by the State regarding the existence of Orders for the receipt of, and the reply to the representations for redressing the grievances. However, it has been stated that redressal of grievances is available at each District where complaint-boxes are placed .
- c. It has also been stated that oral-translation in minority languages is available for redressing the grievances.

18.6 Recruitment to State Services

- a. It has been stated that examination for recruitment is held in the Official Language of the State, i.e., English. Although Khasi and Garó are the additional Official Language s, there is no instance on prior knowledge of these languages for recruitment to Government posts.
- b. No domiciliary restrictions are imposed at the time of recruitment to the State Services.

18.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that notification of linguistic minority educational institutions in the State of Meghalaya is yet to be made.
- b. It has been informed that the State Government is not in the receipt of any representations/complaints/petitions from linguistic minorities about recognition of their minority educational institutions.

18.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that Primary and Secondary educational

institutions are sanctioned grants-in-aid in accordance with Meghalaya School Education Act, 1981.

- b. It has also been stated that linguistic minorities are yet to be notified.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

18.9 Primary Stage (Class I to V)

Details of the facility for learning the minority languages both as medium/subject at the Primary stage of education are as follows:

Language	Schools	Students	Teachers
Assamese	3	209	10
Nepali	2	222	10
Bengali	3	472	18

18.10 Upper Primary Stage (Class VI to VIII)

No information has been furnished with regard to the minority languages being taught as a medium of instruction. However, details of the facility for learning minority languages as a subject at the Upper Primary stage of education are as follows:

Language	Schools	Students	Teachers
Nepali	2	212	9
Bengali	3	179	13

18.11 Secondary Stage (Class IX to X)

No information has been furnished regarding the minority languages being taught as a medium of instruction. However, details of the facility for learning minority languages as a subject at the Secondary stage of education are as follows:

Language	Schools	Students	Teachers
Assamese	1	22	2
Nepali	1	48	1
Bengali	3	380	3

18.12 Higher Secondary Stage (Class XI to XII)

No information has been furnished regarding the minority languages being taught as a medium of instruction. However, details of the facility for learning minority languages as a subject at the Higher Secondary stage of education are as follows:

Language	Schools	Students	Teachers
Assamese	1	22	2
Nepali	1	48	1
Bengali	3	380	3

18.13 Three-Language Formula

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

First Language:	English
Second Language:	Khasi/Garo
Third Language:	(i) Hindi for all students whose mother tongue is not Hindi. (ii) Either Khasi or Garo or Assamese or Bengali for all students whose mother tongue is Hindi.

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

18.14 Teachers for Minority Languages

- a. No specific information has been furnished regarding the sanctioned/filled up posts of teachers to teach minority languages as a medium of instruction and as a subject. However, it has been informed that there are 176 Hindi teachers on adhoc posts.
- b. It has also been informed that the Hindi teachers are trained at the Central Institute of Hindi, Regional Centre, Shillong.
- c. There is no collaboration/arrangement with the neighbouring States for exchange of minority language teachers and their training.

18.15 Text-books in Minority Languages

- a. It has been reported that minority language text-books and other teaching materials are available to the linguistic minority students at the beginning of the Academic Session.
- b. It has been stated that minority language text-books and other teaching materials are arranged from open market.

18.16 Maintenance of Language Preference Registers in Schools

It has been stated that Language Preference Registers are maintained at school level.

18.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. No information has been furnished about the Schemes to promote minority languages in the State.
- b. Promotion and development of minority languages are undertaken through Academies established for minority languages. It has been

informed that for the promotion of Pali Language the Sanskrit Pali Tol has been established. The details of the Academy are as follows:

Language	Name of Academy	When Established	Budget for Year 2011-12
Pali	Sanskrit Pali Tol	Since formation of the State	Rs. 2,44,896/-

18.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- No Committee has been set up at the State level to monitor and review the implementation of the Safeguards for the linguistic minorities. However, it has been stated that a meeting was held on 22 January, 2013 under the Chairmanship of the Chief Secretary on implementation of the Safeguards for linguistic minorities. It has also been stated that the welfare and interests of linguistic minorities are being looked after by the Department of Social Welfare, Government of Meghalaya.
- It has been stated that a Committee exists at the district level to ensure implementation of the Safeguards for the linguistic minorities at the district level.

18.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

- It has been informed that through Official Language and oral translation into minority languages, the linguistic minorities are informed about the Safeguards and facilities available to them.
- It has been stated that action is being taken through Meghalaya Integrated Information Technology (MIIT) to spread awareness about the Safeguards available to the linguistic minorities in the State. It has been added that pamphlets detailing Safeguards for linguistic minorities have been published in local languages.

18.20 FINDINGS/RECOMMENDATIONS

- The State Government needs to appreciate the presence of the linguistic minorities and to ensure translation and publication of Rules, Regulations and Notices, etc., in relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- It appears that though Garo and Khasi have been declared as the Additional Official Languages, they do not have their own script. Therefore, the State Government is required to promote and develop these two languages for the benefit of the linguistic minorities.
- The State Government should revisit relevant Rules/ Regulations/ Guidelines and designate the Authority for grant of recognition and

sanction of grants-in-aid to the linguistic minority educational institutions.

- d. The State Government should furnish complete and comprehensive information about educational facilities available to the linguistic minority students at Upper Primary, Secondary and Higher Secondary stages of education, sanctioned and filled-in posts of teachers for minority languages and arrangement for their training to teach minority languages as a subject and as a medium of instruction.
- e. The State Government needs to furnish complete details of the posts of teachers created/sanctioned for minority languages and arrangement of training facility for the minority language teachers.
- f. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
- h. The Nodal Officer, Government of Meghalaya, is required to ensure that the comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President of India within the stipulated time.

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

MIZORAM

19

Linguistic Profile

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

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

- 19.2 **Official Language:** Mizo, English and Hindi are the Official Languages of the State.
- 19.3 No information has been furnished with respect to the minority languages spoken by 60 percent or more of the district population.
- 19.4 No information has been furnished with respect to the minority languages spoken by 15 percent or more of the district population.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

19.5 Use of Minority Languages in the State

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

19.6 Recruitment to State Services

- It has been stated that knowledge of regional/Official Language is a pre-requisite for recruitment to State Services.
- It has also been stated that minority languages are not permitted

to be used in answering question papers for recruitment examinations to State Services.

- c. Domiciliary restrictions are not stated to be imposed for recruitment to the State Services.

19.7 Recognition of Linguistic Minority Educational Institutions

- a. No information has been furnished with regard to the Rules and Regulations/Guidelines for recognition of linguistic minority educational institution and the Competent Authority designated for the purpose.
- b. It has been informed that 63 Bengali and 15 Nepali educational institutions have been recognized language-wise as on June 30, 2013.
- c. No application is said to be pending for recognition as linguistic minority educational institution as on 30 June, 2013.

19.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. No information has been furnished with regard to the Rules/ Regulations/Guidelines for sanction of grants-in-aid to Primary and Secondary linguistic minority educational institution and the authority designated for the purpose.
- b. It has been stated that the linguistic minority institutions, language-wise have been sanctioned grants-in-aid for the year 2012-13 as per the details given below:

Level	Minority Language	No. of Schools
Primary	Bengali, Nepali	50
Upper Primary/Middle	Bengali	10
	Nepali	13
Secondary	Bengali	02
Higher Secondary	Nepali	02

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

19.9 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Bengali	63	2,023	197
Nepali	12	196	51

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

Language	Schools	Students	Teachers
Nepali	2	-	-

19.10 Upper Primary Stage (VI to VIII)

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

Language	Schools	Students	Teachers
Bengali	63	-	-
Nepali	13	-	-

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

19.11 Secondary Stage (IX to X)

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

Language	Schools	Students	Teachers
Bengali	63	-	-
Nepali	13	-	-

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

Language	Schools	Students	Teachers
Bengali	Nil	-	-
Nepali	2	-	-

19.12 Higher Secondary Stage (XI to XII)

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

19.13 Three-Language Formula

The languages taught under the Three Language Formula are:

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

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

Language	Class VIII	Class X	Class XII
Mizo	2,243	19,435	10,736
English	2,243	19,435	10,736
Hindi	2,243	19,435	10,736

19.14 Teachers for Minority Languages

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

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

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

19.15 Text-books in Minority Languages

- a. It has been informed that the text-books in minority language and other teaching material are available to linguistic minority students at the beginning of the Academic Session.
- b. It has been stated that text-books for linguistic minority namely Bengali medium are procured from Assam State Text-books Production and Publication Co-operation. Nepali medium is procured from Meghalaya and Sikkim Board of Education.

It has also been stated that apart from text-books, there is no separate provision for linguistic minorities, children but all these children are being covered under SSA scheme as per norms and child entitlement.

19.16 Maintenance of 'Language Preference Registers' in Schools

It has been stated that Language Preference Registers are not maintained in schools.

19.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

19.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

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

19.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

No information has been furnished on publicity of Constitutional Rights and Safeguards available to the linguistic minorities in the State.

19.20 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government's needs to provide a comprehensive details on the educational facilities for the linguistic minorities.
- c. The State Government needs to ensure that Language Preference Registers to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
- d. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- e. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
- f. The Nodal Officer, Government of Mizoram, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner in time, so as to enable the Constitutional Authority to prepare and present his Report in time.

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

NAGALAND

20

LINGUISTIC PROFILE

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

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

20.2 Details of the districts where minority languages are spoken by 60 percent or more of the population are as under:-

District	Language	Percentage
Mon	Konyak	97.0
Longleng	Phom	90.00
Zunheboto	Sumi	89.7
Mokokchung	Ao	86.98
Wokha	Lotha	85.20
Peren	Zeme	80.00
Kohima	Angami	78.00
Kiphire	Sangtam	70.00

20.3 Details of the minority languages spoken by 15 percent or more of the population of the districts are as follows:-

District	Language	Percentage
Dimapur	Sumi	40.00
-do-	Ao	18.00
-do-	Angami	15.00
Kohima	Angami	50.00
-do-	Rengma	25.00
Kiphire	Yimchugru	30.00
-do-	Sumi	29.00
-do-	Sangtam	38.00
Phek	Chokri	50.00
-do-	Pochury	30.00
-do-	Khezha	35.00
Peren	Liangmai	15.00
-do-	Kuki	15.00
Tuensang	Sangtam	15.00
-do-	Chang	28.00
-do-	Yimchungru	16.00
-do-	Khiamniungan	15.00

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

20.5 Use of Minority Languages in the State

- a. It has been stated that there is no special arrangement for translation and dissemination of important Government Rules, Orders Notifications etc. in the minority languages so far. However, the respective Literary Societies/Language Officers publish, translate important ones in their respective languages.
- b. Language-wise translation/dissemination is made to i) MODEL RULES FOR VILLAGE ELECTRICITY MANAGEMENT BOARD ii) RTE ACT in Local (Minorities) dialects.
- c. The State Government has informed that there are no existing orders for the receipt of the representations for the redressing the grievances in minority languages.

20.6 Recruitment to State the Services

- a. It has been stated that the knowledge of Official Language i.e. English is a pre-requisite for recruitment to the State Services.
- b. Minority languages are not permitted for answering question papers for the State Services.

- c. The State Government has informed that no domiciliary restrictions are imposed at the time of recruitment to the State Services.

20.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been reported that there is no specific linguistic minority educational Institution in the State.
- b. The State Government has informed that there is no recognized minority educational institution as on 30th June, 2013.
- c. It has been stated that no application is lying pending for recognition as linguistic minority educational Institution as on 30th June, 2013.

20.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that the grants-in-aid are sanctioned to Literature Committee, not to the linguistic minority educational institutions.
- b. The State Government has informed that no linguistic minority institution, language-wise has been sanctioned grants-in-aid for the year 2012-13.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

20.9 Primary Stage (Class I to V)

- a. Minority languages are medium of instruction at the Primary stage of education, as per the following details:

Language	Schools	Students	Teachers
Ao	192	12,316	1,754
Angami	104	5,900	872
Chokri	106	9,247	452
Chang	65	5,274	987
Konyak	162	25,271	868
Khiemnungan	51	5,758	261
Kuki	19	1,869	78
Khezha	22	2,157	154
Lotha	149	9,028	934
Liangmai	14	235	68
Phom	68	8,216	485
Pochury	35	2,163	186
Rengma	51	2,891	257
Sema	362	15,185	2,530
Sangtam	68	5,727	257
Yimchungru Kuzha	68	5,751	235
Zemi	116	5,434	426

- b. It has been stated that the above-mentioned minority languages are taught as a subject as well.

20.10 Upper Primary Stage (Class VI to VIII)

- a. It has been reported that at the Upper Primary stage, the minority language is not necessarily a medium of instruction. The Official Language, i.e., English is commonly used.
- b. The State Government has informed that minority languages are taught as a subject and not as the medium of instruction. However, the statistics for the same have not been furnished.

20.11 Secondary Stage (Class IX to X)

- a. It has been reported that no minority language is necessarily used as medium of instruction. The Official Language, i.e., English is mainly used at the Secondary level.
- b. It has been stated that Ao, Lotha, Sumi, Tenyidee, and Hindi are taught as a subject. However, the figures for the same have not been provided. It has been added that for the above minority languages, there is no separate educational institution of their own. Facility is given in every school where the linguistic minority people want to study and language teachers are arranged for them through local teachers who are more proficient in the field.

20.12 Higher Secondary Stage (Class XI to XII)

- a. It has been reported that there is no separate educational institution where minority language is medium of instruction.
- b. It has been reported that Ao, Lotha, Sumi, Tenyidee and Hindi are taught as a subject. However, no data have been given for the same.

20.13 Three-Language Formula

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

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

- b. Details of Students covered under the Three Language Formula are as follows:

Language	Class VIII	Class X	Class XII
Ao	1,311	641	68
Lotha	1,562	762	102
Sumi	1,213	548	58
Tenyidi	2,412	1,613	635
Hindi	7,767	1,079	401

Hindi is made compulsory up to Class VIII (eight).

20.14 Teachers for Minority Languages

- a. As regards the teachers for minority languages, it has been stated that there are only a few posts sanctioned for minority language teachers due to fund limitation. It has been added that teaching of Hindi is conducted through internal arrangement.
- b. As regards the arrangement for training of teachers for teaching minority languages, it has been reported that training of minority language teachers is arranged by respective language Literature Board.
- c. The State Government has informed that there is no such arrangement with neighbouring states for exchange of minority language teachers/opening of Teachers Training Institute in the State.

20.15 Text-books of Minority Languages

- a. It has been stated that text-books in minority languages and other teaching materials are available at the beginning of the Academic Session.
- b. As regards the agency responsible for preparation and publication of minority language text-books, it has been informed that it is internally arranged through local press.
- c. It has been stated that minority language text-books are provided to the students free of cost.

20.16 Maintenance of 'Language Preference Registers' in Schools

It has been reported that Language Preference Registers are not maintained at any stage. However, MIL, Hindi is separately maintained to record number of pupils for achievement test, CCE, Term-wise examination etc.

20.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. The State Government has stated that besides 5 (five) Linguistic Minorities namely Ao, Lotha, Sumi, Tenyidie and Hindi, who are having educational facilities upto the university level, the rest 13(Thirteen) linguistic minorities having facilities upto Class VIII (Eight) level and are instructed to construct text-books for Higher classes. They are also reminded to construct/compile Dictionary of their own.
- b. The Academies set up by the Government for promotion and development are given below:

Language	Name of Academy	When ESTB.	Budget for year 2012-13
Ao	Ao Literature Board	1946	50,000/-
Tenyidi Angami	Ura Academy	1939	50,000/-
Chokri	Chokri Literature Board	1970	50,000/-

Chang	Chang Literature Board	1962	50,000/-
Khezha	Khezha Literature Board	1963	50,000/-
Konyak	Konyak Literature Board	1968	50,000/-
Khiemnungan	Khiemnungan Literature Board	1973	50,000/-
Kuki	Kuki Literature Board	1968	50,000/-
Lotha	Lotha Literature Board	1937	50,000/-
Liangmai	Liangmai Literature Board	1979	50,000/-
Phom	Phom Literature Board	1962	50,000/-
Pochury	Pochury Literature Board	1989	50,000/-
Rengma	Rengma Literature Board	1950	50,000/-
Sema	Sema Literature Board	1947	50,000/-
Sangtam	Sangtam Literature Board	1956	50,000/-
Yimchunger	Yimchunger Literature Board	1951	50,000/-
Zemi	Zemi Literature Board	1966	50,000/-

20.18 MACHINERY FOR THE IMPLEMENTATION OF SAFEGUARDS

It has been reported that there is no mechanism/committee at the state level to monitor and review the implementation of the Safeguards for linguistic minorities.

20.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

- The State Government has informed that there is DIPR for informing the linguistic minorities about the Safeguards. However, best information is supplied through the respective language Officers (LOs).
- It has been stated that awareness about the Safeguards available to the linguistic minorities is created by Literature Committee, Local Newspaper, AIR, Directorate of Information and Public Relation, LOs of respective minorities.
- It has been informed that pamphlets for safeguarding linguistic minorities are mostly published by Directorate of Health and Family Welfare, Disaster Management, Directorate of Information and Public Relation.

20.20 RECOMMENDATIONS

- The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure the receipt of, and the reply to the representations for redressing the grievances in minority languages.
- The State Government should initiate effective steps to implement the Constitutional Provision on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.

- d. The State Government needs to ensure that 'Language Preference Registers' to record language preference of linguistic minority students be maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
 - e. The State Government needs to furnish detailed information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - f. The State Government needs to furnish detailed information about the posts of minority languages teachers and arrangement for their training for teaching of minority languages as a medium and as a subject as done in the cases of Punjabi and Sanskrit languages.
 - g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the Linguistic Minorities, may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
 - h. The State Government needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire to enable the Constitutional Authority to prepare and present his Report in time, on the status of implementation of the Safeguards for Linguistic Minorities in the State as mandated under Article 350B (2) of the Constitution.
- 20.21 The Government of Nagaland is urged to make note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

ODISHA

21

LINGUISTIC PROFILE

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

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

- 21.2 The State Government has not furnished information about the districts where minority languages are spoken by 60 percent or more of its population.
- 21.3 The following minority languages are said to be spoken by 15 percent or more of the district population:

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

- 21.4 **Official Language of the State:** The Official Language of the State is Odia.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

21.5 Use of Minority Languages in the State

- The State Government has not furnished information about the arrangement for translation and publication of important rules, regulations and notices, etc. in the relevant minority languages for the benefit of the linguistic minorities in the State.
- No information about the receipt of, and the reply to the representations in minority languages for redressing the grievances has not been provided.

21.7 Recruitment to the State Services

- a. No information has been provided with regard to pre-requisite of the knowledge of regional language for recruitment to the State Services.
- b. No information has been furnished by the State Government about the use of minority language for answering question paper for recruitment to the State Services.
- c. No information has been furnished about the imposition of the domiciliary restrictions at the time of recruitment to the State Services.

21.8 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the Director, Elementary Education for Elementary Schools and the Director, Secondary Education for Secondary Schools are the competent authorities for grant of recognition to the linguistic minority educational institutions under the Orissa Education Act, 1969.
- b. It has been informed that during the period at the elementary level, there were 78 aided Madarsas, 124 Block Grant Madarsas, 22 Upgraded Madarsas and 31 Recognized un-aided Madarsas and at the Secondary level, four aided Madarsas, one Government Madarsa and three Urdu medium High Schools have been recognized as the linguistic minority educational institutions.
- c. It has been stated that 45 applications for the grants of recognition as linguistic minority educational institutions are under examination.

21.9 Grants-in-aid to Linguistic Minority Educational Institutions

No information has been furnished about the grants-in-aid to linguistic minority educational institutions.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

21.10 Primary Stage (Class I to V)

The State Government has not furnished any information about the minority languages taught as a subject and as a medium at the Primary stage of education.

21.11 Upper Primary Stage (Class VI to VIII)

- a. The state of minority language as a medium of instruction at the Upper Primary (Middle) stage of education is as follows:

Language	Schools	Students	Teachers
Urdu (Madarsa)	13	1,040	26

- b. The following minority language is taught as a subject at the Upper Primary (Middles) stage of education.

Language	Schools	Students	Teachers
Urdu (Madarsa)	53	1,073	53

21.12 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Urdu Madarsa	8	1,932	63

- b. The following minority language is taught as a subject at the Secondary stage of education:

Language	Schools	Students	Teachers
Urdu	150	4,515	150

21.13 Higher Secondary Stage (Class XI to XII)

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

21.14 Three-Language Formula

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

First Language: Oriya/ Urdu /Telugu/ Bengali
 Second Language: English compulsory for all
 Third Language: Hindi/Sanskrit/Persian

- b. The statistics on students studying various languages in classes VIII, X and XII under the Three Language Formula have not been furnished.

21.15 Teachers for Minority Languages

No information has been furnished as regards the teachers for minority languages.

21.16 Text-books in Minority Languages

- a. Qadri Kutab Khana, Rourkela, is stated to be the agency for preparation and publication of text-books and other teaching materials in Urdu. The text-books are supplied from Andhra Pradesh and West Bengal for Telugu and Bengali students respectively on reciprocal basis. Santhali language text-books for Class I and II are developed and printed at Laxmi Press, Cuttack.

- b. It has been informed that Upto class VIII, free text-books are supplied to the linguistic minority students.

21.17 Maintenance of 'Language Preference Registers' in Schools

It has been informed that 'Language Preference Registers' are maintained at school level.

21.18 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

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

Language	Name of Academy	When Established	Budget for 2011-12
Urdu	Odisha State Board of Madarsa Education (Under S and ME Department)	1971	8,000/- (Under S and ME Department)

21.19 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

No information has been furnished in this regard.

21.20 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

The State Government has not provided any information about the publicity of Constitutional Rights and Safeguards.

21.21 FINDINGS/RECOMMENDATIONS

- The State Government should provide detailed account of translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages, for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- Arrangements should be made to ensure the receipt of and the reply to the representations for redressing the grievances in minority languages.
- The State Government is expected to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education in the prescribed format.
- The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.

- e. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the linguistic minorities may be co-opted to keep the said State-Level Committee inclusive and balanced. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities. A local M.L.A., preferably belonging to the Linguistic Minorities, may be co-opted.
 - f. The Nodal Officer, Government of Odisha, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.
- 21.22 The Government of Odisha is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

SIKKIM

21

LINGUISTIC PROFILE

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

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

- 22.2 a. **Official Language of the State:** English is the Official Language of the State.
- b. It has been stated that Bhutia, Gurung, Lepcha, Limboo, Manger, Mukhia, Newari, Rai, Sherpa and Tamang have been identified as Additional Official Languages for the purpose of preservation of culture and tradition in the State.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

22.3 Use of Minority Languages in the State

- a. It has been stated that no language has been identified as minority language in the State.
- b. It has also been stated that there is no arrangement for translation and publication of rules, regulations, notices, etc. in the relevant minority languages, where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- c. It has been stated that no orders have been issued for the receipt of, and the reply to the representations for redressing the grievances in minority languages.

22.4 Recruitment to State Services

- a. It has been stated that the knowledge of regional/Official

Language is a pre-requisite for recruitment to the State Services.

- b. It has also been stated that language papers are permitted to be replied to in the own language of the candidates.
- c. It has been informed that domiciliary restrictions apply at the time of recruitment to the State Services.

22.5 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that no rules/regulations/guidelines have been framed for the recognition of linguistic minority educational institutions.
- b. It has been stated that no linguistic minority educational institution has been recognized and no application, language-wise, is pending for the recognition as linguistic minority educational institution.

22.6 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that no Rules/Regulations/Guidelines with regard to sanction of grants-in-aid to the linguistic minority educational institutions have been framed. It has also been stated that no institution has been sanctioned grants-in-aid on the basis of linguistic minority status in the State during the period under review.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

22.7 Primary Stage (Class I to V)

- a. No information has been furnished about the facility for teaching the minority/mother-language as a medium of instruction at the Primary stage of education.
- b. It has been informed that the following languages are taught as a subject at the Primary stage of education:

Language	Schools	Teachers
Bhutia	184	328
Lepcha	184	262
Limboo	175	200
Newari	08	08
Gurung	10	10
Manger	06	06
Mukhia	04	04
Rai	14	14
Sherpa	10	10
Tamang	08	08

22.8 Upper Primary Stage (Class VI to VIII)

It has been stated that minority/mother-languages are not being taught as a medium of instruction. However, it has been stated that the language teachers of the Primary level teach the languages up to the Upper Primary level i.e. Class VIII.

22.9 Secondary Stage (Class IX to X)

- a. It has been stated that no minority language has been recognized as a medium of instruction at the Secondary stage of education.
- b. It has been stated that the following minority/mother-languages are taught as a subject:

Language	Schools	Teachers
Bhutia	76	69
Lepcha	62	53
Limboo	53	48

22.10 Higher Secondary Stage (XI to XII)

- a. It has been stated that no minority/mother-languages are being taught as a medium of instruction at the Higher Secondary stage of education.
- b. The following minority languages are taught as a subject at the Higher Secondary level:

Language	Schools	Teachers
Bhutia	24	24
Lepcha	13	13
Limboo	10	10

22.11 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Bhutia	295	341	218
Lepcha	484	515	301
Limboo	302	443	302

22.12 Teachers for Minority Languages

- a. It has been stated that 153 posts of teachers have been

sanctioned during 2011-2012 to teach minority languages as a medium of instruction and as a subject.

- b. No information has been furnished regarding the arrangements for training of teachers for teaching minority language(s).

22.13 Text-books in Minority Languages

- a. It has been stated that the text-books and other teaching materials are available in all the languages at the beginning of the academic session. It has also been stated that the text-books are available to linguistic minority students at competitive/subsidized rates.
- b. It has been stated that the Text-Book unit of the Human Resources Development Department (HRDD) is the agency for procuring the language text-books and other teaching materials.

22.14 Maintenance of Language Preference Registers in Schools

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

22.15 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been informed that there is no scheme to promote minority languages. However, it has been informed that the Sikkim Academy has been set-up for the promotion and development of all the minority/mother-languages as per the following details:

Languages	Name of Academy	When Established	Budget for Year 2012-13 (in Lakhs)
Nepali, Bhutia, Lepcha, Limboo, Gurung, Manger, Mukhia, Newari, Rai, Sherpa and Tamang	Sikkim Academy	2002	15

22.16 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

No information has been furnished regarding the machinery to monitor and review the implementation of the Safeguards for linguistic minorities in the State.

22.17 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

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

22.18 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to appreciate presence of linguistic minorities in the State. The State Government should view

minority/tribal languages as resource and therefore ensure to promote and preserve these languages in terms of providing facilities for learning at Primary stage of education in their mother-tongue(s) to prevent these languages from the danger of extinction. The State Government should endeavor to evolve/adopt suitable scripts for the scriptless languages in collaboration with the CIIL, so as to preserve them.

- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- c. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to provide equal opportunities for the linguistic minorities in the matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated probation period.
- d. The State Government needs to implement the Constitutional Safeguards for providing adequate facilities for instruction in mother tongue/language at the Primary stage of education to children belonging to the linguistic minorities in the State.
- e. The State Government is urged to furnish detailed information about the educational facilities including the number of students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- f. The State Government is urged to furnish detailed information about the posts of teachers and arrangement for their training for teaching of minority languages as a medium of instruction and as a subject.
- g. The State Government needs to ensure that Language Preference Registers to record language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
- h. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- i. The State Government is advised to set up a State Level Safeguard Implementation Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may

also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.

- j. The Nodal Officer, Government of Sikkim is urged to ensure that comprehensive and consolidated replies are furnished to the Commissioner, in time, so as to enable the Constitutional Authority to present the Report to the Hon'ble President of India within the stipulated time.

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

TRIPURA

23

LINGUISTIC PROFILE

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

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

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

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

District	Language	Percentage
Dholai	Kokborok	54.00
South Tripura	Kokborok	37.00
North Tripura	Kokborok	25.46
West Tripura	Kokborok	25.00

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

23.4 Use of Minority Languages in the State

- It has been informed that arrangement has been made for translation and dissemination of important Government Rules, Orders and Notifications, etc. in Kokborok.
- It has also been informed that Sarva Shiksha Abhiyan, Rajya Mission and Health and Family Welfare Department published awareness leaflet and ICA Department publishes advertisement awareness leaflets in Kokborok.

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

23.5 Recruitment to State Services

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

23.6 Recognition of Linguistic Minority Educational Institutions

The State Government has not furnished any information about the Rules/Regulations/Guidelines and the Competent Authority designated for the recognition of Linguistic Minorities Educational Institutions.

23.7 Grants-in-aid to Linguistic Minority Educational Institutions

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

23.8 Primary Stage (Class I to V)

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

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

23.9 Upper Primary Stage (VI to VIII)

- a. No Information has been furnished about the teaching of minority

languages as a medium of instruction at the Upper Primary stage of education.

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

Language	Schools	Students	Teachers
Kokborok	46	7,650	80

23.10 Secondary Stage (IX to X)

- a. No information has been furnished regarding the teaching of minority language as a medium of instruction at the Secondary stage of education.
- b. Details of the facility for learning minority language as a subject of instruction at the Secondary stage of education are as under:-

Language	School	Students	Teachers
Kokborok	46	7,650	80

23.11 Higher Secondary Stage (XI to XII)

No information has been furnished about the teaching of minority language as a medium of instruction and as a subject at the Higher Secondary stage of education.

23.12 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Kokborok	2,530	Nil	Nil

23.13 Teachers for Minority Languages

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

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

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

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

23.14 Text-books in Minority Languages

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

23.15 Maintenance of Language Preference Registers

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

23.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. It has been stated that Minority Languages are being developed as per the decision of the respective Advisory Committee.
- b. No information has been provided about the Academies set up by the State Government for the promotion and development of minority languages.

23.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been stated that Advisory Committees for respective languages have been constituted.
- b. It has also been stated that meetings are usually conducted under the Chairmanship of respective Committee(s).

23.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been reported that the concerned Language Advisory Committee is the mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them. The ICA Department publishes leaflets, advertisements, etc. while other departments also publish leaflets, advertisements etc. detailing the Safeguards for the linguistic minorities.

23.19 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication

of Rules, Regulations, Notices, etc. in relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population in the State as is done in the case of Kokborok.

- b. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment to the State Services to provide equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give sufficient time to the candidates to learn the Official Language within the stipulated probation period.
- c. From the information provided by the State Government it is not clear whether there is any facility for learning the minority languages as the medium of instruction at the Primary/Upper Primary stage of education.
- d. The information provided on the number of posts of teachers for minority languages is not clear as it only mentions about Kokborok. Also arrangements should be made through DIET to train teachers for teaching the minority languages, as a medium of instruction and as a subject, as is done in the case of Kokborok only, should be made.
- e. The State Government should consider permitting minority languages in answering the question papers for recruitment tests to the State Services.
- f. The State Government needs to ensure that 'Language Preference Registers' to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
- g. The State Government needs to make efforts for the promotion and development of all the minority languages/tribal languages in the State.
- h. The Nodal Officer, Government of Tripura, needs to ensure that the comprehensive and consolidated replies are furnished in time to the Commissioner to enable the Constitutional Authority to present his Report to the Hon'ble President of India within the stipulated time.

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

WEST BENGAL

24

LINGUISTIC PROFILE

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

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

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

b. **Additional Official Language:** It has been stated that Hindi, Urdu, Santhali, Oriya and Punjabi have been declared as Additional Official Languages in the State.

24.3 Nepali is stated to be spoken by 60 percent or more of the population Darjeeling district.

24.4 The minority languages are spoken by 15 percent or more of the District/Tehsil/Taluka/Municipality population (as per Census 2001) as per the details given below:

District	Tehsil/Taluka/Municipality	Language	Percentage
Darjeeling	Matigara	Hindi	20.60
	Naxalbari		29.84
	Kharibari		16.34
Jalpaiguri	Mal	Hindi	32.16
	Matiall		43.55
	Nagrakata		50.25
	Madarihat		38.49
	Kalchini		44.22
	Kumagram		17.87
	Dhupguri		24.44
Uttar Dinajpur	Chopra	Hindi	33.87
	Islampur		43.58
	Goalpokhar-I		26.97
	Goalpokhar-II		20.84
Maldah	Harischandrapur-II	Hindi	16.02

	Ratua-I		16.54
	Manikchak		20.82
Bardhaman	Salanpur		22.84
	Jamuria	Hindi	19.11
	Raniganj		33.88
	Ondal		34.11
	Pandabeswar		41.14
Hoogly	Chinsurah-Magra	Hindi	20.14
Purulia	Jaipur		40.33
	Jhalda-I	Hindi	58.88
	Jhalda-II		25.28
Dakshin	Bansihari	Santhali	15.73
Maldah	Gazole		17.36
	Bamangola	Santhali	16.61
	Habibpur		27.92
Birbhum	Mohammad Bazar		17.23
	Bolpur Sriniketan	Santhali	16.53
Bardhaman	Memari-II	Santhali	15.98
Bankura	Saltora		16.89
	Chhatna	Santhali	19.81
	Hirbandh		18.17
	Sarenga		18.32
	Ranibundh		33.09
	Raipur		23.19
Purullia	Neturia		21.47
	Santuri	Santhali	30.41
	Kashipur		20.46
	Hura		16.72
	Balarampur		19.62
	Manbazar-II		35.80
	Bundwan		29.88
Medinipur	Binpur-II		27.48
	Binpur-I	Santhali	24.00
	Garbeta-II		19.52
	Jamboni		23.38
	Gopiballavpur-I		22.29
	Nayagram		29.83
	Keshiary		17.26
Jalpaiguri	Nagrakata		16.57
	Madarihat	Nepali	25.45
	Kalchini		27.11
Darjeeling	Kalimpong (M)		16.57
	Siliguri (M. Corp.) (Part)	Hindi	34.34
Jalpaiguri	Mal (M)		27.10
	Siliguri (M. Corp.) (Part)	Hindi	15.06
Cooch Behar	Koch Bihar (M)	Hindi	15.50
Uttar Dinajpur	Islampur (M)	Hindi	19.70
	Kaliaganj (M)		17.16
Bardhaman	Jamuria (M)	Hindi	29.96

	Kulti (M)		36.08
	Raniganj (M)		40.25
	Asansol (M. Corp.)		30.33
	Durgapur (M. Corp.)		19.66
North 24 Parganas	Kanchrapara (M)	Hindi	31.89
	Halisahar (M)		28.03
	Naihati (M)		25.25
	Bhatpara (M)		44.07
	Garulia (M)		36.57
	North Barrackpur (M)		15.37
	Titagarh (M)		52.40
	Dum Dum (M)		16.53
Medinipur	Kharagpur (M)	Hindi	20.53
Howrah	Bally (M)	Hindi	39.12
	Haora (M. Corp.)		27.70
Hoogly	Tarakeswar (M)	Hindi	16.66
	Bansberia (M)		22.44
	Bhadreswar (M)		29.40
	Champdani (M)		46.48
	Serampore (M)		24.79
	Rishra (M)		46.58
	Konnagar (M)		15.92
	Uttarpara Kotrung (M)		24.27
	Chandannagar (M. Corp.)		15.45
Kolkata	Kolkata (M. Corp.)	Hindi	20.86
South 24 Parganas	Budge Budge (M)	Hindi	19.70

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

24.5 Use of Minority Languages in the State

- It has been informed that the Government of West Bengal has accorded second language status to the minority languages in Bengal including Urdu for administrative purpose, where these languages are spoken by 10 percent or more of the local population. It has also been informed that a Bill has been passed in this regard in the West Bengal Assembly recently.
- It has been stated that there are arrangements for translation and dissemination of important Government Rules, Orders and Notifications in Nepali language in three Hill Sub-divisions of Darjeeling District.
- It has been informed that orders have been issued for the receipt

of representations for redressing the grievances in minority languages. It has also been informed that as far as practicable, the representations for redress of grievances in minority languages are replied to in the same languages.

24.6 Recruitment to the State Services

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

24.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that Rules and Regulations/Guidelines for recognition of linguistic minority educational institutions (Schools and Madarsas) are not different from those of the major language schools. The Primary schools are recognized/established by the District Primary School Council under the guidance of the West Bengal Board of Primary Education on the recommendations of School Education Department. Similarly, recognition of schools at Upper Primary/Secondary level is accorded by the West Bengal Board of Secondary Education on the recommendations of School Education Department. Madarsas are recognized by the West Bengal Board of Madarsa Education on the recommendation of the Minority Affairs and Madarsa Education Department of the Government. The medium of instruction of such school is decided by the local level authorities depending upon the requirement of the concerned locality.

It has also been stated that linguistic minority educational institutions affiliated to any of the State Board or Council are eligible to obtain Minority Status Certificate from the Minority Affairs and Madarsa Education Department of the State Government.
- b. The State Government has informed that 3193 linguistic minorities institutions have been recognized language-wise. However, language-wise statistics have not been provided.
- c. No information has been provided regarding the number of pending applications for recognition of linguistic minority educational institutions during the period.

24.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that Schools/Madarsas in West Bengal are established by the Government on its own depending upon the necessity of such institutions to address the issue of accessibility.

However, the proposals may be initiated by the local Panchayati Raj Institutions and those are evaluated by the department as per the access and neighbourhood norms fixed by the State. All such institutions are recognized on the recommendations of the department with or without grants-in-aid from the State Government. This is applicable to minority language institutions as well. The proposals from private bodies/persons are evaluated from the accessibility, neighbourhood and infrastructure point of view, and when recommended by the Government for recognition, they are recognized without any grant-in-aid.

- b. It has also been stated that all the Government aided schools as mentioned in the following paragraphs regarding the educational facilities for learning the minority languages either as a medium of instruction or as a subject have been sanctioned grants-in-aid during the period.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

24.9 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Hindi	1,268	2,17,458	4,957
Urdu	462	94,723	1,246
Nepali	1,522	1,90,250	3,452
Oriya	32	3,215	143
Telugu	21	1,854	116
Santali	320	12,814	689

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

Language	Schools	Students	Teachers
Hindi	1,458	2,84,147	5,174
Urdu	476	98,547	1,263
Nepali	2,241	4,81,815	2,426
Oriya	32	2,418	119
Telugu	21	1,710	98
Santali	4,437	5,50,188	2,732

24.10 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Hindi	336	1,99,257	3,314
Urdu	112	62,478	702
Nepali	122	12,347	326

Oriya	8	1,862	52
Telugu	7	1,624	82

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

Language	Schools	Students	Teachers
Urdu	112	62,478	702
Nepali	2,041	2,34,715	1,563
Santali	2,433	2,53,032	1,012

24.11 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Hindi	241	89,476	1,234
Urdu	82	23,342	72
Nepali	86	4,558	216
Oriya	4	514	28
Telugu	6	820	17

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

Language	Schools	Students	Teachers
Urdu	91	24,112	84
Nepali	1,041	1,06,182	1,563

24.12 Higher Secondary Stage (XI to XII)

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

Language	Schools	Students	Teachers
Hindi	136	49,832	486
Urdu	131	51,247	482
Nepali	6	2,114	32

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

Language	Schools	Students	Teachers
Urdu	142	54,252	498
Nepali	24	1,257	53

24.13 Three-Language Formula

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

First Language: Bengali, English, Hindi, Urdu, Nepali, Santhali
 Second Language: English, Bengali, Hindi
 Third Language: Sanskrit, Hindi

- b. It has been stated that 14, 89,520 students have been covered under the Three Language Formula up to class VIII only.

24.14 Teachers for Minority Languages

- a. Details of teachers for the minority languages are as follows:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Urdu	3,362	2,430	3,745	2,563
Nepali	4,126	3,512	4,214	3,745
Santhali	814	712	814	712

- b. It has been stated that there are arrangements for training of the teachers for teaching minority languages as a medium of instruction as per the following details:

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

24.15 Text-books in Minority Languages

- a. It has been informed that text-books in minority language and other teaching materials are available to the linguistic minority students at the beginning of the Academic Session.
- b. The text-books and teaching material are made available to the students of the minority languages on the basis of no profit-no loss at the Primary level.
- c. It has been stated that all the books are printed by West Bengal Board of Primary Education, West Bengal Board of Secondary Education and West Bengal Text-Book Corporation.

24.16 Maintenance of Language Preference Registers in Schools

It has been informed that no specific registers are maintained in the schools, as in most of the cases the schools for minority languages are exclusively for a particular minority language. However, there are some schools where more than one language including the major State Official Languages (e.g. Urdu/Hindi/with Bengali) or both minority languages (Hindi and Nepali) are used as a medium of instruction. In such bilingual or multilingual schools, the students opt for admission in their preferred languages.

24.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. It has been stated that Urdu language classes for non-Urdu speaking people are organized by West Bengal Urdu Academy under the administrative control of the Minority Affairs and Madarasa Education Department.
- b. The State Government has set up the following Academies for the promotion and development of minority languages:

Language	Name of the Academy	When Established	Budget for 2012-13 (in crore)	Budget for 2013-14 (in crore)
Urdu	West Bengal Urdu Academy	1978	Rs. 4.0	Rs. 8.0
Hindi	Paschimbanga Hindi Academy	2011	Rs. 0.0145	Rs. 0.0157
Santali	Paschimbanga Santali Academy	2005	-	-

24.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been stated that there is a State Level Committee headed by Chief Secretary as Chairperson and Principal Secretaries/ Secretaries of other Departments as members for monitoring minority related issues, Prime Minister's new 15-point programme and multi Sectorial Development Programme. The last meetings of the Committee were held on 25-4-2013 and 24-12-2013.
- b. It has also been stated that the State Minority Commission exists in the State and it handles linguistic minority affairs.
- a. It has been informed that District-wise Minority Cell has been set up with infrastructures for developing mechanism and for implementation of the Scheme of Safeguards available to linguistic minorities. At present the District Magistrate and the Additional District Magistrate (Minority Affairs) are looking after the affairs of linguistic minorities at the district level.

24.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

- a. It has been informed that the Information and Cultural Affairs Department is taking initiatives for publicity of the Safeguards through print and electronic media.
- b. It has also been informed that action has been taken regarding the issue of orders directing the District and Tehsil offices to exhibit the concessions available to linguistic minorities through hoardings, banners etc.

24.21 FINDINGS/RECOMMENDATIONS

- a. It is appreciated that through a legislation the State Government

has reduced the percentage of the linguistic minority population from 15 percent to 10 percent at local level for the purpose of publication of important Government Rules, Orders, etc., in the minority languages.

- b. The State Government is advised to implement the Three Language Formula upto class XII to enable the linguistic minority students to learn their languages as a subject at the Secondary stage of education and with a view to encourage multilingualism and national integration.
- c. The State Government should not insist on knowledge of the regional/Official Language as a pre-requisite for recruitment to the State Services.
- d. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
- e. The State Government has set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. A local M.P., preferably belonging to the linguistic minorities may be co-opted in the State level Committee.
- f. The Nodal Officer, Government of West Bengal, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Institution to present and prepare its Report in time.

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

DADRA AND NAGAR HAVELI

25

Linguistic Profile

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

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

- 25.2 It has been informed that as per Census 2001 the minority languages are spoken by 15 percent or more of the population are as given below:

District	Tehsil/Taluka /Municipality	Language	Percentage
Silvassa	Khanvel, Mandoni	Gujarati	21.91
Dadra and Nagar Haveli	Silvassa Patelad	Bhili/Bhilodi	55.03

- 25.3 **Official Language of the Union Territory:** It has been informed that Hindi and Gujarati are the Official Languages of the UT. It has also been informed that Marathi is an Additional Official Language in the UT.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

25.4 Use of Minority Languages in the UT

- a. It has been stated that all important Government Rules, Orders Notifications etc. are being translated and published in Gujarati and Hindi.
- b. Orders are said to have been issued for the receipt of the representations for redressing the grievances in minority languages.

25.5 Recruitment to the UT Services

- a. It has been stated that the UT has not prescribed any condition or restriction to have prior knowledge of regional language/Official Language.

- b. It has been informed that Hindi is permitted to be used in answering question papers in recruitment tests for the UT Services.
- c. It has also been stated that domiciliary restrictions apply at the time of recruitment to the Union Territory Services i.e. Group 'C' posts.

25.6 Recognition of Linguistic Minority Educational Institutions

- a. The UT Administration has informed that no Rules/Regulations/Guidelines have been framed for recognition of linguistic minority educational institutions and no Competent Authority has been designated for the purpose.
- b. It has also been informed that no linguistic minority educational institution has been recognized on language basis in the UT.
- c. It has been stated that no representation/complaint/petition from linguistic minorities has been received for the recognition of their minority educational institutions.

25.8 Grants-in-aid to Linguistic Minority Educational Institutions

It has been informed that no special Rules/Guidelines for linguistic minority institutions have been framed in the UT. It has also been informed that a grants-in-aid scheme has been framed for private recognized schools. However, details of the schools have not been furnished in this regard.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

25.9 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Hindi	1	1,250	17
Marathi	69	5,195	125

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

Language	Schools	Students	Teachers
Hindi	269	12,489	538

25.10 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Hindi	1	777	17
Marathi	23	3,731	65

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

Language	Schools	Students	Teachers
Hindi	97	16,870	108

25.11 Secondary Stage (Class IX to X)

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

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

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

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

25.12 Higher Secondary Stage (Class XI to XII)

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

25.13 Three-Language Formula

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

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

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

Language	Class VII	Class X	Class XII
Gujarati	3714	2,661	2,326
Marathi	1162	522	504
English	678	992	606
Hindi	251	550	268

25.14 Teachers for Minority Languages

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

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Hindi	34	34	646	646
Marathi	190	190	190	190

- b. It has been informed that teachers are imparted training for teaching minority languages from time to time. It has also been informed that the Education Department has made adequate arrangement for providing learning materials.

25.15 Text-Books in Minority Languages

- a. It has been informed that Text-books in minority languages and other teaching material are made available to the linguistic minority students at the beginning of the Academic Session.
- b. It has been stated that the Text-books are supplied by the Gujarat State and other teaching materials are purchased by the UT Administration.
- c. It has been informed that the Text-books including TLM are provided free of cost to all the students including minority languages students from classes I to VIII.

25.16 Maintenance of 'Language Preference Registers' in Schools

The UT Administration has informed that the Language Preference Registers for recording language preference of linguistic minority pupils are maintained in the Primary and Upper Primary schools.

25.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been stated that there is no scheme for the promotion and development of minority languages in the UT. It has also been stated that being a very small territory, there is no need for setting up of language academy.

25.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It is stated that the State Level Integration Committee has been set up under the Chairmanship of the Administrator to monitor implementation of the Safeguards for the linguistic minorities.
- b. It has also been stated that Social Welfare Department looks after the affairs of minorities including linguistic minorities in the UT.

25.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been informed that the Education Department gives wide publicity

to the facilities available to the students including the students belonging to linguistic minorities like scholarships, free supply of books, uniform, etc.

25.20 FINDINGS/RECOMMENDATIONS

- a. The UT Administration needs to appreciate the presence of Bhilli/ Bhilodi, Konkani speakers in the UT and required to provide details about the facilities for learning these minority languages.
 - b. The UT Administration needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Higher Secondary stage of education.
 - c. The UT Administration is required to promote/protect the Tribal/ Minority languages spoken in the UT. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the UT.
 - d. The details of the schools given grants-in-aid are required to be provided by the UT Administration.
 - e. The Nodal Officer of the Union Territory of Dadra and Nagar Haveli needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner to enable the Constitutional Authority to prepare and present his Report to the Hon'ble President of India within the stipulated time.
- 25.21 The UT Administration of Dadra and Nagar Haveli is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the UT.

DAMAN AND DIU

26

LINGUISTIC PROFILE

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

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

- 26.2 The linguistic profile of Daman and Diu, (as per Census-1991) provided by the UT Administration is as follows:

Language	Speakers	Percentage
Gujarati	92,579	91.13
Hindi	3,645	3.59
Marathi	1,256	1.23

- 26.3 **Official Language:** It has been informed that according to the Goa, Daman and Diu Official Language Act, 1987, the Official Language of the UT are Konkani and Gujarati. It has also been informed that the communication with States/Centre has to be made in Hindi/English.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

26.4 Use of Minority Languages in the UT

- It has been stated that there has been no linguistic minorities in the UT and no language has been spoken by 15 percent or more of the population in the UT. It has also been stated that all the Rules, Regulations, Notices, etc. are published in Hindi also.
- It has been stated that all the representations for redress are received either in Gujarati, Hindi or English. However, it has not been reported whether they are replied in the same language.

26.5 Recruitment to the UT Services

- It has been stated that the knowledge of Regional or Official Language is a pre-requisite for recruitment to the UT Services as per the Recruitment Rules.

- b. It has been informed that Hindi, Gujarati and English are normally permitted in answering question papers in recruitment tests for the UT Services. No request for answering question papers in minority languages has been received so far.
- c. It has also been informed that the domiciliary restrictions are imposed for group "C" and "D" posts to accommodate the local people of all categories.

26.6 Recognition of Linguistic Minority Educational Institutions

It has been stated that no Act or Rule exists for the recognition of linguistic minority educational institutions in the UT.

26.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been informed that the Administrator of UT is the competent authority for sanction of grants-in-aid.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

26.8 Primary/Upper Primary/Secondary/Higher Secondary Stages

The UT Administration has not furnished any information about the educational facilities available to the students of minority languages at Primary, Upper Primary, Secondary and Higher Secondary stages of education.

26.9 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Gujarati	2,298	2,061	1,151
Hindi	2,298	2,061	1,151
English	2,298	2,061	1,151

- c. The number of students is the same for Gujarati, Hindi and English in class VIII, class X and class XII which needs to be clarified.

26.10 Teachers for Minority Languages

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

26.11 Text-books in Minority Languages

It has been informed that there is no minority language in the UT Hence, there is no requirement of minority language text-books.

26.12 Maintenance of Language Preference Registers in Schools

It has been stated that the maintenance of Language Preference Register in schools is not applicable.

26.13 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been stated that there has been no minority language in the Union Territory of Daman and Diu.

26.14 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

It has been stated that no machinery/committee for monitoring and review the implementation of the Safeguards for linguistic minorities at the UT and the District levels has been established.

26.15 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

There is no mechanism for publicity of the Safeguards and the facilities available to linguistic minorities in the UT.

26.16 FINDINGS/RECOMMENDATIONS

- a. Though Daman and Diu became a separate UT w.e.f. 30.05.1987, the notification for declaring the Official Language of the UT has not yet been issued. It has to be expedited and also to be clarified whether Konkani is still the Official Language of Daman and Diu.
- b. The UT Administration is required to furnish complete and comprehensive information of the facilities for learning the mother-tongue of the local area at schools.
- c. The UT Administration is also required to ensure maintenance of Language Preference Registers to record language preference of linguistic minority students in the schools to facilitate instruction in mother tongue/minority languages at the schools.
- d. The UT Administration needs to furnish detailed information regarding the posts of teachers and arrangements for their training.
- e. UT Administration needs to ensure that speakers of the minority and tribal languages in the UT are protected and safeguarded by widely publishing the Constitutional Safeguards and establishing academies.
- f. The Nodal Officer of the UT needs to ensure that complete and consolidated replies are furnished to the Commissioner's Questionnaire, in time, so as to enable this Constitutional Authority to present and prepare the Report in time.

- 26.17 The UT Administration of Union Territory Daman and Diu is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Constitutional Safeguards for the linguistic minorities are implemented effectively and efficiently in the UT Administration.

LINGUISTIC PROFILE

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

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

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

Additional Official Language of the State: It has been informed that the Official Language Act provides that Marathi shall be used for all or any of the official purposes in the entire State of Goa.

- 27.3 No information has been furnished as regards the District/Tehsil/Taluka/ Municipality where the linguistic minorities constitute 15 percent or more of the population.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

27.4 Use of Minority Languages in the State

- It has been informed that important Rules, Orders and Notifications, etc. are being translated in Marathi Language, whenever required.
- It has also been informed that orders have been issued as per the Notification No.1/1/87/OL and PG dated 15.12.1987, for the receipt of and the reply to the representations for redressing the grievances in minority languages.

27.5 Recruitment to State Services

- It has been stated that knowledge of the regional/Official Languages is a pre-requisite for recruitment to the State Services.
- It has also been stated that minority languages are not permitted

for answering the question papers in recruitment tests for the State Services.

- c. It has been informed that domiciliary restrictions are imposed at the time of recruitment to the State Services.

27.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that the Director of Education is the competent authority to accord recognition to linguistic minority educational institutions.
- b. It has also been stated that 25 Urdu, 16 Kannada, four Hindi and one Telugu educational institutions have been recognized as linguistic minority educational institutions in the State as on 30.06.2013.

27.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that necessary rules and regulations have been issued in this regard. It has also been stated that the Director of Education or any other officer authorized by him in this behalf shall determine every year the total number of recognized schools to which grants-in-aid may be given. However, no information has been provided on the number of linguistic minority educational institutions which have been sanctioned grants-in-aid for the year during the period under review.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

27.8 Primary Stage (Class I to V) and Upper Primary Stage (Class VI-VIII)

- a. In reply to the question regarding the facility for learning the minority language as a medium of instruction, at the Primary and Upper Primary stage of education, details of the Urdu schools only have been provided as follows:

Language	Schools	Students	Teachers
Urdu	4	1047	47

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

Language	Schools	Students	Teachers
Urdu	2	404	15

27.9 Secondary Stage (Class IX to X)

The State Government has not furnished any information about the medium of instruction at the Secondary stage of education. It has been informed that Urdu is being taught as a subject, at the Secondary stage of education, as per the details given below:

Language	Schools	Students	Teachers
Urdu	2	404	15

27.10 Higher Secondary Stage (Class XI to XII)

No specific information has been furnished about the facility for learning minority languages as a medium of instruction or as a subject at the Higher Secondary stage of education.

27.11 Three-Language Formula

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

First Language:	Medium of Instruction
Second Language:	Hindi
Third language:	Konkani/Marathi/French/Sanskrit/ Urdu

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

Language	Class VIII	Class X	Class XII
English (F.L.)	23,372	18,495	N.A.
Marathi (F.L.)	560	210	N.A.
Urdu (F.L.)	112	63	N.A.
Hindi (S.L.)	24,044	18,768	N.A.
English (T.L.)	3,600	1,662	N.A.
Konkani (T.L.)	8,000	6,920	N.A.
Marathi (T.L.)	11,200	9,050	N.A.
Kannada (T.L.)	700	679	N.A.
Sanskrit (T.L.)	76	67	N.A.
French (T.L.)	340	300	N.A.
Portuguese (T.L.)	120	90	N.A.

27.12 Teachers for Minority Languages

No information has been furnished about the posts of teachers created/ earmarked for teaching of minority language as a medium and subject of instruction while the arrangements for their training for teaching of the minority languages as a medium of instruction or as a subject are as given below:

Training Institute	Minority Language
DIET	Urdu as a Medium

27.13 Text-books in Minority Languages

It has been informed that the minority language Text-books are mainly supplied by the Maharashtra and the Karnataka States. The Text-Books and other teaching materials are supplied free of cost up to Std. VIII under Goa Sarva Shiksha Abhiyan and made available to the linguistic minority students at the beginning of the Academic Session.

27.14 Maintenance of Language Preference Registers in Schools

No information has been furnished on the maintenance of Language Preference Registers to record language preference of the linguistic minority pupils at the Primary and Secondary stages of education.

27.15 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

The Government has not provided any information about the promotion and development of minority languages.

27.16 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

It has been informed that there is no Linguistic Minority Commission constituted in the State of Goa.

27.17 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been informed that Secretary (Education) is the Nodal Officer for effective implementation of Safeguards for linguistic minorities. However, it has not been specifically mentioned as to the mechanism of informing the linguistic minorities about the concessions and other facilities provided to them.

27.18 FINDINGS/RECOMMENDATIONS

- a. The State should appreciate the presence of the minority languages as per the data provided in reply to the questionnaire for this Report. Declaration of the linguistic minority concentrated Districts/Tehsils/Municipality is required to be undertaken by the State.
- b. The State Government should not insist on the prior knowledge of the State's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the State Services to ensure equal opportunities for the linguistic minorities in matters of employment in the State. The State Government should give opportunity to the candidates to learn the Official Language within the stipulated probation period.
- c. The State Government has provided information only about the facility to learn Urdu as a minority language in the State. However, no information about the facility for learning Marathi, Hindi and Kannada has been provided. The State Government is, therefore, required to furnish complete and comprehensive information about educational facilities available to the linguistic minority students at Primary, Upper Primary, Secondary and Higher Secondary stages of education; sanctioned and filled-in posts of teachers; and arrangement for their training for teaching of minority languages as a subject and as a medium of instruction.
- d. The State Government is required to ensure that the Language Preference Register to record language preference of linguistic

minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.

- e. The State Government is required to provide wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - f. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - f. The Nodal Officer for Linguistic Minorities is required to ensure that comprehensive and consolidated replies are furnished to the Questionnaire, in time, so as to enable the Commissioner to submit his Report to the Hon'ble President within the stipulated time.
- 27.21 The Government of Goa is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

GUJARAT

28

LINGUISTIC PROFILE

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

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

- 28.2 **Official Language of the State:** The Official Language of the State is Gujarati.
- 28.3 No information has been furnished on District/Tehsil/Taluka/Municipality where the linguistic minorities constitute either 60 percent or 15 percent of its population.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

28.4 Use of Minority Languages in the State

- It has been stated that important Rules, Regulations Notices, etc. are not published in minority languages.
- It has also been stated that no orders exist for the receipt of, and the reply to the representations for redressing the grievances in minority languages.

28.5 Recruitment to State Services

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

28.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the Commissioner of School Education Department is the competent authority to accord recognition to the linguistic minority educational institutions.
- b. It has also been informed that from class XI to XII, 16 Urdu, 12 Marathi, 13 Sindhi, 2 Tamil and 71 Hindi linguistic minority educational institutions have been recognized as on June 30, 2013.

28.7 Grants-in-aid to Linguistic Minority Educational Institutions

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

28.8 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Urdu	138	44,050	1,111
Marathi	105	47,745	1,197
Sindhi	04	407	27
Hindi	424	1,56,980	4,051

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

Language	Schools	Students	Teachers
Hindi	380	1,37,642	3,372

28.9 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Urdu	85	54,843	1,205
Marathi	101	47,692	945
Sindhi	2	5,188	230

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

Language	Schools	Students	Teachers
Hindi	27,830	31,95,792	38,853

28.10 Secondary Stage (IX to X)

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

28.11 Higher Secondary Stage (XI to XII)

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

Language	Schools	Students	Teachers
Urdu	16	6,132	202
Marathi	12	7,931	173
Sindhi	13	2,509	81
Tamil	02	861	11
Hindi	71	39,194	967

- b. No information about the minority languages being taught as a subject has been furnished.

28.12 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Gujarati	178	61,731	29,131
English	79	718	643
Hindi	61	6,93,795	239
Urdu	59	171	29
Sindhi	-	05	05

28.13 Teachers for Minority Languages

No information about the teachers for teaching minority language and the arrangement for their training has been furnished.

28.14 Text-books in Minority Languages

It has been informed that the Gujarat State Text-book Board is the Agency for preparation and publication of Text-books and other teaching materials in minority languages. It has also been stated that Text-books are made available at the beginning of the Academic Session.

28.15 Maintenance of Language Preference Registers in Schools

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

28.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. It has been stated that there are no scheme for the promotion and development of minority languages in the State.
- b. It has been informed that the Sindhi Academy and Urdu Academy have been set up for the promotion and development of these languages as follows:

Language	Name of Academy	When Established	Budget for year 2012-13 (in lakhs)
Urdu	Urdu Academy	1993	-
Sindhi	Sindhi Academy	1993	-

28.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

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

28.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

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

28.19 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities.
- b. Necessary arrangements should be made to ensure the receipt of, and the reply to, the representations for redressing the grievances in minority languages.
- c. The State Government needs to ensure that Language Preference Registers to record language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.

- d. The State Government needs to provide the data on recognition and sanction of grants-in-aid to the linguistic minority educational institutions in the State.
 - e. The State Government needs to furnish detailed information about the posts of teachers and the arrangements for their training for teaching of minority languages in the State.
 - f. The State Government is required to inform the budgetary allocation for the academies and provide wide publicity of the Safeguards and facilities available to the linguistic minorities in the State.
 - g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - h. The Nodal Officer, Government of Gujarat, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner, in time, so as to enable this Constitutional Institution to prepare and present the Report within the stipulated time.
- 28.20 The Government of Gujarat is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

KARNATAKA

29

LINGUISTIC PROFILE

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

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

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

- 29.3 The State Government has stated that there is no district where a minority language is spoken by 60 percent or more of the district's population. The minority languages said to be spoken by 15 percent or more of the district/tehsils/ talukas/ municipality population, are as follows:

Name of the District	Name of the Taluk	Total population	Marathi Speaking Population	Percentage
Belgaum	Athani	4,61,862	74,645	16.16
	Khanapur	2,43,185	126,381	51.96
Bidar	Basvakalyana	2,99,910	71,220	23.74
	Bhalki	2,57,042	87,167	33.91
	Aurad	2,45,294	89,206	36.36
Uttara Kannada	Supa	48,914	21,562	44.08
	Haliyala	105,851	59,271	55.99
	Yellapura	73,497	11,955	16.26
Chikkaballa-pur	Chikkaballa-pur	191,122	68,146	35.65

Name of the District	Name of the Taluk	Total population	Urdu Speaking Population	Percentage
Bijapur	Bijapur	5,69,348	1,16,379	20.44
	Sindagi	3,26,655	51,771	15.85
Gulbarga	Gulbarga	6,75,679	1,81,662	26.89
	Chittapur	3,66,802	73,656	20.08
	Jevargi	2,35,254	35,462	15.07
Bidar	Basavakalyana	2,99,910	50,736	16.91
	Bidar	4,05,294	1,12,557	27.75
Raichur	Raichur	4,35,380	73,940	16.98
Dharwad	Hubli Dharwad	7,86,195	1,93,590	24.62
	Mundgod	90,738	14,111	15.55
Haveri	Shiggaon	1,66,742	37,541	22.51
	Savanur	1,43,885	36,348	25.26
	Hangal	2,30,750	48,009	20.81

Bellary	Hospet	3,74,949	57,794	15.41
Devangere	Davangere	6,02,523	93,438	15.51
	Harihar	2,45,654	39,736	16.18
Shimoga	Shimoga	4,45,192	75,842	17.04
Tumkur	Tumkur	51,661	78,257	15.15
Kolar	Kolar	2,42,593	62,296	18.18
	Mulbagal	2,31,302	35,148	15.20
Ramnagar	Ramnagar	2,38,347	39,198	16.45
Mysore	Mysore	10,38,490	1,56,740	15.09

Name of the District	Name of the Taluk	Total population	Tamil Speaking Population	Per cent-age
Kolar	Bangarpet	4,21,437	1,18,880	28.2
Bangalore	Bangalore	12,04,745	9,15,913	18.4
	Bangalore South	10,09,924	1,67,159	16.5

Name of the District	Name of the Taluk	Total population	Telugu Speaking Population	Per cent-age
Gulbarga	Sedam	1,96,154	59,549	30.3
Raichur	Raichur	4,35,380	1,15,980	26.6
Chitradurga	Molakalmuru	1,26,742	30,680	24.20
	Holalkere	1,97,766	9,290	46.9
Tumkur	Pavagada	2,46,255	92,479	37.55
Kolar	Kolar	10,00,607	-	39.4
	Srinivasapur	1,84,721	1,14,459	61.9
	Malur	2,07,009	63,072	30.4
	Bangarpet	4,21,437	1,39,357	33.06
	Mulbangal	2,31,302	91,416	39.5
	Kolar	3,42,593	53,214	15.5
Chikkaballa-pur	Chikkaballapur	1,91,122	68,146	35.65
	Gauribidnur	2,71,119	81,711	30.13
	Gudibande	51,828	34,731	67.0
	Shidlgatta	1,93,965	71,613	36.9
	Chintamani	2,71,284	1,62,701	59.9
Bangalore	Bangalore	42,11,437	1,39,357	33.06
	Bangalore South	10,09,924	2,11,731	20.96
	Anekal	2,99,428	81,641	27.26
Bangalore Rural	Doddaballapur	2,68,332	42,730	15.92
	Devanahally	1,85,326	44,308	23.9
	Hosakote	2,22,430	48,833	21.95

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

29.4 Use of Minority Languages in the State

- a. It has been stated that there are no arrangements for translation and publication of important Government Rules, Orders Notifications etc. in minority languages.

- b. It has also been stated that no orders are said to be issued for the receipt of, and the reply to the representations for redressal of grievances in minority languages.

29.5 Recruitment to State Services

- a. It has been stated that those who do not have pre-requisite proficiency in the Official Language at the time of recruitment of state services, should acquire proficiency in the Official Language, within two years, after recruitment.
- b. It has also been stated that the minority languages are permitted to be used for answering question papers for the recruitment tests only for the minority language paper. The other general papers are required to be answered in Kannada or English.
- c. It has been informed that there are no domiciliary restrictions at the time of recruitment to the State Services.

29.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the Minority Declaration Committee under the Chairmanship of the Commissioner, Department of Public Instruction is the competent authority for recognition of linguistic minority educational institutions.
- b. It has been stated that seven Konkani, 31 Marathi, 19 Tamil, 6 Telugu, 66 Urdu and one Sindhi institutions have been recognized as linguistic minority educational institutions and no request for recognition is pending as on 30.06.2012.

29.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been reported that grants-in-aid are sanctioned as per Karnataka Education Act-1983 and the Director, Primary Education and the Director Secondary Education are the competent authorities for sanction of grants-in-aid to Primary and Secondary linguistic minority educational institutions.
- b. No information has been furnished with regard to linguistic minority institutions which have been sanctioned grants-in-aid for the period under review.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

29.8 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Urdu	2,321	3,39,317	5,839
Marathi	347	78,947	1,040
Tamil	35	9,144	60
Telugu	33	4,656	72

- b. No information has been provided with regard to minority languages being taught as a subject at the Primary stage of education.

29.9 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Urdu	2,425	1,45,474	15,151
Marathi	701	50,405	5,377
Tamil	109	4,969	456
Telugu	52	1,798	451

- b. No information has been provided with regard to minority languages being taught as a subject at the Upper Primary stage of education.

29.10 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Urdu	532	84,640	4,864
Marathi	283	48,390	2,617
Telugu	14	834	264
Tamil	08	903	42

- b. No information has been provided with regard to minority languages being taught as a subject at the Secondary stage of education.

29.11 Higher Secondary Stage (Class XI to XII)

The State Government has not furnished any information about the minority language being taught as a medium of instruction or as a subject at the Higher Secondary stage of education.

29.12 Three-Language Formula

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

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

- b. The details of students in classes VIII, X and XII covered under the Three Language Formula have not been furnished.

29.13 Teachers for Minority Languages

- a. No information about the posts of teachers created/earmarked for the minority languages has been furnished.
- b. It has been informed that training is provided to teachers for teaching of minority languages as a medium of instruction and as a subject as follows:

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

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

29.14 Text-books in Minority Languages

- a. It has been informed that free Text-books are given to Government/ Aided Primary and High School students and for other students Text-books are available at subsidized rates.
- b. It has also been stated that the Karnataka State Text-Book Society under the Department of Public Instruction, Government of Karnataka is the agency for procuring Text-books and other teaching materials in minority languages for linguistic minority students.

29.15 Maintenance of Language Preference Registers in Schools

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

29.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been informed that the promotion and development of minority languages is undertaken through various programmes and activities by the Academies established for minority languages. The details of the Academies are as follows:

Language	Name of Academy	Budget (in Lakhs)
Urdu	Urdu Academy	Plan : Rs.35.00 Non Plan: Rs.5.50
Tulu	Karnataka Tulu Sahitya Academy	Rs. 40.00
Konkani	Karnataka Sahitya Academy	Plan : Rs.40.00 Non Plan: Rs.5.00

29.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

No information has been furnished regarding the State level/District level machinery for monitoring and reviewing the implementation of the Scheme of Safeguards for the linguistic minorities of the State. However, the DDPI (Administration), DDPI (Development) are said to be the designated implementing officers only for education department at the district level.

29.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been stated that publicity of the Safeguards and facilities available to linguistic minorities is being done through electronic media, letters and meetings, etc. It has also been stated that orders have been issued for exhibiting the Safeguards and facilities available to the linguistic minorities at the district/tehsil offices.

29.19 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of important Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities, where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population. In this regard the State Government is urged to issue the necessary Orders, which was withdrawn vide Order No. DPAR 14 LML 2003(3), dated 06-05-2004.
- b. Arrangements should be made to ensure the receipt of, and the reply to the representations for redressal of grievances in minority languages.
- c. The State Government needs to furnish complete information on the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
- d. The State Government is required to furnish details of the minority language teachers posts sanctioned/filled.
- e. The State Government needs to ensure that the Language Preference Registers to record language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.
- f. The State Government needs to ensure level playing field in the matter of recognition of educational institutions run by the linguistic minorities as per the Constitutional Safeguards provided for the minorities.
- g. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to

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

- h. The Nodal Officer is urged to ensure that the assurance given with regard to implementation of the Safeguards for the Marathi speakers living in the Karnataka-Maharashtra border districts during the meeting held with the Assistant Commissioner for Linguistic Minorities (Southern and Western Zones) on 16-04-2013 are fulfilled. The Nodal Officer is also required to ensure that comprehensive and consolidated replies are furnished to the Commissioner in time so as to enable the Constitutional Authority to present his Report to Hon'ble President of India within the stipulated time.

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

MAHARASHTRA

30

LINGUISTIC PROFILE

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

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

- 30.2 The State Government has informed that there is no district where a minority language is spoken by 60 percent or more of the district's population. However, the tehsil/town-wise percentage of the minority languages spoken by 15 percent or more of the district population is as given below:

Language	Percentage of Minority Languages spoken in Tehsil			
	15 to 30 percent	31 to 50 percent	51 to 80 percent	81 percent and above
Bhili/Bhodi	2	3	3	2
Khandeshi	4	9	2	-
Kokni	1	1	-	-
Hindi	33	8	-	-
Urdu	17	4	-	-
Gondi	4	1	4	-
Bengali	0	1	-	-
Telugu	4	0	-	-
Sindhi	0	1	-	-
Kannada	2	2	1	-
Korku	0	0	2	-

- 30.3 Town-wise percentage of minority languages spoken by 15 percent or more of the population is as follows:

Language	Percentage of Minority Languages spoken in Town/Municipality		
	15 to 30 percent	31 to 50 percent	51 to 80 percent
Bhili/Bhodi	2	3	3
Khandeshi	8	1	2
Kokni	3	0	0
Hindi	90	14	6
Urdu	81	29	5
Gondi	4	1	4
Bengali	0	0	0
Telugu	6	1	0
Sindhi	1	0	1
Kannada	3	2	0
Korku	1	0	0
Gujarati	7	2	0

30.4 Official Language of the State: Official Language of the State is Marathi.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

30.5 Use of Minority Languages in the Administration

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

30.6 Recruitment to the State Services

- a. It has been informed that there is no specific Rule insisting knowledge of regional/Official Language as a pre-requisite for recruitment to the State Services. However, as per the State Service Rules, after recruitment, employees who had not passed Marathi and Hindi language at Xth Standard (10th level) have to pass the Prescribed Examination of Marathi and Hindi language conducted by the State Government.
- b. It has also been informed that minority languages are not permitted to be used in answering Question papers in recruitment tests for the State Services. It has been stated that Maharashtra Public Service Commission conducts examination in English and Marathi.
- c. It has been stated that no specific orders exist as regards the imposition of domiciliary restrictions at the time of recruitment to the State Services but for the reserved posts, domicile certificate is compulsory.

30.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the linguistic minority educational institutions are granted recognition as per the Government of Maharashtra Resolution dated 27.5.2013 and the Joint Secretary, Minorities Development Department, Mantralaya, Mumbai-400032 is the Competent Authority for according recognition to the linguistic minority educational institutions in the State.
- b. It is stated that 2,137 institutions have been recognized as religious as well as linguistic minority institutions in the State as on June 30, 2012.

- c. It has been informed that complaints have been received by the Competent Authority and Additional Chief Secretary and as per Government Resolution dated 27/5/2013, Competent Authority and Joint Secretary Minorities Development Department, Mantralaya, Mumbai-400032 from linguistic minority for grant of recognition for their institution. As per the procedure laid down by the Government Resolution, dated 4-7-2008 and 27-5-2013 reasonable opportunities were given to the institutions, after being heard and verifying the records of the institutions.
- d. It has also been informed that as on 30-06-2012, 287 applications were pending for recognition as Religious as well as Linguistic Minority Educational Institutions.

30.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that there is no specific rule for sanction of grants-in-aid to the minority educational institutions.
- b. Details of the linguistic minority educational institutions, which have been sanctioned grants-in-aid by the State are given as follows:

Language	Primary Schools	Upper-Primary Schools	Secondary Schools	Higher Secondary Schools
English	185	141	252	150
Hindi	356	531	277	332
Urdu	1,110	1,899	554	21
Guajarati	95	106	71	2
Bengali	9	46	0	15
Kannada	134	150	36	6
Sindhi	4	10	5	0
Tamil	9	39	0	0
Telugu	11	60	8	0
Total	1,913	2,983	1,203	810

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

30.9 Primary State (Class I to V)

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

Language	Schools	Students	Teachers
Bengali	9	4,608	19
Gujarati	103	26,082	494
Hindi	426	3,13,320	2,172
Kannada	134	20,962	298
Sindhi	6	1,426	26
Tamil	9	5,353	28
Telugu	13	5,119	48
Urdu	1,408	6,88,819	5,597

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

30.10 Upper Primary Stage (Class VI to VIII)

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

Language	Schools	Students	Teachers
Bengali	46	1,931	279
Gujarati	118	30,373	599
Hindi	652	2,02,915	6,869
Kannada	151	12,778	938
Sindhi	11	2,618	68
Tamil	39	2,709	331
Telugu	60	2,526	268
Urdu	2,125	3,58,903	17,019

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

30.11 Secondary Stage (Class IX to X)

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

Language	Schools	Students	Teachers
Bengali	1	101	3
Gujarati	84	21,749	1,311
Hindi	444	1,20,033	4,446
Kannada	47	6,048	285
Sindhi	7	1,753	45
Tamil	2	88	10
Telugu	12	1,264	56
Urdu	833	1,78,840	6,407

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

30.12 Higher Secondary Stage (Class XI to XII)

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

Language	Schools	Students	Teachers
Bengali	2	278	13
Gujarati	22	18,919	812
Hindi	171	48,192	4,145
Kannada	15	4,087	374
Sindhi	6	1,093	51
Urdu	419	69,213	6,549

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

30.13 Three-Language Formula

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

First Language: Marathi, Hindi, English, Urdu, Gujarati, Tamil, Kannada, Telugu, Sindhi, Bengali
 Second Language: Marathi, Hindi, English, Urdu, Gujarati, Kannada, Tamil, Telugu, Sindhi, Bengali, Sanskrit, Pali, Arabic, German and French
 Third Language : Marathi, Hindi, English, Urdu, Gujarati, Pali, Kannada, Tamil, Telugu, Sindhi, Bengali, Sanskrit, Arabic, German and French

- b. The State government has not furnished any information about the students covered under the Three Language Formula in class VIII, X and XII.

30.14 Teachers for Minority Languages

- a. The State government has not furnished any information as regards the sanctioned/filled up posts of teachers for minority language.
- b. No information has been provided about the availability of training facilities for the teachers in minority languages.

30.15 Text-books in Minority Languages

- a. It has been informed that the Maharashtra Bureau of Text-books Production and Curriculum Research is responsible for the preparation and publication of minority languages text-books.
- b. It has also been informed that the Text-books are supplied free of cost under the Sarva Shiksha Abhiyan. Further it has been stated that the Text-books and other teaching material in minority language are made available to the linguistic minority students at the beginning of the Academic Session.

30.16 Maintenance of Language Preference Registers in Schools

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

30.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been stated that there are no schemes for the promotion and development of minority languages. However, the details of Language Academies set up by the State Government for their promotion and development are as follows:

Language	Name of Academy	When Established	Budget for year 2013-14
Urdu	Urdu Sahitya Academy	1975	20,00,000/-
Hindi	Maharashtra Rajya Hindi Literature Academy	1982	50,00,000/-
Gujarati	Maharashtra Rajya Gujarati Literature Academy	1996	35,00,000/-
Sindhi	Sindhi Academy	1983 but at present not functioning	50,000/-

30.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been stated that there is no machinery at the State/District level for monitoring and reviewing the implementation of the Safeguards for the linguistic minorities in the State.
- b. It has been informed that the State Minorities Commission has been established but it does not deal with the linguistic minority affairs.

30.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

- a. No information has been furnished by the State Government about the facilities for the publicity and awareness on the Safeguards for the linguistic minorities.
- b. No information has been furnished by the State Government about the complaints received/pending regarding the Safeguards for linguistic minorities during the period under review.

30.20 FINDINGS/RECOMMENDATIONS

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

- b. Arrangements should be made to ensure the receipt of and the reply to the representations for redressal of grievances in minority languages.
- c. The State Government has informed that 2137 institutions have been recognized as religious and linguistic minority institutions in the State. However, it needs to clarify about the number of linguistic minority institutions in the State.
- d. The State needs to provide complete and comprehensive information about the facilities for learning the minority language in the State including the tribal languages.
- e. As per the information provided by the State a large number of linguistic minority institutions have been sanctioned grants-in-aid during the period under review. However, the rules, regulations, policy guidelines for sanctioning of grants-in-aid needs to be specifically given by the State for the benefit of the minority population in the State.
- f. The State Government needs to furnish detailed information regarding the sanctioned/filled up number of teacher posts and the arrangement for their training for teaching the minority languages as a medium of instruction and as a subject.
- g. The State Government needs to ensure that the Language Preference Register to records the language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary stages of education in the State.
- h. The State Government having registered largest number of linguistic minority population in the State, it is required to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- i. The State Government has stated that the Sindhi Academy was established in the year 1983 but at present it is not functioning. It has also been stated that an amount of Rs.50,000/- has been allocated for the development of the language during the year 2013-14. Therefore, the State Government is required to revive the Academy and ensure its functioning for the promotion of the Sindhi language.
- j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted to ensure effective implementation of the Safeguards for the linguistic minorities.

- k. The Nodal Officer, Government of Maharashtra, needs to ensure that comprehensive and consolidated replies are furnished to the Commissioner, in time, so as to enable this Constitutional Institution to present and prepare the Report in time.
- 30.21 The State Government of Maharashtra is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

ANDAMAN AND NICOBAR ISLANDS 31

LINGUISTIC PROFILE

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

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

- 31.2 The UT Administration has stated that there is no district wherein the speakers of minority language constitute 60 percent or more of its population. It has also been stated that there is no District/Tehsil/Taluka/Municipality wherein the linguistic minority constitutes 15 percent or more of its population.

It has been informed that in Nicobar 8.05 percent of the population constitute speakers of Nicobarese.

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

31.4 Use of Minority Languages in the UT

- No information has been given as regards the translation and publication of rules, regulation, notices etc. in minority languages in UT.
- No information has been furnished about the arrangement for the receipt of and the reply to the representations for redressal of grievances in minority languages.

31.5 Recruitment to UT Services

- a. No information has been provided on whether the knowledge of regional/Official Language is a pre-requisite for the recruitment to the UT Services.
- b. No information has been given regarding the permission to answer the question papers in minority languages for recruitment to the UT Services.
- c. It has been stated that domiciliary restrictions are not imposed at the time of recruitment to the UT Services.

31.6 Recognition of Linguistic Minority Educational Institutions

No information has been provided about the Rules and Regulations/ Guidelines or the Competent Authority for according recognition to the linguistic minority educational institutions.

31.7 Grants-in-aid to Linguistic Minority Educational Institutions

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

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS**31.8 Primary Stage (Class I to V)**

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

Language	Schools	Students	Teachers
Bengali	111	5,286	383
Tamil	26	554	126
Telugu	15	729	78

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

31.9 Upper Primary Stage (VI to VIII)

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

Language	Schools	Students	Teachers
Bengali	39	3,574	139
Tamil	14	624	66
Telugu	8	545	22

- b. However, no information has been furnished about the minority languages being taught as a subject at the Upper Primary stage.

31.10 Secondary Stage (IX to X)

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

Language	Schools	Students	Teachers
Bengali	25	2,978	102
Tamil	11	576	60
Telugu	6	459	28

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

31.11 Higher Secondary Stage (XI to XII)

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

Language	Schools	Students	Teachers
Bengali	13	1,943	62
Tamil	05	496	23
Telugu	02	426	09

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

31.12 Three-Language Formula

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

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

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

Language	Class VIII	Class X	Class XII
Three language formula: English, Hindi, Telugu, Bengali and Sanskrit	6,761	6,787	5,161

31.13 Teachers for Minority Languages

- a. No information has been provided about the sanctioned strength of the teachers for the minority languages. It has been stated that that no posts of teachers are created medium/language-wise during the period under review but allotment is made according to the necessity.
- b. No information has been provided about the arrangement regarding the training facility for minority language teachers in the UT.

31.14 Text-books in Minority Languages

It has been stated that no language is declared as a minority language in the UT. Further, no information has been furnished about the arrangement for procurement and supply of text-books at competitive/subsidized rates.

31.15 Maintenance of 'Language Preference Registers' in Schools

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

31.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished about the scheme for the promotion and development of minority languages in the UT. It has also been stated that no Academies have been established for the promotion and development of the languages.

31.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been informed that no language has been declared as Minority Language in the UT. However, the Social Welfare Department being the Nodal Department, implements schemes for the welfare of the minorities.
- b. It has also been informed that the UT Administration has constituted State and District level Committees under the Prime Minister's new 15-point programme.
- c. It has further been informed that as per the direction of the National Commission for Minorities, an Advisory Committee for Minorities has been constituted by the UT Administration to handle the affairs of the minorities.

31.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been stated that the Government Schemes are being published through local news-papers and electronic media, AIR and Doordarshan, PRIs and local bodies. Pamphlets about the Schemes and Safeguards are being distributed through Awareness Generation Programme.

31.19 FINDINGS/RECOMMENDATIONS

- a. Though Hindi and English are the Official Languages, the UT Administration needs to appreciate the importance of minority and tribal languages spoken in the islands and to come forward for the preservation and promotion of these languages.
- b. No language has been declared as minority language in the UT Administration. However, the Administration needs to ensure translation and publication of Rules, Regulations, Notices, etc., in the relevant languages spoken in the islands for the benefit of the general public.
- c. Necessary arrangements are required to be made to ensure the receipt of and the reply to the representations for redressal of grievances in the languages spoken.
- d. The UT Administration needs to initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority institutions and sanction of grants-in-aid to these institutions, wherever necessary.
- e. The UT Administration needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary, Upper Primary, Secondary and Higher Secondary stages of education in the UT. It is also required to clarify whether the schools are run by the UT Administration, or Central or Local Government bodies and the system of education followed in them.
- f. The UT Administration needs to ensure that 'Language Preference Registers' to record preference of linguistic minority students are maintained in all the Primary schools in the UT to facilitate instruction in the mother tongue.
- g. The UT Administration is required to furnish detailed information about the sanctioned strength and availability of teachers and their training facilities in the UT.
- h. The UT Administration is required to furnish the detailed information on the procurement and supply of Text-books and teaching materials to schools in the UT. It is also required to inform whether Text-books are supplied at competitive or subsidized rates and to ensure the same are available at the beginning of the Academic Session.
- i. The UT Administration needs to institute wide publicity of the Constitutional Safeguards and the facilities available to the linguistic minorities so as to spread awareness among them to protect and preserve their languages. The Administration is required to furnish the details of the facilities for learning, protecting and preserving the tribal languages in the UT.

- j. The UT Administration is advised to set up a UT Level Committee under the Chairmanship of the Administrator to monitor and review the implementation of the Safeguards for the linguistic minorities in the UT. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities at the local level.
 - k. The Nodal Officer for linguistic minorities needs to ensure that the comprehensive and consolidated replies in coordination with educational authorities are prepared and furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report.
- 31.20 The UT Administration is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the Andaman and Nicobar Islands.

ANDHRA PRADESH

32

LINGUISTIC PROFILE

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

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

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

32.5 RECOMMENDATIONS

- a. The status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the Government of Andhra Pradesh.
- b. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 per cent or more of the District/Tehsil/Taluka/Municipality population.
- c. Arrangements should be made to ensure receipt of and reply to the representations for the redressal of grievances in minority languages.

- d. The State Government should initiate effective steps to implement the Constitutional Provision on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to such institutions.
 - e. The State Government needs to ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education in the State.
 - f. The State Government needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary/Higher Secondary stages of education.
 - g. The State Government needs to furnish detailed information about the posts of minority languages teachers and arrangement for their training for teaching of minority languages as a medium and as a subject.
 - h. Effective action needs to be taken to protect and promote the minority languages in the State. The Minority Language Academies should be established and adequately funded for their development.
 - i. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
 - j. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collectors may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - k. The Nodal Officer, Government of Assam, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 32.6 The Government of Andhra Pradesh is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the State.

KERALA

33

LINGUISTIC PROFILE

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

Language	Speakers	Percentage
Malayalam	3,08,03,747	96.74
Tamil	5,96,971	1.87
Kannada	81,406	0.26
Konkani	61,376	0.19

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

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

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

33.5 Use of Minority Languages in the State

- a. It has been stated that there is no arrangement for translation and dissemination of important government rules, regulations, notices, etc. in minority languages where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.

- b. However, it has been stated that the ration cards, electoral rolls, various application forms, notices and name boards, etc. are said to be published/issued/written in the minority languages along with Malayalam.
- c. It has been informed that orders have been issued for the receipt of, and the reply to the representations for redressal of grievances in minority languages. It has also been informed that such representations, if requested, are replied to in the same minority languages. It has been informed that during the period under review, the State Government had received four representations in the minority languages.

33.6 Recruitment to State Services

- a. The State Government has informed that unless otherwise specific knowledge of regional/Official Language is not a prerequisite for recruitment to the Kerala State Services, persons belonging to linguistic minorities (Tamil and Kannada speakers) who writes the recruitment test in a language other than Malayalam are also appointed to the State Service, should pass a language test in Malayalam conducted by the Kerala Public Service Commission as prescribed in the G.O.(Ms) No.142/PD dated 31.03.1966 within a maximum period of ten years from the date of appointment.
- b. It has been stated that if the question paper is printed in Malayalam and is required to be answered in Malayalam, translated Tamil/Kannada versions of the same question paper will be supplied to the minority Language candidates and they can answer such questions in Tamil/Kannada. If the question paper contains questions testing the knowledge in Malayalam language, the same number of questions testing the knowledge of their preferred languages (Tamil/Kannada) will also be given.
- c. As regards the imposition of domiciliary restrictions at the time of recruitment to the State Service, it has been stated that:-
 - (i) The candidate must be a citizen of India or (ii) subject of Nepal or (iii) subject of Bhutan or (iv) Tibetan who have migrated to India before 1st January 1962 with the intention of permanently settling in India or (v) Persons of Indian origin who have migrated from Pakistan, Burma, Sri Lanka and East African Countries of Kenya, Uganda and United Tanzanian Republic (erstwhile Tanganyika and Zanzibar) with the intention of permanently settling in India. It has also been stated that persons mentioned in (ii), (iii), (iv) and (v) above, shall obtain Certificate of Eligibility from Government of India. They will be allowed to appear for the examination and interview and in case they are appointed to any post, their appointment will be provisional, subject to production of the Certificate of Eligibility.

33.7 Recognition of Linguistic Minority Educational Institutions

- a. It has been informed that the State Government is the competent authority to recognize linguistic minority educational institutions.
- b. It has been stated that five linguistic minority educational institutions have been recognized as on 30.06.2013.
- c. It has been informed that no application is pending for recognition as linguistic minority educational institution as on 30.06.2013.

33.8 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been stated that the State Government is the competent authority to sanction grants-in-aid to the linguistic minority educational institutions.
- b. It has also been stated that one Upper Primary school has been granted aid during the period under review; however the language has not been mentioned.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

33.9 Primary Stage (Class I to IV)

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

Language	Schools	Students	Teachers
Tamil	108	8,153	51
Kannada	91	10,020	NA

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

Language	Schools	Students	Teachers
Arabic	3,246	4,39,948	4,106

33.10 Upper Primary Stage (Class V to VII)

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

Language	Schools	Students	Teachers
Tamil	34	7,495	39
Kannada	45	9,203	2

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

Language	Schools	Students	Teachers
Sanskrit	1,824	1,62,041	2,173
Arabic	1,608	2,45,839	1,672
Urdu	1,087	70,529	1,127

33.11 Secondary Stage (Class VIII to X)

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

Language	Schools	Students	Teachers
Tamil	64	8,615	70
Kannada	49	10,273	89

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

Language	Schools	Students	Teachers
Sanskrit	1,197	77,584	905
Arabic	1,168	2,36,755	1,397
Urdu	455	38,315	377

33.12 Higher Secondary Stage (XI to XII)

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

Language	Schools	Students	Teachers
Tamil	23	1,956	23
Kannada	27	2,507	27

33.13 Three-Language Formula

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

First language :	Regional language (Malayalam)
Second language:	English
Third language:	Hindi

- b. No information has been given with regard to the number of students covered under the Three-Language Formula in classes VIII, X and Class XII for various languages.

33.14 Teachers for Minority Languages

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

Language	As Medium		As Subject	
	Sanctioned	Filled	Sanctioned	Filled
Tamil	Nil	Nil	23	23 (of the 23, 6 are Guest Teachers)
Kannada	Nil	Nil	27	27

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

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

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

33.15 Text-books in Minority Languages

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

33.16 Maintenance of Language Preference Registers in Schools

No information has been furnished regarding maintenance of Language Preference Registers to register linguistic preference of linguistic minority pupils in the schools.

33.17 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

No information has been furnished about the activities for promotion and development of the minority languages. However, it has been informed that an Arabic Special Officer and a Sanskrit Special Officer are working for the promotion and development of Arabic and Sanskrit language.

33.18 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been stated that a State Level Committee to monitor and review the implementation of Safeguards for linguistic minorities under the Chairmanship of the Chief Minister has been

constituted. The Members of the Legislative Assembly and the Heads of Administrative Departments are its members. The last meeting of the Committee was held on 4.10.2012.

- b. It has also been stated that the Committee to ensure the implementation of Safeguards for linguistic minorities at the district levels have been constituted under the Chairmanship of the District Collectors, by co-opting MPs/ MLAs/ District Panchayat Presidents/ three representatives of the minority language of the local area along with the Deputy Directors of Education and Collegiate Education as the Members.

33.19 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It has been stated that booklet, *“Safeguards for Linguistic Minorities in Kerala”* was published by the State Government in 2002 for the benefit of the linguistic minorities.

33.20 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/ Taluka/Municipality population.
- b. The State Government needs to furnish the details of the designated authorities for recognition and grant of aids to linguistic minority institutions in the State.
- c. Complete details of the number of posts of teachers for teaching minority languages needs to be provided.
- d. The status of minority languages being taught as the first language under the Three-Language Formula has not been mentioned. Hindi is mentioned as the Third Language under the Three Language Formula; however, the number of students studying Hindi has not been mentioned. It needs to be clarified.
- e. The State Government is required to ensure that the Language Preference Register to record language preference of linguistic minority students be maintained in all the schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages in the State.
- f. Effective action needs to be taken to protect and promote the minority languages in the State. The Language Academies should be established and adequately funded for the development of languages spoken by the linguistic minorities in the State.

- g. The State Government should institute wide publicity of the Safeguards and facilities available to the linguistic minorities in the State. Pamphlets containing Safeguards and the facilities available to the linguistic minorities need to be published annually.
 - h. The Nodal Officer, Government of Kerala needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to present his Report to Hon'ble President of India within the stipulated period of time.
- 33.21 The Government of Kerala is urged to take note of the points mentioned above and take necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the State.

LAKSHADWEEP

34

LINGUISTIC PROFILE

- 34.1 The Census-2001 registered the population of Lakshadweep as 60,650 and its broad linguistic profile is as follows:

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

- 34.3 a. **Official Language of the UT:** The Official Language of the UT is English.
- b. **Additional Official Language:** Hindi is an additional Official Language.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

34.5 RECOMMENDATIONS

- The factual status of implementation of the Constitutional and other Safeguards for the Linguistic Minorities could not be ascertained in the absence of response from the UT of Lakshadweep
- The UT Administration should ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities .
- Arrangements should be made to ensure receipt of, and reply to, the representations for redressing the grievances in minority languages.
- The UT Administration needs to furnish detailed information about the educational facilities available to the linguistic minority students at the Primary/Upper Primary, Secondary stages of education.
- The UT Administration needs to furnish detailed information about the posts of teachers and arrangements for their training in teaching of minority languages as a medium of instruction and as a subject.

- f. Effective action should be taken to protect and promote the minority languages in the UT. The Language Academies should be established and adequately funded for the development of minority languages.
 - g. The Government of the UT Administration should ensure that Language Preference Register to record language preference of linguistic minority students are maintained in all the Primary and Secondary schools to facilitate inter-school adjustments so as to provide instruction in mother tongue/languages at the Primary and Secondary stages of education.
 - h. The Nodal Officer, UT of Lakshadweep, needs to ensure that comprehensive and consolidated replies are furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report in time.
- 34.6 The UT Administration is urged to take note of the points mentioned above and initiate necessary measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively in the UT.

PUDUCHERRY

35

LIGUISTIC PROFILE

- 35.1 The Census-2001 registered the population of UT of Puducherry as 9,74,345 and its broad linguistic profile, is as follows:

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

- 35.2 a. **Official Language:** It has been informed that as per the Pondicherry Official Languages Act, 1965 Tamil is the Official Language of the UT and English is used for official purposes.
- b. **Additional Official Languages:** Malayalam and Telugu have been declared as Official Languages in Mahe and Yanam areas in the UT respectively.
- 35.3 It has been informed that there is no district where minority languages are spoken by 60 percent or more of its population nor there is any District/Tehsil/Municipality where a minority language is spoken by 15 percent or more of the District/Tehsil/Municipality population in the UT.

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

35.4 Use of Minority Languages in the UT

- a. It has been stated that rules, regulations and notices, etc. are not published in minority languages.
- b. There is no arrangement for the receipt of, and the reply to the representations for the redressal of grievances in minority languages.

35.5 Recruitment to UT Services

- a. It has been stated that the Knowledge of regional/Official Language is a pre-requisite for recruitment to the UT Services.
- b. It has also been stated that minority languages are not permitted to be used in answering question papers for recruitment to the UT Services

- c. It is informed that domiciliary restrictions apply at the time of recruitment to the UT Services.

35.6 Recognition of Linguistic Minority Educational Institutions

- a. No information about the rules and regulations/guidelines on recognition of linguistic minority educational institutions has been provided. However, it has been informed that the Secretary (Education), Government of Puducherry is the competent authority to accord recognition to such institutions. No private institution in the UT of Puducherry falls under the linguistic minorities.
- b. It has been informed that no representation/application is pending for the recognition as linguistic minority educational institution.

35.7 Grants-in-aid to Linguistic Minority Educational Institutions

It has been stated that the Grants-in-aid Section, Directorate of School Education, Puducherry is the competent authority to sanction grants-in-aid to the educational institutions. As regards the number of linguistic minority institutions language-wise, which have been sanctioned grants-in-aid for 2012-13, it has been stated that no private institution in the UT of Puducherry falls under the linguistic minorities. Hence sanctioning of grant-in-aid is treated as 'Nil'.

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

35.8 Primary Stage (Class I to V)

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

Language	School	Students	Teacher
French	4	117	15

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

Language	School	Students	Teacher
Hindi	10	280	5
Arabic	10	73	2
Sanskrit	2	11	2

35.9 Upper Primary Stage (Class VI to VIII)

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

Language	School	Students	Teacher
French	4	107	24

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

Language	School	Students	Teacher
Hindi	12	2,255	12
Arabic	4	561	10
Sanskrit	1	18	2

35.10 Secondary Stage (Class IX to X)

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

Language	School	Students	Teacher
French	4	48	24

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

Language	School	Students	Teacher
Hindi	13	2,629	12
Arabic	5	439	7
Sanskrit	1	3	2

35.11 Higher Secondary Stage (Class XI to XII)

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

Language	School	Students	Teacher
Hindi	6	479	12
French	12	420	8
Arabic	4	224	1

35.12 Three-Language Formula

- a. Two-Language Formula is being followed in the Puducherry and Karaikal regions of the Union Territory. However, in the Yanam and Mahe regions of the UT the Three Language Formula has been adopted, as per the following details:

Puducherry Region

First Language	:	Tamil: Class I to XII standard Hindi/French/Sanskrit: Class XI to XII only (in some schools introduced from Class VI)
Second Language	:	English Class I to XII
Third Language	:	No Third Language in Puducherry region.

Karaikal Region

First Language	:	Tamil Class I to XII standard Hindi/French/Sanskrit Class XI to XII only (in some schools introduced from Class VI)
Second Language	:	English Class I to XII standard
Third Language	:	No Third Language in Karaikal region

Mahe Region

First Language	:	Malayalam Class I to XII standard Hindi/Arabic Class I to XII only (in some schools introduced from Class VI)
Second Language	:	English Class I to XII standard
Third Language	:	Hindi

Yanam Region

First Language	:	Telugu Class I to XII standard Hindi/Sanskrit Class VI to XII only (in some schools introduced from Class VI)
Second Language	:	English Class I to XII standard
Third Language	:	Hindi

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

Mahe Region

Language	Class VIII	Class X	Class XII
Hindi	538	687	172
Arabic	204	183	40

Yanam Region

Language	Class VIII	Class X	Class XII
Hindi	606	521	Nil

35.13 Teachers for Minority Languages

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

Language	As a Medium		As a Subject	
	Posts Sanctioned	Posts filled-up	Posts Sanctioned	Posts filled-up
French	68	39	10	8
Sanskrit	-	-	3	2
Hindi	-	-	65	29
Arabic	-	-	23	13

- b. It has been informed that in Mahe region, resource persons from DIET, Tellicherry, Kozhikkodu and Kannur University (Kerala) are invited to organize Orientation Course for in-service teachers in the minority languages such as Arabic, Hindi, French and Sanskrit to rejuvenate their skills.
- c. Similarly, in Yanam region, resource persons from DIET, Boomavaram and College of Education, Rajamundry (Andhra Pradesh) are invited to organize Orientation and Refresher programmes in the minority languages like Hindi, etc.

35.14 Text-Books in Minority Languages

- a. It has been informed that the Boards of Education of the neighbouring States are the agencies for the preparation and publication of text-books and other teaching materials in minority languages:
- Kerala Board of Secondary Education, Thiruvananthapuram
 - SCERT, Thiruvananthapuram, Kerala
 - Andhra Pradesh Board of Secondary Education, Hyderabad
 - Board of Intermediate Education, Andhra Pradesh, Hyderabad
 - Hindi Prachar Sabha, New Delhi and Chennai
- b. During the training, hand-outs and worksheets are used to discuss the issues of language related methodology and the specific contents of the minority languages.
- c. Generally, the Chief Education Officers of the nearby Districts such as Cuddalore, Villupuram in the case of Puducherry region, Rajamundry for Yanam and Tellicherry for Mahe region are consulted for the procurement of books in the minority languages.
- d. As these books are said to be printed and published by Government-owned Text-Books Societies of the respective States, they can offer those books at competitive rates to the students.

35.15 Maintenance of Language Preference Registers in Schools

No information has been provided regarding the maintenance of Language Preference Registers in the schools.

35.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

It has been informed that there are no schemes or academies set-up for the promotion and development of minority languages in the UT

35.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

There has been no Committee to monitor and review the implementation of the Safeguards for the linguistic minorities in the UT. However, it has been stated that the Director, Social Welfare is the Nodal Officer for the linguistic minorities' affairs in the four regions of UT i.e. Puducherry, Karaikal, Mahe and Yanam. Further, it has been stated that setting up of an Independent Commission for the Religious and Linguistic Minorities is under process.

35.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

It is stated that the UT Administration has no mechanism to publicize the Safeguards and facilities available to the linguistic minorities in the UT.

35.19 FINDINGS/RECOMMENDATIONS

- a. The UT Administration needs to appreciate the minority languages spoken in the different regions under the UT.
- b. The UT Administration should not insist on the prior knowledge of the UT's Regional/Official Language at the time of recruitment nor should it impose domiciliary restrictions for recruitment to the UT Services to ensure equal opportunities for the linguistic minorities in the matters of employment in the UT. The UT Administration should fix stipulated period as per Consensual Safeguards for the linguistic minorities to learn the Official Language of the UT during the period of probation.
- c. Arrangements should be made to ensure the receipt of, and the reply to the representations for the redressal of grievances received in minority languages.
- d. The UT Administration needs to initiate steps to implement the Constitutional Safeguards on recognition of the linguistic minority educational institutions and sanction of grants-in-aid to these institutions, wherever necessary.
- e. The UT Administration needs to furnish complete and comprehensive information on the facilities available for learning mother-tongues/minority language at schools in the UT including the Mahe and Yanam regions.

- f. The UT Administration should ensure implementation of the Three Language Formula in all the regions of the Union Territory so that linguistic minority students are able to study their mother tongues/minority languages at schools.
 - g. The UT Administration needs to ensure maintenance of Language Preference Registers to record language preference of linguistic minority students in the schools to facilitate instruction in the mother tongue/minority languages at the Primary stage of education.
 - h. The UT Government is required to set up a UT Level Committee under the Chairmanship of the Chief Secretary to monitor and review the implementation of the Safeguards for the linguistic minorities in the UT. Similarly, the District Level Committees under the Chairmanship of the District Collector may also be constituted to ensure effective implementation of the Safeguards for the linguistic minorities.
 - i. The UT Administration should institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the UT.
 - j. The Nodal Officer for linguistic minorities needs to ensure that the comprehensive and consolidated replies in coordination with educational authorities are prepared and furnished in time to the Commissioner so as to enable the Constitutional Authority to prepare and present his Report.
- 35.21 The UT Government of Puducherry is urged to take note of the points mentioned above and initiate necessary remedial measures to ensure that the Scheme of Safeguards for the linguistic minorities is implemented effectively and efficiently in the UT.

TAMILNADU

36

LINGUISTIC PROFILE

- 36.1 The Census-2001 registered the population of Tamil Nadu as 6,24,05,679 and its broad linguistic profile is as follows:

Language	Speakers	Percentage
Tamil	5,57,98,916	89.41
Telugu	35,27,594	5.65
Kannada	10,45,238	1.67
Urdu	9,42,299	1.51
Malayalam	5,57,705	0.89

- 36.2 a. **Official Language of the State:** The Official Language of the State is Tamil.
- b. **Additional Official Language:** It has been informed that English has been declared as the additional Official Language for communication purpose.
- 36.3 a. It has been informed that there is no district, wherein the linguistic minorities constitute 60 percent or more of the district population.
- b. It has also been informed that the following minority languages are spoken by 15 percent or more of the District/Tehsil/Taluka/ Municipality population (as per Census 2001):

District	Tehsil/Taluka/ municipality	Language	Percentage
Tiruvallur	Tiruttani	Telugu	27.11
Tiruvallur	Tiruvallur	Telugu	16.21
Vellore	Vaniyambodi	Urdu	19.31
Kanniyakumari	1.Kalkulam	Malayalam	30
	2.Kuzhithurai		20
Virudhunagar	Rajapalayam	Telugu	21.07
Madurai	Kodaikanal	Telugu	17.36
Dindigul	Palani	Telugu	16.46
Madurai	Periyakulam	Telugu	20.19
The Nilgiris	Mettupalayam	Kannada	53.77
Dharmapuri	Hosur	Telugu	29.07
Salem	Salem	Telugu	19.55
Coimbatore	Coimbatore	Telugu	22.82
Erode	Gobichettipalayam	Telugu	16.14

STATUS OF IMPLEMENTATION OF THE SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

36.4 Use of Minority Languages in the State

- a. It has been informed that in Kanyakumari District, electoral rolls for Padmanabhapuram, Killiyoor and Vilavancode constituencies are also being published in Malayalam language.
- b. It has been stated that no order exists for the receipt of the representations for redressal of grievances in minority languages. Moreover, no specific information has been furnished about the language used in reply to the representation for redress of grievances.

36.5 Recruitment to State Services

- a. It has been informed that only Tamil and English are permitted to be used for answering question papers for recruitment tests in the State.
- b. The knowledge of regional/Official Language is stated to be a pre-requisite only for recruitment to the following posts under the State Services:
 1. District Educational Officers
 2. Assistant Public Prosecutor Grade-II
 3. Agriculture Officer (Extension)

It has been stated that the candidates with the mother tongue other than Tamil have to pass the Second class Language test within a period of two years as per rule 12A(b) of Tamil Nadu State and Subordinate Service Rules from the date of their appointment, failing which they will be discharged from the service.

- c. It has been stated that the candidates except those belonging to Tamil Nadu are treated as 'others' i.e. general category candidates.
- d. As to whether minority languages are permitted to be used in answering question papers for recruitment examination to State Services, it has been stated that generally the question papers for all recruitments are set in English and Tamil. For certain posts like Assistant Medical Officer (Siddha) and (Unani) the question papers are set in Tamil/Urdu respectively, since these subjects are taught only in these languages. As per the Scheme of Examination followed by Tamil Nadu Public Service Commission, the question papers for all Technical posts contain only objective type questions.

- e. As regards the imposition of domiciliary restrictions at the time of recruitment to the State Services, it has been stated that para 12 of the Tamil Nadu State and Subordinate Service Rules is applicable as detailed below:

A candidate for the appointment to a post under the State must be

- (a) A citizen of India, or
- (b) A subject of Nepal, or
- (c) A subject of Bhutan, or
- (d) A Tibetan refugee who came over to India before the 1st January, 1962 with the intention of permanently settling in India.

Or

A person of India origin who has migrated from Pakistan, Burma, Sri Lanka, or East African countries of Kenya, Uganda, the United Republic of Tanzania (formerly Tanganyika and Zanzibar), Zambia, Malawi, Zaire and Ethiopia with the intention of permanently settling in India.

Provided that a candidate belonging to categories (b), (c), (d) and (e) shall be a person in whose favour a certificate of eligibility has been given by the State Government.

A candidate in whose case a certificate of eligibility is necessary may be admitted to an examination or interview conducted by the Tamil Nadu Public Service Commission or other recruiting authority and he may also provisionally be appointed subject to the necessary certificate being given to him by the State Government.

The candidates belonging to other States (except that those belonging to Tamil Nadu) are treated as 'Others' i.e. General category for all recruitments.

36.6 Recognition of Linguistic Minority Educational Institutions

- a. It has been stated that according to Tamil Nadu Recognized Private Schools (Regulation) Act, 1973, Rules 1974 and Tamil Nadu Minorities School (Recognition and Payment of grants) Rules 1977, the recognition is granted to linguistic minorities institutions. The State Government of Tamil Nadu, Higher Education Department and Health and Family Welfare Department in their respective fields are the competent authority for granting recognition to linguistic minority educational institutions.
- b. It has been reported that the relevant Government orders for recognition of linguistic minorities are G.O. (Ms) No.270 Higher Education (J1) Department dated 17-06-1988, G.O. (Ms) No.48 Higher Education (E1) Department dated 12-03-2007, G.O. (MS) No.386 Higher Education (J1) Department dated 11-12-2006 and

the Government have issued the following guidelines for recognition of linguistic minority institutions in paragraph 8(I) to (VII) of G.O. (Ms) No.270 Higher Education (J1) Department dated 17-06-1998, G.O. (Ms) No.375 School Education Department dated 12-10-1998 and G.O. (Ms) No.214 School Education Department dated 03-11-2008.

- I) The object of the educational institutions should be for promoting the interests of the minority concerned and it should sub-serve the interests of the minority community concerned.
 - II) Such educational institutions should have been established by the minority and should be continuously administered only by the members of that minority.
 - III) An educational institution which was originally not established by a minority community cannot acquire such status or character subsequently under any circumstances.
 - IV) All the Trustees or the members of the Governing Body of the minority educational institutions shall belong only to the concerned minority.
 - V) In the case of Self-Financing Educational Institutions imparting professional courses of education established and administered by any minority, they shall admit students of the minority alone, not exceeding 50 percent of the sanctioned strength. If there is any vacancy not filled as above such vacancy in that 50 percent shall be filled up only on the basis of merit and from the common list prepared by the competent authority.
 - VI) To decide whether an applicant is a minority or not based on religion or language, the total population of that minority in the State of Tamil Nadu shall be taken into consideration and not the population of that minority in any particular region where the educational institution is situated.
 - VII) In so far as Tamil Nadu State is concerned, any person whose mother tongue is any language other than Tamil shall be considered as linguistic minority in the State and in respect of religious minority, any person whose religion is other than Hinduism shall be considered as a religious minority in the State.
- c. It has been informed that the following linguistic minority educational institutions have been recognized in the State as on June 30 2013:

Language	Primary and Middle Schools	Students	Teachers
Urdu	251	26,450	975
Telugu	738	37,402	1,807
Malayalam	21	1,015	46
Kannada	68	3,002	145
Hindi	5	429	10
Guajarathi	1	4	1

Language	High School	Higher Secondary School
Telugu	11	13
Urdu	-	8
Hindi	-	7
Malayalam	6	16
Guajarati	-	3
Kannada	9	8
Sowrashtra	2	4
Arabic	-	1

Language	Higher Education (Art and Science)
Telugu	5
Sowrashtra	1
Rajasthani and Gujarathi	1

Language	Higher Education (Engineering)
Telugu	42
Kannada	1
Hindi	1
Malayalam	2
Sowrashtra	2

- d. The status of applications, pending for recognition as linguistic minority education institution as on 30 June, 2013 is as follows:

In Elementary and Higher Secondary Schools- Nil

Higher Education

College	-	Malayalam	-	3
Technical Education	-	Telugu	-	8

36.7 Grants-in-aid to Linguistic Minority Educational Institutions

- a. It has been informed that according to the Tamil Nadu Recognized Private Schools Regulation Act, 1974 section 14A, after 01-06-1991 no aid is given to any educational Institution.
- b. The details of the grants-in-aid sanctioned to the linguistic minority educational institutions, for the year 2012-13 in the State are as follows:

Level	No. of Schools	Name of Minority Language							
		Urdu	Telugu	Malayalam	Kannada	Hindi	Sowrashtra	Gujarati	Arabic
Primary	90	58	0	26	4	0	2	0	0
Upper Primary	21	3	2	7	5	0	4	0	0
High School	28	0	11	6	9	0	2	0	0
Higher Secondary School	60	8	13	16	8	7	4	3	1

EDUCATIONAL FACILITIES FOR LINGUISTIC MINORITY STUDENTS

36.8 Primary Stage (Class I to V)

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

Language	Schools	Students	Teachers
Urdu	179	18,001	662
Telugu	406	20,102	997
Malayalam	13	732	38
Kannada	45	1,730	95
Hindi	5	420	12
Gujarathi	1	4	1

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

Language	Schools	Students	Teachers
Urdu	176	17,800	590
Telugu	319	17,000	848
Kannada	15	575	31

36.9 Upper Primary Stage (VI to VIII)

- a. The details of the facility for learning minority languages as a medium of instruction at Upper Primary stage of education are as given below:

Language	Schools	Students	Teachers
Urdu	72	9,400	331
Telugu	332	17,801	892
Malayalam	8	281	17
Kannada	23	1,320	65

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

Language	Schools	Students	Teachers
Urdu	101	10,820	330
Telugu	317	16,980	841
Kannada	15	560	31

36.10 Secondary Stage (IX to X)

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

Language	Schools	Students	Teachers
Telugu	58	12,557	438
Malayalam	03	224	13
Urdu	09	866	45
Kannada	03	768	15
Hindi	69	3,257	42
Gujarati	02	30	04
Arabic	12	4,448	66

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

Language	Schools	Students	Teachers
Gujarati	1	21	2
Arabic	5	3,174	49

36.11 Higher Secondary Stage (XI to XII)

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

Language	Schools	Students	Teachers
Telugu	35	7,041	342
Malayalam	11	1,802	59
Urdu	22	10,519	438
Kannada	8	6,760	142
Hindi	10	1,804	103
Gujarati	2	168	8
Arabic	6	920	17

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

Language	Schools	Students	Teachers
Gujarati	1	9	1
Arabic	7	1,274	17

36.12 Three-Language Formula

- a. It has been reported that two-language formula is followed in the State.

The following languages are included in it:

First Language: Tamil
Second Language: English

- b. It has been informed that those who wish to study their own language would have to study the Third Language as an additional language.

36.13 Teachers for Minority Languages

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

Elementary School Education:

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Telugu	4	4	-	-
Malayalam	176	168	13	12
Urdu	353	329	58	39
Kannada	143	132	-	-

Secondary School Education

Language	Medium		Subject	
	Sanctioned	Filled	Sanctioned	Filled
Telugu	68	49	307	307
Malayalam	30	28	237	237
Urdu	39	38	98	98
Kannada	10	9	102	77
Hindi	19	19	84	84
Gujarati	4	4	4	4
Arabic	68	68	0	0

- b. It is stated there is no arrangement for training of minority language teachers.
- c. No collaboration is stated to be made with the neighbouring States for exchange of minority teachers.

36.14 Text-books in Minority Languages

- a. It has been stated that the Text-books in minority language and other teaching material are available to linguistic minority students at the beginning of the academic session. Tamil Nadu Text-book Corporation is supplying minority language Text-books for the minority students at the beginning of the Academic Session from standard I to X Readers, Math, Science and Social Science medium books and for standards XI and XII Readers only.
- b. It has been informed that as per the requirements, given by the Directorate of School Education and Elementary Education, Tamil Nadu Text-book Corporation is printing the Text-books and supplying to the linguistic minority students.

- c. It has been stated that minority language books are sold at par with Tamil medium and English medium books.

36.15 Maintenance of Language Preference Registers in Schools

It has been stated that the 'Language Preference Registers' are being maintained in 470 Primary Schools, 63 Upper Primary Schools, 28 Secondary, 60 Higher Secondary, 48 Technical Education and 7 Higher Education Schools.

36.16 PROMOTION AND DEVELOPMENT OF MINORITY LANGUAGES

- a. It has been stated that there is no scheme to promote minority language in the State.
- b. The details of the Academy set up for the promotion and development of Urdu language are as follows:

Language	Name of Academy	When Established	Budget for year 2012-13
Urdu	Urdu Academy	G.O.(MS)No.210, Higher Education Department, dated 12.7.2006	Nil

36.17 MACHINERY FOR IMPLEMENTATION OF SAFEGUARDS

- a. It has been informed that the State Minorities Commission is looking after the linguistic minorities' affairs. The State Minorities Commission of Tamil Nadu was lastly reconstituted on 28-12-2012. The Chairman and six Members took charges on 1-1-2013. It had convened its last meeting on 8th January, 2013.
- b. The State Minorities Commission makes recommendations with a view:
- To ensure effective implementation and enforcement of Safeguards for the linguistic minorities.
 - To conduct studies, research and analysis, and suggest ways and means of avoidance of discrimination against minorities.
 - To make recommendations for ensuring, maintaining and promoting communal harmony in the State.
 - To suggest appropriate legal and welfare measures in respect of any minorities to be undertaken by the Government.
- c. It has been stated that the District Collectors/District Backward Classes and Minorities Welfare Officers/Chief Educational Officers

of respective education department are entrusted with the affairs of linguistic minorities at the district level.

36.18 PUBLICITY OF CONSTITUTIONAL RIGHTS AND SAFEGUARDS

- a. It has been informed that Orders have been issued in G.O. (Ms) No.455 Public (Partition) Department dated 14.3.1961 to the effect that all important government notices, rules, electoral rolls and forms etc. shall be published in the minority languages and facilities for registration of documents, etc. in the minority languages, shall be provided in the specified local areas where 20 percent or more population of that area speak a language different from Tamil.
- b. It has been stated that Infrastructure Development of Minority Institutions/Schools (IDMI) Scheme at the district level has been formed by School Education Department under the Chairmanship of the Chief Education Officer of the concerned Revenue Districts.

36.19 FINDINGS/RECOMMENDATIONS

- a. The State Government needs to ensure translation and publication of Rules, Regulations, Notices, etc. in the relevant minority languages for the benefit of linguistic minorities where their speakers constitute 15 percent or more of the District/Tehsil/Taluka/Municipality population.
- b. The State Government needs to ensure the receipt of, and the reply to the representations for redressal of grievances in minority languages.
- c. While the State Government has made the knowledge of the State Official Language as pre-requisite for certain post, it should permit the use of minority languages in answering questions in the recruitment examination for the State Services.
- d. The State Government is advised to implement the Three Language Formula to enable the linguistic minority students to learn their languages a view to encourage multilingualism and national integration. It has been informed that the linguistic students who wish to learn their mother-tongue have to learn it as an additional language. However, this would discourage the learning of the mother-tongue and erode the claim of provision of facility for learning the minority languages in the future.
- e. The State Government while has given detailed account about the facilities for learning the minority languages has not accounted for the detailed arrangements for training of minority language teachers in the State. The State Government therefore needs to furnish the details how the demand for linguistic minority teachers is met in the State for the benefit of the linguistic minorities.

- f. The information provided by the State about the facility for learning Sourashtra language is required to be clarified as there is no settled script for Sourashtra language in the State and how the Text-books and teaching materials are developed for teaching the language.
- g. The State Government needs to institute wide publicity of the Safeguards and facilities available to the linguistic minorities so as to spread awareness among them in the State.
- h. The State Government is advised to set up a State Level Committee under the Chairmanship of the Chief Secretary to monitor the implementation of the Safeguards for the linguistic minorities in the State. Similarly, the District Level Committee under the Chairmanship of the District Collector may also be instituted so that effective implementation of the Safeguards for the linguistic minorities is ensured.
- i. The Nodal Officer, Government of Tamil Nadu, needs to ensure that comprehensive and consolidated replies are furnished in time so as to enable the Constitutional Authority to present his Report to Hon'ble President of India within the stipulated time.

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

RECOMMENDATIONS

37

STATES/ UTs.

Identification and Declaration of Linguistic Minority Concentrated Areas

- 37.1 The data of minority language speakers available are based on the 2001 Census. The linguistic data of the 2011 Census are still awaited. The States/ UTs should, therefore, work out the linguistic minority population from the 2011 Census to remove the ambiguities with regard to the linguistic minority population in their States/ UTs. The States/ UTs should also declare/ notify the areas populated with linguistic minorities, who constitute more than 15% of the local population at the local level, i.e. District/ Municipal/ Taluk levels to ensure implementation of the Safeguards for linguistic minorities.

Use of Minority Languages for Official Purposes

- 37.2 It has been observed from the replies received from the States/ UTs that in most of the States/ UTs the minority languages have not been in use of the local official transactions. The arrangement for translation and supply of important Rules, Orders, Notifications, etc. in the minority languages has been neglected.
- 37.3 It has also been observed from the replies received from the States/ UTs that acceptance of representations in minority languages and reply to them in minority languages are not in practice in most of the States/ UTs. Article 350 envisages that "Every person shall be entitled to submit a representation for the redress of any grievance to any Officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be". The States/ UTs are therefore advised to ensure that representations for redress of any grievance in any of the minority languages of the State/ UTs should be accepted and also to ensure that necessary arrangements be made to reply in the same language as per the proviso under the Constitution.
- 37.4 It has been stated in the replies received from the States/ UTs that in recruitment to the State services knowledge of the regional language has been a pre-requisite among most of the States/ UTs. It has been stated that the minority languages are not permitted for answering question papers for recruitment examination to State service. The States/ UTs should, therefore, take necessary steps to ensure the use of the minority languages in recruitment to the State services. The knowledge of State Official Language should not be insisted as a pre-requisite at the time of the entry into State services. The States/ UTs should also give sufficient time to the linguistic minority candidates to qualify in the State Official Language as per the decision taken in the Conference of Chief Ministers, 1961.

Recognition and Affiliation of Linguistic Minority Institutions

- 37.5 Human Resources play an important role in the development of India. Though facility for learning the minority languages is fairly provided by the States/ UTs, the process of recognition of the linguistic minority institutions is required to be given due care as in the case of religious minority institutions. Universalization of education has resulted in proliferation of educational institutions. Article 29 and 30 of the Constitution provide for protection to the interests of minorities and right to establish and administer educational institutions of their choice. However, it requires to be stream lined by the States/ UTs. "Linguistic Minorities" is a State-based concept and the States/ UTs are required to pay due consideration for recognition of the educational institutions and affiliation of the linguistic minority institutions irrespective of their affiliation to the State or the Central Boards like CBSE, ICSE, etc. by bringing suitable regulations. It is in total violation of the proviso under Article 29, 30 and 350 A of the Constitution. The Commissioner for Linguistic Minorities, therefore recommends to bring suitable amendments to the existing Rules and Regulations with regard to granting Recognition and Affiliation of the institutions run by the linguistic minorities as provided in the Constitution.

Facilities for Learning Minority Languages

- 37.6 The lacuna observed in the facility available for learning in minority language is the Student-Teacher ratio. Though, it is in practice as 40:1; it is alarming in the case of linguistic minority schools. There has been a wide-spread demand from the linguistic minority groups to reduce the ratio from 40:1 to 20:1 in the case of linguistic minority institution. It has also been observed during the study visits that the linguistic minority schools were either closed or converted into general schools due to lack of sufficient number of students / teachers, whereby the linguistic minority children were deprived of their right to learn their mother-tongue. The States/ UTs are therefore, urged to ensure that the facility to learn the minority languages under Article 350 A of the Constitution is available.
- 37.7 There has been a direction from the Commissioner for Linguistic Minorities in India to maintain the Language Preference Registers (Advanced Register) in all the schools to work out the demand at the local level. The Commissioner for Linguistic Minorities in India, therefore, urges upon the States / UTs. to maintain the Language Preference Registers in the schools in order to facilitate learning minority languages, inter-school mobility of children at time of admission and to ensure sufficient number of teachers provided for the benefit of the children belonging to linguistic minority groups in the States / UTs.

Compulsory Registration of Mother-Tongue

- 37.8 In view of the wide spread demand for facility for learning the mother-tongue either as a medium of instruction or a subject. it is felt necessary to elicit (i) the mother-tongue of the child; (ii) First language preferred; (iii) Optional language—parents/ children prefer to study, so as to ensure that the children belonging to the linguistic minority groups are at the reach of the facility for instruction in their mother-tongue at the primary stage of education as enshrined in Article 350 A of the Constitution. The Commissioner for Linguistic Minorities in India, therefore, recommends for introduction of the necessary column in the application form for admission to schools in the country to elicit the information on the Mother-tongue of the Child and the preference of the languages for study under the three language formula so as to ensure that the rights of the linguistic minorities in the States / UTs. are protected.

Three Language Formula

- 37.9 The “Three Language Formula” has been followed by almost all the States/ UTs., except by Tamil Nadu and Puducherry. It has also been observed that in most of the States, learning of the State official language has been made compulsory in the curriculum. In view of the Constitutional Safeguards enshrined under Article 29, 30 and 350 A, it is the duty of every State/ UT to protect the rights of the linguistic minorities and to provide facility for instruction in their mother-tongue at the primary stage of education within in their territory. The States/ UTs. are therefore, urged to review their Education Policy and provide a level playing field for the minority languages, by following the Three-Language Formula in their States/UTs.
- 37.10 The Commissioner for Linguistic Minorities in India is of the view that there should be transparency in implementing the Three Language Formula in the curriculum. Every State/UT is bound to implement it under the Scheme of Safeguards agreed in the Chief Ministers Conference, 1961. Therefore, it is recommended that the States/UTs should reaffirm to the Safeguards to implement it in true letter and spirit.

Recruitment and Training of Linguistic Minority Teachers

- 37.11 It has been observed from the responses received from the States/UTs and the representations received from most of the linguistic minority groups that a large number of posts of linguistic minority teachers are lying vacant all over the country. It has also been observed that the teacher training facilities in the minority languages are inadequate and negligence is shown in the matter in the States/ UTs. This has been a matter of great concern as the non-availability of teachers has lead to closure of many linguistic minority schools in the country, as reported. The Constitutional provision under Article 350 A and the Scheme of

Safeguards for the Linguistic Minorities envisages that the State and the local authority within the State have to provide adequate facilities for instruction in the mother-tongue of the children belonging to the linguistic minority groups in the States/ UTs. This includes availability of the trained teachers in the minority languages. Therefore, the States/ UTs are urged to ensure that adequate number of trained teachers in the minority languages are posted for the benefit of the children belonging to the linguistic minority groups in the States/ UTs.

Text-books and Study Materials in Minority Languages

- 37.12 It has been observed that the Text –books and other teaching materials in the minority languages are not promptly supplied at the beginning of the academic session. It has also been observed that differences in the syllabus of the subjects followed in different States/ UTs have been causing delay in supply of the books from the inter-state arrangement. The States/ UTs should supply the text-books and other teaching material in minority languages at the subsidized price. Therefore, the States/ UTs are urged to ensure printing/ procurement and supply of the text-books at the beginning of the academic session itself for the benefit of the linguistic minority students by establishing suitable mechanism.

Promotion and Development of Minority Languages

- 37.13 Promotion and development of minority languages has always been a great concern of the linguistic minorities. The information provided by the States on the Schemes, Academies and the Budget allocation do not appear to be encouraging. The States/ UTs are therefore, urged to ensure that adequate measures are taken to promote and develop the minority languages.
- 37.14 An important responsibility of the States/ UTs. is to disseminate the Safeguards and the facilities available to the linguistic minorities. It has been observed from the responses received from most of the States/ UTs that no mechanism/ facility has been established to publicize the Safeguards and the facilities available to the linguistic minorities. It is, therefore, urged that the States/ UTs should take necessary steps to publicize the Safeguards and the facilities available to the linguistic minorities through the media, pamphlets, hand-outs etc. to make the linguistic minorities beaware of their rights and the facilities provided to them.

Machinery for Implementation of the Safeguards

- 37.15 The Scheme of Safeguards for Linguistic Minorities agreed at the Chief Ministers Conference, 1961 envisages establishment of the Machinery for Implementation of the Safeguards for linguistic minorities, at the State/

District levels, to ensure implementation of the Safeguards in true letter and spirit. It has been observed from the responses received from most of the States/ UTs and during the study visits that no such machinery has been established in most of the States/ UTs. It has been time and again reiterated in the Reports of the Commissioner for Linguistic Minorities in India, the need for establishment of the State/ District Level Committees to redress grievances of the linguistic minorities and to remove the bottlenecks in implementation of the Safeguards for them. It is also envisaged to ensure national integration, unity and peaceful co-existence of linguistic minorities at the local level. The States/ UTs. are, therefore, urged to constitute the State/District Level Committees and ensure implementation of the Safeguards.

GOVERNMENT OF INDIA

MINISTRY OF HOME AFFAIRS

37.16 Chief Ministers Conference:

The Scheme of Safeguards for Linguistic Minorities were adopted in the Chief Ministers' Conference held at the national level in the year 1961. Since then no such Conference has been held to deliberate the issues of the linguistic minorities and bring consensus among the States/ UTs. Though the National Integration Council meetings are held annually, the subject matter of linguistic minorities has not been discussed in the recent past. Keeping in view the emerging modern society and to assure inclusive growth, it is essential to address the growing demands and needs of the linguistic minorities in the country. The Commissioner for Linguistic Minorities in India, therefore, recommends to the Government of India, Ministry of Home Affairs to convene the National Level Conference of Chief Ministers to reaffirm to the Scheme of Safeguards for Linguistic Minorities evolved more than fifty years ago.

37.17 Meetings of the National Integration Council/Zonal Councils:

The Commissioner for Linguistic Minorities in India has been a "Special Invitee" to the National Integration Council and the Zonal Council meetings. However, the subject matter of the Linguistic Minorities has not been discussed in the National/ Zonal Council meetings held in the recent past. Therefore, it is urged that the subject matter of the linguistic minorities should be made a regular feature in the Agenda to address the problems of the linguistic minorities and to ensure linguistic harmony and peaceful co-existence.

MINISTRY OF MINORITY AFFAIRS

37.18 It has been observed from the responses from the States/ UTs and during the study visits that gross negligence has been shown to implementation of the Scheme of Safeguards for the Linguistic Minorities. Often the linguistic minorities are reported to be treated as secondary citizens. The apathy of the States/ UTs has resulted in resentment among the linguistic minorities and leads to agitation and unrest at the local level. The Commissioner for Linguistic Minorities in India, therefore, recommends to the Ministry of Minority Affairs to issue instructions/ directions regularly to the States/ UTs to ensure the implementation of the Scheme of Safeguards in true letter and spirit.

37.19 **Authority for Recognition of Linguistic Minority Institutions:**

The Article 30 of the Constitution provides for right for the minorities to establish and administer educational institutions of their choice. There has been wide spread demand for an Authority for recognition of Linguistic Minority Institutions like the “National Commission for Minority Educational Institutions” (NCMEI), for recognition of the religious minority institutions. Therefore, it is proposed for the consideration of the Ministry of Minority Affairs that the Commissioner for Linguistic Minorities in India can be empowered through suitable legislation and designated as the Authority for recognition of Linguistic Minority Educational Institutions in the country.

37.20 **Empowering the Commissioner for Linguistic Minorities:**

Since the creation of the post of the “Special Officer for Linguistic Minorities” on the recommendations of the States Reorganization Commission by the Constitutional Amendment Act, 1957, the duties, powers and functions of the Special Officer, who has been formally designated as the Commissioner for Linguistic Minorities in India has not been defined under any Statute. The Nationally agreed Scheme of Safeguards adopted in the Chief Ministers’ Conference, 1961 has not yet been codified and cannot be enforced upon the States by the Commissioner. Therefore, it is proposed for consideration of the Ministry of Minority Affairs to make suitable legislation so as to empower the Commissioner for Linguistic Minorities by defining his duties, powers and functions to enforce implementation of the Scheme Safeguards for Linguistic Minorities in the States / UTs. of the country.

37.21 **Plan Schemes/Programmes for the Awareness, Protection and Promotion of Minority Languages:**

Article 29 and 30 of the Constitution do not distinguish between the religious and linguistic minorities. However, there have been no Plan Schemes/Programmes for the protection and promotion of linguistic minorities evolved or implemented by the Ministry of Minority Affairs. The

Commissioner for Linguistic Minorities in India, therefore, recommends to the Ministry of Minority Affairs to formulate suitable Plan Schemes/ Programmes for creating awareness, protection and promotion of minority languages.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

37.22 National Committee for Minority Education:

The Commissioner for Linguistic Minorities in India has all along been reiterating the importance of protection, promotion and development of the minority languages in his reports. It is further reiterated that the Ministry of Human Resource Development (MHRD) is required to take initiatives to evolve appropriate policies and programmes aimed at protection, promotion and development of the minority languages in the country. The National Committee for Minority Education, under the Ministry has to play an important role in achieving this for the benefit of the linguistic minorities also, especially provision for facility for instruction in mother-tongue as envisaged under Article 350 A of the Constitution. Therefore, the Ministry of HRD is urged to take necessary steps to ensure that the States/ UTs are providing the facility for instruction in mother-tongue to children belonging to the linguistic minority groups in their territory.

37.23 Compulsory Registration of Mother-Tongue:

It is felt necessary to elicit (i) the mother-tongue of the child; (ii) First language preferred; (iii) Optional language—parents/ children prefer to study, so as to ensure that the children belonging to the linguistic minority groups are at the reach of the facility for instruction in their mother-tongue at the primary stage of education as enshrined in Article 350 A of the Constitution. The Commissioner for Linguistic Minorities in India, therefore, recommends to the MHRD for introduction of the necessary column in the application form for admission to schools in the country to elicit the information on the Mother-tongue of the Child and the preference of the languages for study under the three language formula so as to ensure that the rights of the linguistic minorities in the States / UTs. are protected.

37.24 Three Language Formula:

It has been observed that learning of the State Official Language has been made compulsory in the schools by several States/ UTs. In view of the Constitutional Safeguards enshrined under Article 29, 30 and 350 A, it is the duty of every State/ UT to protect the rights of the linguistic minorities and to provide facility for instruction in their mother-tongue at the primary stage of education within their territory. The Commissioner for

Linguistic Minorities in India, therefore, recommends to the MHRD to interact with all the States/ UTs to review their Education Policy and provide a level playing field for the minority languages and to ensure protection of rights of the linguistic minority groups in their States/ UTs.

MINISTRY OF INFORMATION AND BROADCASTING

- 37.25 It has been observed from several representations received from the various linguistic minority groups especially Urdu speakers all over the country that certain important advertisements are not being released/ published in the minority language newspapers i.e. Urdu Newspapers. The purpose of the Government Advertisements is to reach all strata of the people across the country. The Commissioner for Linguistic Minorities in India, therefore, recommends to the Ministry of Information and Broadcasting to make necessary provision for the release of important advertisements of national importance in the minority languages also, in view of the larger interest of the masses and ensure a level playing field for all the languages.

DEPARTMENT OF POSTS, MINISTRY OF COMMUNICATION AND INFORMATION TECHNOLOGY

- 37.26 It has been brought to the notice of the Commissioner for Linguistic Minorities in India that the representations in minority languages to redress their grievances are not entertained by the Department. It may be seen as violation of Article 350 of the Constitution, which provides that every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be. The Commissioner for Linguistic Minorities in India, therefore, urges the Department to arrange for receipt of and reply to the representations for the redressal of grievances in the minority languages.
- 37.27 The Department of Posts is urged to ensure compliance with Government of India, Ministry of Home Affairs, Department of Official Language OM No. 1/14013/01/2005-OL (Policy) dated 30 January, 2006, wherein it has been stated that departmental literature and forms meant for public use are required to be printed in a regional language along with Hindi and English. Such forms could either be printed in the three languages in a combined form or separately for making them available for public use. Further, it is urged to comply with the Ministry of Home Affairs, Department of Official Language OM No. 1/14013/07/2010-OL (Policy-1) dated 07 April, 2011 with regard to display of signboards, nameplates etc.

COMMISSIONER FOR LINGUISTIC MINORITIES IN INDIA**1. Vision Statement**

Streamlining and strengthening implementation machinery and mechanism for effective implementation of the Constitutional Safeguards for the Linguistic Minorities, thereby, ensuring protection of the rights of speakers of the minority languages so as to provide them equal opportunities for inclusive and integrated development.

2. Mission Statement

To ensure that all the States/UTs effectively implement the Constitutional Safeguards and the nationally agreed scheme of Safeguards for the linguistic minorities for providing them equal opportunities for inclusive development.

3. Functions

- a. To investigate all matters related to safeguards provided to the linguistic minorities.
- b. Report to H.E. President of India regarding the status of implementation of the Constitutional and the nationally agreed Safeguards for the linguistic minorities.
- c. Monitoring status of implementation of Safeguards through Questionnaires, Visits, Conferences, Seminars, Meetings, Review Mechanism, etc.

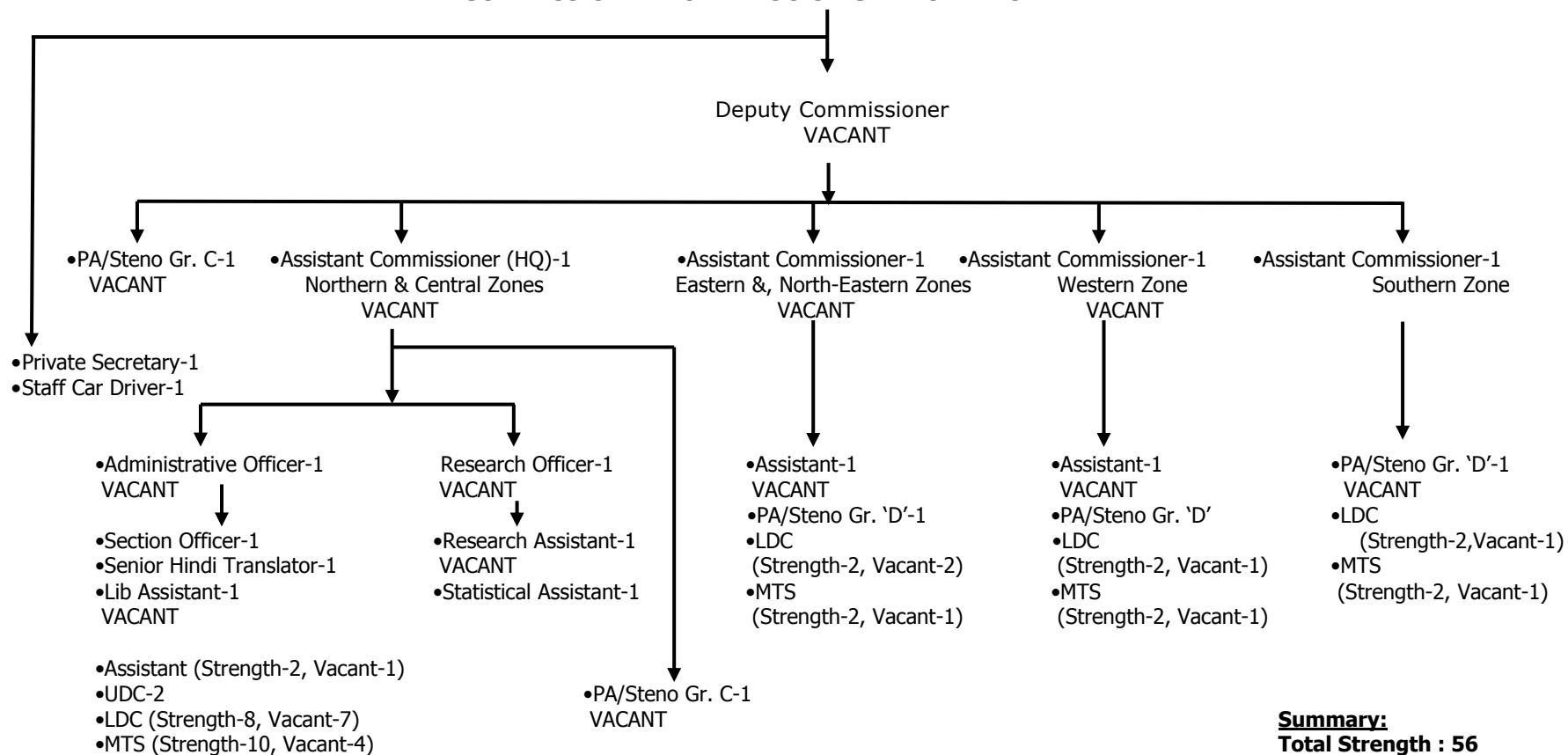
4. Key Objectives

- a. To submit to the Hon'ble President of India, the Reports as mandated under Article 350B (2) of the Constitution on the status of implementation of the Constitutional and the nationally agreed Safeguards for the linguistic minorities.
- b. To provide equal opportunities to the linguistic minorities for inclusive development and national integration.
- c. To spread awareness amongst the linguistic minorities about the Safeguards available to them.
- d. To ensure effective implementation of the Safeguards provided for the linguistic minorities in the Constitution and other Safeguards, which are agreed to by the States/UTs.
- e. Handling the representations for redress of grievances related to the Safeguards for linguistic minorities.

ORGANIZATION

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	:	67, Bentick Street, West Wing Fourth Floor, Kolkata -700069 033-22373572 (O)
Assistant Commissioner (Western Zone)	:	V A C A N T
	:	Building No. 23(1), Fort, Belgaum -510016 0831-2422764 (O)
Assistant Commissioner (Southern Zone) Dr. S. Shivakumar	:	Rajaji Bhawan, Second Floor, E- Wing Besant Nagar, Chennai -600 090 044-24919348(O)

Note: The Office of the Commissioner for Linguistic Minorities functions from New Delhi pursuant to the Ministry of the Minority Affairs, Government of India Letter No.3-10/2013-CLM dated 6th June, 2014.

ORGANIZATION CHART**COMMISSIONER FOR LINGUISTIC MINORITIES IN INDIA**

Summary:
Total Strength : 56
Post Vacant : 32
Post Filled : 24

SAFEGUARDS FOR THE LINGUISTIC MINORITIES

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

- (A) The Constitution of India.
- (B) The Safeguards agreed to at the national level from time to time.

(A) CONSTITUTIONAL SAFEGUARDS FOR LINGUISTIC MINORITIES IN INDIA

(i) Article 29: Protection of Interests of Minorities

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

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

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

(iii) Article 347: Special Provision relating to Language Spoken by a Section of the Population of a State:

On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognized by that State, direct that such language shall

also be officially recognized throughout that state or any part thereof for such purpose as he may specify.

(iv) Article 350: Language to be used in Representations for Redress of Grievances:

Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

(v) Article 350 A: Facilities for instruction in Mother-Tongue at Primary stage:

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

(vi) Article 350 B: Special Officer for Linguistic Minorities:

- (1) There shall be a Special Officer for linguistic minorities to be appointed by the President.
- (2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President, upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

(vii) The Articles of the Constitution Guaranteeing to Citizens Certain Fundamental Rights.

Equality before law (Article 14), prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15) and equality of opportunity in matters of public employment (Article 16) also operate as safeguards for linguistic minorities.

(B) SAFEGUARDS FOR LINGUISTIC MINORITIES AGREED TO AT THE NATIONAL LEVEL

In addition to the Constitutional Safeguards, the detailed scheme for the practical implementation of safeguards has been worked out on the basis of decisions arrived at various Conferences :

- a. Education Ministers' Conference, 1949
- b. Government of India Memorandum, 1956
- c. Southern Zonal Council Decisions, 1959
- d. Chief Ministers' Conference, 1961
- e. Meeting of the Committee of Vice-Chairmen of Zonal Councils, 1961

भाषाजात अल्पसंख्यक आयुक्त
COMMISSIONER FOR LINGUISTIC MINORITIES
 प्रतिवेदन हेतु प्रश्नावली
Questionnaire for Report
 (जुलाई, 2012 से जून, 2013 की अवधि हेतु)
 (For the Period from July, 2012 to June, 2013)

पूर्ण रूप से भरी हुई प्रश्नावली की प्राप्ति हेतु निर्धारित तिथि
 Date for receipt of Questionnaire, duly completed in all respects
31 अगस्त, 2013
 August 31, 2013

राज्य का नाम
Name of State

.....

मुख्य सचिव का नाम
Name of Chief Secretary

.....

(दूरभाष) (Phone).....

(मोबाइल) (Mobile).....

(फैक्स) (Fax).....

ई मेल पता/e-mail address.....

प्रमुख सचिव का नाम
Name of Principal Secretary
 (प्राथमिक एवं माध्यमिक), शिक्षा
 (Primary & Secondary), Education

.....

(दूरभाष) (Phone).....

(मोबाइल) (Mobile).....

(फैक्स) (Fax).....

ई मेल पता/e-mail address.....

सम्पर्क/समन्वय अधिकारी का नाम व
 विवरण
**Name and Particulars of Nodal
 Officer**

.....

पदनाम/Designation:

(दूरभाष) (Phone).....

(मोबाइल) (Mobile).....

(फैक्स) (Fax).....

ई मेल पता/e-mail address.....

नोट : मुख्य सचिव द्वारा आई०ए०एस० अधिकारी को भाषाई अल्पसंख्यकों का नोडल अधिकारी नियुक्त किया जाना अपेक्षित है क्योंकि इनका कार्य राज्य के विभिन्न विभागों से समन्वय तथा भाषाई अल्पसंख्यकों के सुरक्षणों की योजना का प्रभावी कार्यान्वयन सुनिश्चित करते हुए सी०एल०एम० के प्रश्नावली का विस्तृत तथा समेकित उत्तर अपने हस्ताक्षर से समय पर अग्रसारित करना होता है।

NB : The nodal officer for Linguistic Minorities nominated by the Chief Secretary should preferably be an I.A.S. Officer as his duties involve coordination among various departments of the State and ensuring effective implementation of the Scheme of Safeguards for linguistic minorities and forwarding a consolidated and comprehensive response the CLM's Questionnaire under his signature and in time

सांख्यिकी (2001 की जनगणना पर आधारित)

Statistics (As per Census 2001)

A. भाषाई संक्षिप्त विवरण /Linguistic Profile

1. भाषाई संक्षिप्त विवरण (अवरोही क्रम में)/Languages spoken (in descending order of speakers)

क्रम Sl. No.	भाषा Language	बोलने वालों की संख्या Number of Speakers	प्रतिशतता Percentage

2. उन जनपदों के नाम जहाँ उस क्षेत्र की (2001 की जनगणना पर आधारित) जनसंख्या के 60 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं :

Name the district where minority languages are spoken by 60% or more of its population (As per Census, 2001) as under:

जिला /District	भाषा /Language	प्रतिशतता /Percentage

3. उस क्षेत्र (जिला/तहसील/तालुका/नगरपालिका) का नाम जहाँ की (2001 की जनगणना पर आधारित) जनसंख्या के 15 प्रतिशत या उससे अधिक लोगों द्वारा अल्पसंख्यक भाषाएँ बोली जाती हैं।

Name the areas (district/tehsil/taluka/municipality) where minority languages are spoken by 15% or more of the population (As per Census, 2001) as under:

जिला District	तहसील/तालुक/नगरपालिका Tehsil/Taluk/Municipality	भाषा Language	प्रतिशतता Percentage

(यदि आवश्यक हो तो अतिरिक्त पृष्ठ लगाएँ)/Attach a separate sheet, if required.

B. भाषाई अल्पसंख्यक/Linguistic Minorities

4. (a) 'भाषाई अल्पसंख्यक' से आपका अभिप्राय क्या है। 'भाषाई अल्पसंख्यक' को आप कैसे परिभाषित करना चाहेंगे? कृपया अपने विचारों से अवगत कराएं।
What is your perception of the term 'Linguistic Minorities', please state as to how would you like to define term 'linguistic minority'?
- (b) अल्पसंख्यक भाषाओं के बोलने वालों की आकांक्षाओं की पूर्ति तथा उनके भाषाई अधिकार को संरक्षित करने हेतु, भाषाई अल्पसंख्यकों के लिए विद्यमान सुरक्षणों की योजना क्या पर्याप्त है? यदि नहीं, तो कृपया अपने सुझाव दें।
Is the exiting Scheme of Safeguards for linguistic minorities sufficient to protect the linguistic rights and linguistic aspirations of the speakers of minority languages. If 'No' please give your suggestions.
- (c) भाषाई अल्पसंख्यकों के सुरक्षणों की योजना के कार्यान्वयन में, यदि कोई कठिनाई/कमी हुई है, तो इसका उल्लेख करें। कृपया बताएं कि भाषाई अल्पसंख्यकों के सुरक्षणों के कार्यान्वयन तंत्र को कैसे और बेहतर बनाया जाए।
Please state difficulties/short falls if any, in the implementation of the Scheme of safeguards for the linguistic minorities. Please state how best to improve upon the mechanism of implementation of Safeguards for the linguistic minorities.

C. प्रशासन में अल्पसंख्यक भाषा का प्रयोग Use of Minority Languages in Administration

5. (a) क्या उन क्षेत्रों (जिला/तहसील/तालुका/नगरपालिका) में जहाँ पर अल्पसंख्यक भाषाओं के बोलने वालों की संख्या जनसंख्या की 15% या उससे अधिक है, महत्वपूर्ण सरकारी नियम, शासनादेश, अधिसूचनाएं, इत्यादि अल्पसंख्यक भाषाओं में प्रकाशित किए जाते हैं ?
Are there arrangement for translation and dissemination of important Government Rules, Orders and Notifications etc. in minority languages where their speakers constitute 15% or more of the District/Tehsil/Taluka/Municipality population?
- (b) आलोच्य वर्ष में ऐसे प्रकाशनों का भाषानुक्रम में विवरण विनिर्दिष्ट करें।
Please specify the language-wise details of translation/ dissemination during the year.
6. (a) क्या अल्पसंख्यक भाषाओं में अभ्यावेदनों/शिकायतों को स्वीकार किए जाने हेतु आदेश जारी किए गए हैं? समीक्षाधीन अवधि में प्राप्त ऐसे अभ्यावेदनों के आंकड़े दें।
Do orders exist for receipt of representations for redress of grievances in minority languages? Please furnish statistics on such representations received during the period.

- (b) शिकायतों के निवारण हेतु अल्पसंख्यक भाषाओं में प्राप्त अभ्यावेदनों/आवेदनों का उत्तर उसी भाषा में दिया जाता है?

To what extent, are representations for redress of grievances in minority languages, replied to in the same language?

D. भर्ती नियम/Recruitment Rules

7. क्या राज्य की सेवाओं में भर्ती हेतु क्षेत्रीय/राजभाषा का ज्ञान होना पूर्वापेक्षित है? यदि 'नहीं' तो भर्ती के उपरांत वहाँ की क्षेत्रीय/राजभाषा में दक्षता प्राप्त करने हेतु समय सीमा क्या है ?

Is knowledge of regional/official language a pre-requisite for recruitment to State Services. If 'No', what is the time period on recruitment for acquiring proficiency in the regional/official language of the State.

8. क्या राज्य सेवाओं की भर्ती परीक्षाओं में प्रश्नपत्रों के उत्तर अल्पसंख्यक भाषाओं में देने की अनुमति है?

Are minority languages permitted to be used in answering Question Papers for recruitment examinations to State Services?

9. क्या राजकीय सेवाओं में भर्ती के लिए वहाँ का अधिवासी होने की बाध्यता है?

Are there any domiciliary restrictions imposed at the time of recruitment to the State Services?

E. राजभाषा(एँ)/Official Language (S)

10. (a) राज्य की राजभाषा/Official Language of the State.

- (b) राज्य की राजभाषा अधिनियम की प्रति उपलब्ध कराएँ।

Please furnish copy of Official languages Act of the State?

11. उन भाषाओं का उल्लेख करें जिन्हें अतिरिक्त राजभाषा घोषित किया गया है। कृपया घोषित ऐसी अतिरिक्त राजभाषा का उल्लेख करते हुए उनके प्रयोजन एवं प्रयोग की सीमा निर्दिष्ट करें।

Name other language(s) declared as Additional Official Language(s). Please mention the extent and purposes for which the language(s) have been so declared?

F. भाषाई अल्पसंख्यक संस्थाओं को मान्यता

Recognition of Linguistic Minority Institutions

12. भाषाई अल्पसंख्यक शिक्षण संस्थानों को मान्यता देने वाले पदनामित प्राधिकारी तथा तत्संबंधी नियमों और विनियमों/दिशा निर्देशों का उल्लेख करें।

(कृपया तत्संबंधी नियमों/विनियमों/दिशा निर्देशों की प्रति उपलब्ध कराएँ)

Mention the Rules & Regulations/Guidelines for recognition of linguistic minority educational institutions and the authority designated for the purpose.

(Please furnish a copy of the Relevant Rules/Regulation/Guidelines)

13. (a) कितनी भाषाई अल्पसंख्यक शिक्षण संस्थाओं को 30 जून 2013 तक भाषाई अल्पसंख्यक संस्था के रूप में मान्यता प्रदान की गई है? कृपया इस सम्बन्ध में भाषावार जानकारी दें।
How many linguistic minority educational institutions have been recognized language wise as on June 30, 2013?
- (b) भाषाई शिक्षण संस्थानों को मान्यता देने हेतु उनसे क्या कोई प्रत्यावेदन/शिकायत/याचिका राज्य सरकार को प्राप्त हुआ है? यदि 'हाँ' तो इस पर अनुवर्ती कार्रवाई की जानकारी दें।
Is the state government in receipt of any representations/complaints/petitions from linguistic minorities about recognition of their minority educational institutions? If 'yes' please state the action taken in this regard.
14. भाषाई अल्पसंख्यक शिक्षण संस्था के रूप में मान्यता प्राप्ति हेतु 30 जून 2013 तक भाषावार कितने आवेदन लम्बित हैं?
How many applications, language wise, are pending for recognition as linguistic minority educational institution, as on 30 June 2013.

G. भाषाई अल्पसंख्यक संस्थाओं को अनुदान
Grants to Linguistic Minority Institutions

15. प्राथमिक तथा माध्यमिक स्तर के भाषाई अल्पसंख्यक शैक्षणिक संस्थानों को सहायता अनुदान स्वीकृत करने हेतु पदनामित प्राधिकारी और तत्संबंधी नियमों/विनियमों/दिशा निर्देशों का उल्लेख करें। (कृपया तत्संबंधी अधिनियमों/नियमों/विनियमों/दिशा निर्देशों की प्रति उपलब्ध कराएँ)
Mention Rules/Regulations/Guidelines for sanction of grants-in-aid to primary and secondary linguistic minority educational institutions and the authority designated for the purpose. (Please furnish a copy of the relevant Acts/Rules/Regulations/Guidelines).
16. वर्ष 2012-13 के लिए, भाषावार, कितनी भाषाई अल्पसंख्यक संस्थाओं को सहायता अनुदान स्वीकृत किया गया है?
How many linguistic minority institutions, language wise, have been sanctioned grants- in-aid for the year 2012 – 13?

अल्पसंख्यक भाषा Name of Minority Language	स्तर Level	विद्यालयों की संख्या Number of Schools(s)
	प्राथमिक /Primary	
	उच्च प्राथमिक /मध्य Upper Primary/Middle	
	माध्यमिक /Secondary	
	उच्च माध्यमिक Higher Secondary	

H. प्राथमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा I से V तक)
Educational Facilities in Primary Education [Class I to V]

17. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम है, उनके विवरण दें :
 Please give details, where minority language(s) are a medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

18. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम नहीं है किन्तु विषय के रूप में पढ़ाई जाती है उनके विवरण दें :
 Please give details where minority languages are taught as a subject and not as a medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

I. उच्च प्राथमिक (मध्य) स्तर पर शैक्षणिक सुविधाएं (कक्षा VI से VIII तक)
Educational Facilities in Upper Primary (Middle) Education [Class VI to VIII]

19. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम है, कृपया उनके विवरण दें:
 Please give details, where the minority language is the medium of instruction.

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

20. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम नहीं है किन्तु एक विषय के रूप में पढ़ाई जाती है उनके निम्नानुसार विवरण दें:
 Please detail below where the minority languages are taught as a subject only and not the medium of instruction:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

J. माध्यमिक स्तर पर शैक्षणिक सुविधाएं (कक्षा IX से X तक)

Educational Facilities in Secondary Education [Class IX to X]

21. जिन विद्यालयों में अल्पसंख्यक भाषा शिक्षण का माध्यम है कृपया उनके निम्नानुसार विवरण दें:

Please give details, where the minority language is the medium of instructions as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

22. जिन विद्यालयों में अल्पसंख्यक भाषा एक विषय के रूप में पढ़ाई जाती है किन्तु शिक्षण का माध्यम नहीं है।

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

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

K. उच्च माध्यमिक शिक्षा (कक्षा XI से XII तक) में शैक्षणिक सुविधाएँ :

Educational Facilities in Higher Secondary Education [Class XI to XII]

23. जहाँ अल्पसंख्यक भाषा शिक्षण का माध्यम है, कृपया उनके निम्नवत् विवरण दें :
Please give details, where the minority language is the medium of instructions as below:

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

24. जहां अल्पसंख्यक भाषा एक विषय के रूप में पढ़ाई जाती है यद्यपि यह शिक्षण का माध्यम नहीं है।

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

भाषा Language	विद्यालय Schools	विद्यार्थी Students	अध्यापक Teachers

L. त्रिभाषा सूत्र/Three Language Formula

25. “त्रिभाषा सूत्र” के अन्तर्गत पढ़ाई जाने वाली भाषाओं का उल्लेख करें :
Please mention the languages taught under the “Three Language Formula”:

1. प्रथम भाषा/First Language :
2. द्वितीय भाषा/Second Language :
3. तृतीय भाषा/Third language :

26. कक्षा VIII, कक्षा X तथा कक्षा XII में त्रिभाषा सूत्र के अंतर्गत छात्रों की संख्या
The number of students covered under Three-language Formula in Classes VIII, Class X and Class XII.

भाषा Language	कक्षा 8 Class VIII	कक्षा 10 Class X	कक्षा 12 Class XII

M. अल्पसंख्यक भाषा के अध्यापक/Minority Language Teachers

27. अल्पसंख्यक भाषा के शिक्षकों के स्वीकृत पद, जो अल्पसंख्यक भाषा को एक विषय और शिक्षण के माध्यम के रूप में पढ़ाते हैं, का कृपया उल्लेख करें :
Please mention posts sanctioned for minority languages teachers to teach minority languages as a medium of instruction and as a subject.

भाषा Language	माध्यम /Medium		विषय/Subject	
	स्वीकृत पद Sanctioned	भरे हुए पद Filled	स्वीकृत पद Sanctioned	भरे हुए पद Filled

28. (a) क्या अल्पसंख्यक भाषा के शिक्षकों के प्रशिक्षण की कोई व्यवस्था है? यदि हां तो निम्नानुसार विवरण दें :

Are there any arrangements for training of minority language teachers? If yes, please give details as below:

प्रशिक्षण संस्थान Training Institute	अल्पसंख्यक भाषा Minority Language	
	पढ़ाई का माध्यम As a medium	विषय के रूप में As a subject

- (b) अल्पसंख्यक भाषा के शिक्षकों के आदान-प्रदान/शिक्षक प्रशिक्षण संस्थान/केंद्र खोलने हेतु क्या पड़ोसी राज्यों से कोई सहयोग/व्यवस्था है? यदि 'हां' तो कृपया विवरण दें :

Please give details of collaboration/arrangement, if any, with neighboring States for exchange of minority language teachers/opening of teachers' training institutes/centers.

N. अल्पसंख्यक भाषा की पाठ्य पुस्तकें/ Minority Language Text Books

29. (a) शैक्षणिक सत्र आरम्भ होने पर अल्पसंख्यक भाषा की पुस्तकें तथा अन्य पाठ्य सामग्री भाषाई अल्पसंख्यक छात्रों को मिल जाती है ?

Are text-books in minority language and other teaching material available to linguistic minority students at the beginning of the Academic Session?

- (b) भाषाई अल्पसंख्यक छात्रों के लिए अल्पसंख्यक भाषा की पाठ्य पुस्तकें तथा अन्य पाठ्य सामग्री प्राप्त करने हेतु एजेंसियों/अंतर्राज्यीय व्यवस्था, यदि कोई है, तो उसका विवरण दें।

Please give details of the agencies/inter-state arrangement, if any, for procuring minority language(s) Text-books and other teaching materials for linguistic minorities students.

30. क्या अल्पसंख्यक भाषा की पाठ्य-पुस्तकें व अन्य पाठ्य सामग्री छात्रों को प्रतियोगी/कम दरों पर उपलब्ध कराई जाती है।

Are minority language(s) textbooks and other teaching materials available to the students at competitive/ subsidized rates?

O. भाषागत प्राथमिकता पंजियों का रख-रखाव
Maintenance of Language Preference Registers

31. भाषाई अल्पसंख्यक छात्रों की भाषाई प्राथमिकता पंजीकृत करने के लिए क्या भाषागत प्राथमिकता पंजियों का रख-रखाव प्राथमिक/उच्च प्राथमिक (मिडिल)/माध्यमिक/उच्च माध्यमिक विद्यालयों में हो रहा है ? भाषागत प्राथमिकता पंजियों के रख-रखाव संबंधी आकड़े दें।

Please furnish statistics on maintenance of Language Preference Registers for registering linguistic preference of linguistic minority pupils in the primary/upper primary (middle)/secondary/higher secondary schools? Please furnish statistics on maintenance of Language Preference Registers.

P. अल्पसंख्यक भाषाओं का संवर्द्धन तथा विकास
Promotion and Development of minority languages.

32. (a) क्या राज्य में अल्पसंख्यक भाषा के संवर्द्धन हेतु कोई योजना है? कृपया विवरण दें।

Are there any Schemes to promote minority languages in the States? Please furnish details.

- (b) कृपया अल्पसंख्यक भाषाओं के संवर्द्धन तथा विकास के लिए सरकार द्वारा स्थापित अकादमियों का विवरण दें।

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

भाषा Language	अकादमी का नाम Name of Academy	कब स्थापित हुई When established	वर्ष 2012-13 हेतु आय व्ययक Budget for year 2010-11

Q. सुरक्षणों के कार्यान्वयन के लिए तन्त्र
Machinery for Implementation of Safeguards

33. (a) क्या राज्य स्तर पर भाषाई अल्पसंख्यकों को सुरक्षणों के कार्यान्वयन का अनुवीक्षण एवं समीक्षा के लिए कोई व्यवस्था/समिति गठित है? यदि हाँ, तो समिति की संरचना क्या है? क्या किसी इच्छुक सांसद को 'विशेष' अतिथि के रूप में इस समिति में सहयोजित किया है? इसकी अंतिम बैठक कब हुई ?

Is there a mechanism/Committee at the state level to monitor and review the implementation of the safeguards for linguistic minorities? If so, what is the composition of the Committee. Whether any desirous Member of Parliament is co-opted as a 'Special Invitee' to the Committee. When did the committee hold its last meeting.

- (b) मुख्य सचिव की अध्यक्षता में भाषाई अल्पसंख्यकों की राष्ट्रीय स्तर पर स्वीकृत एवं संवैधानिक सुरक्षाओं के कार्यान्वयन हेतु बैठकों का विवरण दें।
Please give details of the meetings held under the Chairmanship of Chief Secretary to implement consensual & constitutional safeguards for linguistic minorities?

- (c) यदि राज्य में अल्पसंख्यक आयोग है तो क्या यह आयोग भाषाई अल्पसंख्यकों के मामले भी देखता है। यदि हां, तो कृपया विस्तृत जानकारी दें।

In case there is a Minorities Commission in the State, does it handle the linguistic minorities affairs. If yes, please furnish details.

34. (a) भाषाई अल्पसंख्यकों के सुरक्षाओं की योजना का कार्यान्वयन सुनिश्चित करने हेतु क्या जिला स्तर पर समिति गठित है। यदि ऐसा है तो क्या उस क्षेत्र के इच्छुक विधायक को उस जिला स्तरीय समिति में सहयोजित किया गया है।

Does a Committee exist to ensure implementation of the Safeguards for the linguistic minorities at the district level. If so, has a desirous MLA of the area been co-opted in the district level Committee

- (b) जिला स्तर के अधिकारी जिन्हें भाषाई अल्पसंख्यकों के मामले की जिम्मेदारी सौंपी गई है उनके नाम, पदनाम, दूरभाष/मोबाइल/फैक्स संख्या आदि दें (आवश्यकतानुसार अलग से सीट संलग्न करें)।

Mention the Name, designation and phone/mobile/fax no. of the officers entrusted with linguistic minorities' affairs at the district level. (Attach a separate sheet, if required.)

R. सुरक्षाओं के लिये प्रचार Publicity of the safeguards

35. (a) भाषाई अल्पसंख्यकों को दी जाने वाली सुरक्षाओं एवं सुविधाओं के बारे उन्हें जानकारी देने हेतु क्या व्यवस्था की गई है ?

What is the mechanism for informing the linguistic minorities about the Safeguards and the facilities available to them?

- (b) राज्य में भाषाई अल्पसंख्यकों को उपलब्ध सुरक्षाओं के प्रति जागरूकता के प्रसार हेतु कृत कार्यवाई की कृपया विस्तृत जानकारी दें।

Please elaborate the action taken to spread awareness about the Safeguards available to the linguistic minorities in the State.

- (c) सुरक्षणां से संबंधित विवरणिका अंतिम बार कब प्रकाशित हुई? क्या अल्पसंख्यक भाषाओं में छपी थीं? यदि हां, तो कृपया विवरण दें।
When were the Pamphlets detailing Safeguards last published? Were they published in minority languages? If so, please give details.

36. क्या ज़िला तथा तहसील कार्यालयों को निदेश दिए गए हैं कि वे भाषाई अल्पसंख्यकों को उपलब्ध सुरक्षणां एवं सुविधाओं के बारे में प्रदर्शन बोर्ड तथा बैनर के माध्यम से सूचना दें?
Whether orders have been issued directing the district and tehsil offices to exhibit the Safeguards and concessions available to linguistic minorities through hoardings, banners, etc.?

S. भाषाई अल्पसंख्यकों से प्राप्त शिकायतें

Grievances/Complaints received from linguistic minorities

37. भाषाई अल्पसंख्यकों से समीक्षाधीन अवधि में प्राप्त शिकायतों और राज्य सरकार द्वारा कृत अनुवर्ती कार्रवाई का विवरण दें।
Detail the complaints received from linguistic minorities during the period under report and the action taken thereon.
38. (a) राज्य में कितनी निबंधित भाषाई अल्पसंख्यक एशोसिएसन/समिति कार्यशील है।
How many registered Linguistic Minorities Associations/Societies are functioning in your State? Please furnish details of such Associations.
- (b) इन एशोसिएसन/समितियों की सूची, उनके दूरभाष, पत्राचार का पता आदि दें।
Please, furnish a list, alongwith telephone nos. and postal addresses of such Associations/Societies.

Note:—

1. कोई भी प्रश्न अनुत्तरित/खाली न छोड़ें। प्रत्येक प्रश्न के उत्तर सारगर्भित व ब्यौरेबार देने पर उचित ध्यान दें।

No Question should be left unanswered/ blank. Due care be taken to furnish detailed and comprehensive reply to each Question.

2. किसी स्पष्टीकरण हेतु कृपया संपर्क करें/ **For any clarification, please contact the**

आयुक्त / **Commissioner**

फोन / **Phone : 0532-2468549**

सहायक आयुक्त / **Assistant Commissioner (HQ)**

फोन / **Phone : 0532-2468560**

फैक्स / **Fax : 0532-2468544**

सहायक आयुक्त (दक्षिण क्षेत्र) / **Assistant Commissioner (SZ)**

टेलीफैक्स / **Telefax : 044-24919348 (O)**

3. ई मेल पता / **E-mail address : hqofficeclm@gmail.com**
 4. वेब साईट / **Web site : http://www.nclm.nic.in**
 5. पत्राचार का पता / **Postal Address : 40, Amar Nath Jha Marg
Allahabad – 211002 (U.P.)**

**RESOLUTION ADOPTED AT PROVINCIAL EDUCATION MINISTERS'
CONFERENCE (AUGUST 1949, APPROVED BY GOVT.OF INDIA)**

“The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or 10 such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organized and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will, however be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different language”.

GOVERNMENT OF INDIA, MEMORANDUM OF 1956

The safeguards proposed for the linguistic minorities vide Part IV of the States Reorganization Commission's Report have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow:

1. Primary Education

Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill providing for the addition of a new Article namely, 350A to the Constitution regarding facilities for instruction in the mother-tongue at the Primary stage of education. The directions which may be issued by the President under Article 350A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the Resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

2. Secondary Education

The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the Secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as Secondary education is concerned, it will have to be treated differently from education at the Primary stage, and has, therefore, not recommended Constitutional recognition of the right to have instruction in the mother-tongue at the Secondary school stage.

3. The Resolution adopted by the Provincial Education Ministers' Conference in August, 1949 contemplated the following arrangements in regard to Secondary education:-

(a) If the number of pupils whose mother-tongue is a language other than the Regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organized or established by private agencies will be recognized for the purpose of grants-in-aid from Government according to prescribed rules.

(b) The Government will also provide similar facilities in all Government and district board schools where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.

(c) The Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.

(d) The Regional language will be a compulsory subject throughout the Secondary stage.

4. The Central Advisory Board of Education, after taking into consideration the Report of the Secondary Commission and the Resolution on the subject passed by the All India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the Secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the Secondary school stage. The Government of India, as recommended by the Commission, proposed to lay down a clear policy in regard to the use and place of the mother-tongue at the Secondary stage of education in consultation with the State Government and to take effective steps to implement it.

5. Affiliation of Schools and Colleges using Minority Languages

Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganized States to appropriate Universities or Boards of Education. It is, of course, desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements, and having regard to the number of institutions of this kind, it may some times be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded, in fact, as a necessary corollary to the provisions contained in Article 30 of the Constitution which gives to the minorities the right to establish and administer educational institutions of their choice.

6. It is, therefore, proposed to advise the State Government that, in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grants-in-aid and other facilities, merely because it can not, from an academic point of view, be fitted into the frame work of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the State in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

7. Issue of Directions by the President Under Article 347 Regarding the Recognition of Minority Languages as Official Languages

Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desires the use of any language spoken by them to be recognized by that State, direct that such languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed. language shall also be officially recognized in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments a clear code to govern the use of different languages at different levels of State administration and take steps under Article 347 to ensure that this code is followed.

8. The Commission has proposed that a State should be recognized as unilingual, only where one language group constitutes above 70% or more of its entire population and that where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognized as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level, that is to say, if 70 per cent or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district.

9. The Government of India are in agreement with these proposals and propose to advise the State Governments to adopt them.

10. The arrangements to be made for the purpose of recognizing two or more Official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in district or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent of the population of that area, it may be an advantage to get important government notices and rules published in the language of the minority, in addition to any other language or languages in which such documents may otherwise be published in the usual course.

12. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

13. Recognition of Minority Languages as the Media for Examinations Conducted for Recruitment to State Services

Attention is invited to the Commission's recommendations that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State services (not including subordinate

services), English or Hindi or the language of minority constituting about 15 to 20 per cent or more of the population of State, a test of proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India proposed to advise State Governments that these suggestions should, as far as possible, be adopted. It is also proposed to recommend to the State Government that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognized as an Official language in the district should also be recognized as a medium for the purpose of competitive examination in the districts. The last mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

14. Review of Residence Rules and Requirements

The Commission has emphasized that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalize the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or cadre of the State services.

15. Certain exceptions may have to be made to the General rule of non-discrimination in the Telengana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16. The Government of India proposed to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State services in the light of the position stated in paragraph 14.

17. Restriction of Private Rights in Respect of Contracts etc.

The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

18. Recruitment of at Least Fifty Per Cent of the New Entrants to All-India Services From Outside a State

The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

19. Recruitment of One-Third of the Number of Judges From Outside a State

The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

20. Constitution of Public Service Commissions for Two or More States

The proposals that the Chairman and Members of the Public Service Commissions in the States should be appointed by the President, has not been welcomed by the State Governments and it is not, therefore, being pursued. There is a provision in the Constitution already for the constitution of Public Service Commissions for two or more States vide Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

21. Agency for Enforcing Safeguards

The States Reorganization Commission has recommended that the services of the States' Governors should be utilized for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in the Parliament on the States Reorganization Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the Centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganization Commission in the following passage of its report:-

"We wish to emphasize that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fair play on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State."

Ministerial Committee of the Southern Zonal Council, 1959, on Safeguards for Linguistic Minorities

The Ministerial Committee of the Southern Zonal Council to consider safeguards for Linguistic Minorities met at Ootacamund on Saturday, the 16th and Sunday the 17th May. The following persons attended:-

- (1) Sri C. Subramaniam, Minister for Finance, Government of Madras (Convenor);
- (2) Sri E.M.S. Nambudripad, Chief Minister of Kerala;
- (3) Sri S.B.P. Pattabhirama Rao, Minister for Education, Andhra Pradesh;
- (4) Sri K. Brahamananda Reddy, Minister for Finance, Andhra Pradesh; and
- (5) Sri Anna Rao Ganamukhi, Minister for Education, Mysore.

Sri R. A. Gopalaswami, I.C.S. Second Member, Board of Revenue, Madras, Sri K. V. Ramanathan, I.A.S. Deputy Secretary to the Government of Madras, Health, Education & Local Administration Department and Sri N. Jayaraman, Deputy Secretary to the Government of Madras, Public (Partition) Department, Sri V. Ramachandran, I.A.S. Deputy Secretary to the Government of Kerala, Education Department, and Sri Siddava Purnaik, Under Secretary to the Government of Mysore, Education Department and the Private Secretary to the Education Minister from Mysore State also attended.

2. **Item 1 of the Agenda: Provision of facilities for instruction of linguistic minorities in the medium of the mother-tongue in the Primary stage of education**

The Committee discussed the question of provision of facilities in primary and elementary schools in all States for the instruction of pupils belonging to the linguistic minorities in their own mother-tongue in the light of the Resolution adopted on this subject at the Provincial Education Ministers' Conference held in August, 1949. The question of the study of the Regional language at the Primary and post-Primary stage by pupils belonging to the linguistic minorities was also discussed. The following decisions were finally taken:-

- a. The position in respect of pupils' strength and school facilities including teachers as on 1 November, 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution in every one of the four States. Provided that in

respect of Telugu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be 1 October, 1953 and not 1 November, 1956.

If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority. There is no objection to any State making provision for teachers on a more liberal scale and in special cases where demand for such provision on a more liberal scale is made, the State Government concerned should take the special features of each such case into account in passing orders.

b. In order to implement the above safeguard, it will be provided that all Primary schools shall entertain applications from parents belonging to the linguistic minority groups for the admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. Departmental arrangements should be made to see that no such applicant is refused admission for reasons that the number is insufficient in the particular school where the application is made, and that, wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils.

c. Facilities will be provided in every one of the four States for the study, by pupils belonging to the linguistic minority groups, of the Regional language as an additional optional language from the IV standard onwards so that pupils belonging to these groups may not be at a disadvantage, if at the Secondary stage they elect to study the Regional language. These facilities will be financed by Government, that is to say, the facility will be provided freely in all schools under public management i.e., Government or local body and the provision of such facilities in aided schools will be eligible for the usual grant from Government.

3. **Item 2: Study of Languages in the Secondary Stage of Education**

The question of making provision for the study of the mother-tongue by the linguistic minorities at the Secondary stage of education without deviation from the Three-language Formula in the terms already accepted by all the States of the Southern Zone was discussed. It was noted that in every one of the four States provision was being made or would be made under the reorganized syllabus of Secondary education for the study of linguistic minorities of the mother-tongue in the Secondary stage.

In Madras, a pupil belonging to the linguistic minority can offer the mother-tongue as an alternative either to the Regional language (part I of the language course) or to Hindi or other Indian language not included in Part I (Part II of the language course). In Kerala, a pupil belonging to linguistic minority can, in practice, offer the mother-tongue as an alternative only to the Regional language.

In Andhra Pradesh and Mysore he can take it as the first language, either as complete alternative to the Regional language or as a part of composite course consisting of more than one language. To the extent that the mother-tongue could be offered as an alternative to the Regional language, in all the States there was no compulsion to study the Regional language. It was decided that this position was satisfactory and should continue. The recommendation of the Government of India that compulsory provision should be made for the study of linguistic minorities at the Secondary stage of education of the Regional language in addition to the mother-tongue was considered and it was decided in view of the number of languages involved that no such compulsion was necessary, desirable or even possible.

4. The question whether such qualification as may be generally prescribed in respect of proficiency in the Regional languages for purposes of public employment need be relaxed in favour of linguistic minority pupils who elect to study their mother-tongue in lieu of the Regional language was considered as part of the question of safeguards to be provided for the linguistic minorities in the matter of recruitment to the Public Services (Item 9 below).

5. **Item 3: Provision of facilities for linguistic minorities for instruction with the mother-tongue as the medium of Secondary stage of education**

The Committee discussed the question of provision of facilities for instruction of linguistic minorities in their mother-tongue at the Secondary stage of education. The Committee took note of the Resolution adopted on this subject by the Provincial Education Ministers' Conference in August 1949 which contemplated (i) the opening or recognition by Government of separate schools for linguistic minorities with instruction in their mother-tongue in areas where the number of such minority pupils justified the opening of separate schools (ii) provision by Government of facilities for instruction in minority language media in all Government and Local Body schools where 1/3rd of the total number of pupils desire to be instructed in their mother-tongue and (iii) action by Government to see that aided schools also arranged for such instruction in similar circumstances. The difficulties in providing for instruction in minority language media in the different groups of optional subjects in the academic and diversified courses in the Higher Secondary stage of education were also noted by the Committee. The point of view put forward by Madras was that the reference in the Resolution of Provincial Education Ministers' Conference to 1/3rd was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large schools separate sections may become necessary and possible even if the ratio was less than 1/3rd while in small schools separate sections may be uneconomical and, therefore, impracticable even if the ratio exceeded one third. This view found general acceptance. There was considerable discussion as to the minimum strength in each class and in the school as a whole which should be insisted upon for provision of facilities for instruction in minority languages. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1st November, 1956 in respect of separate Secondary schools for linguistic minorities as well as separate

sections for linguistic minorities in other Secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority language should be ascertained and continued without change.

b. If the number of pupils decreases to such an extent as to justify reduction in any particular local area, such reduction may be effected; but no reduction should be made in any individual cases except under the specific orders of Government applicable to that particular case.

c. If the number of pupils increases, additional teachers should be provided in such relation to the increased pupil strength as may be justified by the rules generally applicable to all schools.

d. For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary Course and 15 pupils in each such standard will be necessary. Provided that, for the first four years after the commencement of provision of the facilities, a strength of 15 in each standard in which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic courses, and, where different groups of optional subjects are provided in the academic courses, separately for each such group of optional subjects.

6. Item 4: Provision of facilities for instruction of linguistic minority pupils with English as the medium in the Secondary stage of education

Is it necessary that provision for instruction in the English medium should be made at all in Secondary schools which are maintained or aided by the State? If such provision is necessary, should it be limited to any category of pupils or should it be available to all pupils without any restriction? These questions were discussed at length by the Committee. It was noted that it was the accepted policy of all the four States that the Regional language should be the medium of instruction at the Secondary stage of education and that the only exception to this general rule was that pupils belonging to the linguistic minorities should be given instruction in the medium of their respective mother-tongue. In the guise of providing instruction in the English medium as a concession to linguistic minorities, this general policy should not be modified or deviated from. The Convenor was of the view that the children of migratory parents (whether belonging to the linguistic majority or the minorities) could be allowed to be educated in the English medium; since, at present, that was the only language in which instruction was available in all parts of India. There was no case, however, for provision of similar facilities for children of non-migratory parents. If children of non-migratory parents of the linguistic minority groups could not for any reason be given facilities for instruction in their own mother-tongue, they should be educated in the Regional language rather than in English. There was general agreement that provision should be made for imparting instruction in the English medium to children of migratory parents and that children of non-migratory parents of the linguistic majority groups

in each State should be educated only in the Regional language. There was considerable discussion as to whether provision for instruction in the English medium should not be made for at least certain categories of children of non-migratory parents of the linguistic minority groups, the Andhra Education Minister expressing the view that where it was not possible to provide for instruction of linguistic minority pupils in their own mother-tongue, they should be allowed to opt for instruction in the English medium if facilities for such instruction were available. The following conclusions were finally arrived at unanimously:-

- a. The position existing on 1 July, 1958 in respect of facilities for instruction in the English medium in separate sections of recognized Secondary schools should be ascertained and continued without change.
- b. Children of linguistic minority groups should be assured of the availability of places in such sections, in numbers not falling short of the position as on 1 July, 1958. Whether or not a similar assurance should be provided in respect of children of linguistic majority groups is a matter for each State to decide for itself.
- c. Consistently with the foregoing, the State Government should be free to implement their policy in respect of the medium of instruction in Secondary schools effectively. They should be under no obligation to increase the facilities for instruction in the English medium Secondary schools in excess of the position existing on 1st July 1958, except in so far as the need therefor may arise as a result of future increase in the numbers of children of migratory parents (whether these belong to the linguistic majority group or linguistic minority groups).

7. Item 5: Affiliations of schools and colleges using minority languages to bodies outside the State

The Government of India's proposal to advise State Governments that affiliations of schools and colleges and other educational institutions to bodies outside the State in which they are functioning should be permitted without difficulty and that institutions thus affiliated should not suffer from disabilities in regard to grants-in-aid and other facilities was considered by the Committee. It was unanimously decided that there was no need to provide for affiliation of schools in any State to bodies outside the State. As for colleges, it was a matter for the Inter-University Board to consider.

8. Item 6: Use of Minority Languages for Official Purposes

The State Reorganization Commission has recommended that where there is a substantial minority constituting 30 per cent or more of the population of a State, the State should be recognized as bilingual for administrative purposes and that, if 70 percent or more of the total population of a district is constituted by a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the Official language in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 per cent of the population, Government notices, Electoral Rolls etc., should be printed in both the languages and documents in minority languages should be permitted to be filed in courts. These

recommendations were considered by the Committee which noted that there was no single minority group in any of the four States constituting more than 30 per cent of the total population of the State or 70 per cent or more of the population of a district. It observed that neither the two safeguards contemplated by the States Reorganization Commission (viz., declaring the State to be bilingual or declaring a language other than that of the majority as the Official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specified purposes in district or a smaller area, it was decided that every municipal town, and the non-municipal area of every taluka should be treated as a separate local area for this purpose and that a list of such local areas where 20 per cent of the people of a taluka or a municipality spoke a language different from that of the majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared:-

- a. All important Government Notices and Rules, Electoral Rolls etc., should be published in the minority language or languages.
- b. Forms etc., to be used by the public should be printed both in the Regional language and in the minority languages.
- c. Facilities for registration of documents in the minority languages should be provided.
- d. Correspondence with the Government offices in the minority languages should be permitted.
- e. Permission should be given to file documents in the minority languages in the Courts in the areas.
- f. An endeavour should be made to secure, in so far as this may be found practicable with due regard to administrative conveniences, that the officers posted to work in such local areas are persons who possess adequate knowledge of the minority language.

The Andhra Pradesh Government which had originally proposed to take up the question of acceptance of the suggestions of the Commission in this matter along with the main question of prescribing the Official Language of the State agreed to fall in line with the other States in this matter.

9. Item 9: Safeguards for Linguistic Minorities in the matter of recruitment to the Public Services of the State

Item 9 being a general question of which items 7 and 8 were parts, it was taken up before consideration of the latter items.

10. The Committee noted that, in the matter of recruitment to the Public Services of the State, linguistic minority groups would not be put to any special difficulty where the Official language of a State continued to be English and no

conditions were imposed that a knowledge of the majority language of the State was necessary for recruitment to the services or that competitive examinations for recruitment to the services should be written only in the majority language of the State. But Madras had declared Tamil to be the Official language of the State and had provided that, to be eligible for appointment to any service by the direct recruitment, a person should have an adequate knowledge of the Official language of the State, namely, Tamil, a person with an adequate knowledge of Tamil being defined as one:-

- a. Who has acquired knowledge in Tamil in the High School course;
or
- b. Who, whether his mother-tongue is Tamil or not, is able to speak, read and write Tamil;
or
- c. Who has passed a second class language test in Tamil.

Madras had also withdrawn the option given till 1958 to candidates taking the group IV examinations conducted by the Madras Public Service Commission for recruitment of persons to the Madras Ministerial Services, Madras Judicial Ministerial Services, etc., to answer in Telugu, Kannada, Malayalam or Urdu, the papers which should be answered in the Regional language, thus making it necessary for a candidate taking this examination to answer these papers only in Tamil. This had created problems for the linguistic minorities who had suddenly been called upon to possess an adequate knowledge of Tamil as a condition precedent to State employment and to compete with Tamil speaking applicants in examinations in which Tamil was the medium. The same problems would be faced by linguistic minorities in the other States, when in due course they switched over from English to the respective State majority language as the Official language. All the States, therefore, recognized the need for defining in precise terms the people who would be affected by policy decisions such as those taken by the Madras Government in this matter and to provide special safeguards for them in the matter of possession of adequate knowledge of the Regional language and of the medium of competitive examinations for recruitment to the Public Services of the State. The Committee discussed specifically the following questions:-

- a. how the persons to whom special safeguards should be given in the matter should be defined;
- b. what special safeguards should be given to them; and
- c. for what duration these safeguards should continue to be given.

11. **Definition of persons eligible for safeguards**

The Government of Madras had originally proposed that safeguards in the matter of recruitment should be given to a particular class of people to be described as Linguistic Minorities for this purpose and that such Linguistic Minorities should be defined as consisting of every person whose mother-tongue is Telugu, Malayalam, Kannada or Urdu, provided that either parent of such a person was born within the present territorial limits of Madras State or has been permanent resident within such limits. While the Government of Mysore wanted

that continuous residence of either parent for five years or more or specific evidence of a desire to settle permanently should be the qualification for definition of linguistic minorities, the Commissioner for Linguistic Minorities was of the view that the residential qualification prescribed in the Madras definition would contravene the provisions of the Constitution. The Government of Madras, thereupon, obtained the opinion of their Advocate General regarding the constitutional validity of the definition proposed by them. His opinion which had been received by the time the Committee met was considered by the Committee. He was of the view that while there was no objection to limiting the class of beneficiaries eligible for relaxation of recruitment rules to a limited group among linguistic minorities, it was wrong to define the expression Linguistic Minorities itself so as to include only this limited group. The place of birth of the citizen or his parent could not be made the criteria for any general definition of linguistic minorities. He, therefore, suggested that, the present objective being a strictly limited one, it was not necessary to define the term Linguistic Minorities but the persons to whom the benefit of relaxation of the recruitment rules would be given could be termed non-Tamilian candidates or candidates having a mother-tongue other than Tamil and defined as consisting of every person whose mother-tongue is other than Tamil and who has passed the examination qualifying for the post in question through a college, school or other institutions within Madras State. The Committee decided to accept this suggestion of the Advocate-General of Madras and agreed that relaxation of the rules relating to adequate knowledge of the Regional language and medium of competitive examination in the matter of recruitment to services should be given to non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who would be defined as all persons whose mother-tongue is a language other than Tamil (or Telugu or Kannada or Malayalam, as the case may be) and who have passed the examination qualifying for the post for which recruitment is to be made from an Educational Institution within Madras (or Andhra Pradesh or Mysore or Kerala) State. Persons belonging to the linguistic minorities who have not passed the qualifying examination from an institution within the State would not be ineligible for recruitment to the services but they would not be entitled to the benefit of the relaxation of the rules referred to above.

12. Nature of the Safeguards

As regards the nature of the relaxation to be given, Madras had made the following proposals:

a. Adequate knowledge of Tamil as condition of eligibility for recruitment

It should be open to any candidate belonging to the linguistic minorities of the State to apply for any post notwithstanding that at the time of such application he does not possess adequate knowledge of Tamil within the meaning of the general rules. He should be eligible for selection subject to the conditions specified in (iii) below:

b. Medium of examination

Where Tamil is required to be offered as the medium of examination for

any public examination held by the Madras Public Service Commission, any candidate who is a member of linguistic minority in Madras State may, if he so desires, offer his mother-tongue in lieu of Tamil subject to the conditions specified in (iii) below:

c. Conditions attached to the relaxation of the rules

The relaxation of the general rules in terms in terms of (i) or (ii) above will be subject to the conditions that the selected candidate should pass the second class language test in Tamil within the time prescribed therefore as a condition precedent to completion of probation and confirmation of appointment to the permanent Public Services of the State.

The Committee approved of the above safeguards subject to the following modifications;

i. They shall be applicable to all non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who are eligible for relaxation of rules with reference to the criterion specified in the previous paragraph.

ii. The option in respect of the medium of examination should be to offer any one of the six languages namely, Tamil, Telugu, Kannada, Malayalam, Urdu and English. It should be open to each of the State to provide for option to answer the examination in other Indian languages also.

iii. The selected candidate should pass a test in the Regional language whose standard should be a matter of common agreement between all the four States..

13. Duration of Continuance of Safeguards

As regards the duration of these safeguards, the unanimous view was that the safeguards should be instituted now without a terminal date and a review of the question undertaken as soon after 1st July, 1964 as possible when information regarding the number of the persons availing themselves of the concessions would have become available

14. Item No. 7: Recognition of minority languages as media in examinations conducted for recruitment to State Services

The Committee considered the suggestion of the States Reorganisation Commission that for recruitment to services known as State Services, that is to say, superior or gazetted services by competitive examination, a candidate should have the option to elect as medium of the examination the Union Language-English or Hindi or the language of a minority constituting 15 to 20 per cent or more of the population of the State as an alternative to the main language of the State, a test of proficiency in the State language being held after selection and before the end of the period of probation. It was noted that this was only a part of the bigger problem dealt with under item 9 and that at present no linguistic

minority was put to any difficulty in any of the four States in the matter of recruitment to the State Services as the medium of such competitive examinations as were held was English. It was agreed that safeguards for linguistic minorities in this matter should be provided by all the States in the following terms:

- a. Such safeguards would be applicable only to linguistic minorities whose mother-tongue is Tamil, Telugu, Kannada, Malayalam or Urdu and in Andhra and Mysore States only to Marathi.
- b. In the event of the medium of the competitive examinations for recruitment to any State service being changed from English to the Regional language of the State, the option to answer the examination in English or Hindi should be given to these minorities.
- c. There is no objection to any State extending this concession to linguistic minorities who speak languages other than those mentioned in item (i) above.

15. Item No. 8: Recruitment to Cadres of Subordinate Services treated as Cadres for the Districts

The Government of India propose to recommend that, where any cadre included in the subordinate services of a State is treated as a cadre for a district, any language which has been recognized as an Official language in the district should also be recognized as medium for the purposes of the competitive examinations in the districts. The Committee noted that there was no district in any of the States in the Southern Region where 70 per cent of the people spoke a language other than the language of the State, which according to the States Reorganization Commission was the condition necessary for declaration of a minority language as the Official language of a district. This recommendation of the Government of India had, therefore, no application to any of the States of the Southern Region.

16. Item No. 10: Review of Residence Rules and Requirements

The Committee noted that all restrictions by way of domicile qualifications for entry into the services of a State having been abolished with the enactment by the Government of India of "the Public Employment (Requirements as to Residence) Act, 1957" no action was necessary in this matter.

17. Item No. 11: Restriction of private rights in respect of contracts etc.

The Committee noted that there was no discriminatory treatment of minorities in the field of Commerce, trade and industry in any of the four States.

18. Item No. 12: Recruitment of a minimum percentage of the new entrants to All- India Services from outside the State

Item No. 13: Recruitment of a fixed number of the judges of the High Courts of a State from outside the State

Item No. 14: Constitution of Public Service Commission for two or more States

No State Government had any comments to offer on any of the questions.

19. Item No. 15: Agency for enforcing Safeguards

The Committee noted that a Commissioner for Linguistic Minorities had been appointed at the Centre by the Government of India to submit a report to the President on the working of the safeguards for minority language groups at such intervals as the President may direct. The Committee took the view that it was also necessary to appoint a Standing Committee of the Southern Zonal Council to be the Agency for review and coordination of the implementation of the safeguards for linguistic minorities as accepted by all the States of the South Zone. Each one of the States of the Council would be represented on this Standing Committee by one of its Ministerial representatives on the Southern Zonal Council. This Committee would discuss all problems that arose with regard to the working of the safeguards for linguistic minorities. It was unanimously agreed that such a Committee should be constituted.

20. The Commissioner for Linguistic Minorities had sent a note to the Committee in which he had referred, among other things, to the practice prevailing in certain States of insisting upon adequate knowledge of the Regional language as a condition precedent for admission to the Science courses in Arts and Science Colleges and to all courses in Professional Colleges and Polytechnics in the State and the complaints he had heard to the effect that the qualification is insisted on only in order to deny admission to linguistic minority candidates. The Committee noted that no such fanaticism existed in any of the four States of the Southern Region.

1. Modifications made to the report above at a meeting of the Southern Zonal Council held at New Delhi on 16th April, 1960 were as follows:-

a. The question whether schools in the State in the Southern Zone should be allowed to be affiliated to the institutions outside the State was discussed. Shri C. Subramaniam, Education Minister, Madras clarified that as far as colleges were concerned it was a matter for the inter-University Board to decide and not for the Governments. It was further clarified in the discussions that the examinations were held in schools in the States in the various minority languages, and not only in the Regional language of the State. Should any problem arise, it would be considered by the Standing Committee, the establishment of which the Ministerial Committee has recommended.

b. During the discussion, Shri Subramaniam stated that while any citizen of India with the requisite necessary qualifications was eligible to compete on equal terms for entry into the State Services, the Ministerial Committee had recommended the grant of certain concessions to linguistic minorities within each State. For this purpose, a candidate would be considered to be a member of linguistic minority of a State if he had passed the requisite qualifying examination from that State and his

mother-tongue was other than the Regional language of the State. Recruitment to the Public Service was not, however, limited by domiciliary restrictions which would offend against the Public Employment (Requirements as to Residence) Act, 1957. No such restriction existed in any of the four States of the Southern Zone.

It was agreed that Hindi should be added to the list of languages in which members of the linguistic minorities might answer the examination for recruitment to the Public Services.

c. After some discussion, the Council approved of the Report and it was agreed that if any difficulty arose in giving effect to the decision of the Committee, the matter should be referred to the Standing Committee. As regards the composition of the proposed Standing Committee, it was decided that each State should be represented by a Minister, and the Vice Chairman of the Zonal Council for the year should be the Convenor of the Committee. The Secretary of the Zonal Council for the year would be the Secretary of the Committee. It was also agreed that the Commissioner for Linguistic Minorities should be associated with the Committee.

MEETING OF THE CHIEF MINISTERS OF STATES AND CENTRAL MINISTERS (AUGUST 1961)

The meeting of Chief Ministers of the States convened to consider the question of national integration began on August 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 10 August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad. The Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10 while coming in car from Jaipur to Delhi to attend the meeting.

August 10

1. In his opening address, the Prime Minister referred to the various aspects of national integration: cultural, educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all-India approach to these questions.
2. The Union Home Minister referred to the discussions held at the last Conference of Chief Ministers held on 31st May and 1st June 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two bills to amend Section 153A of the Indian Penal Code, which had been already introduced in the Parliament and the proposal to amend the Representation of the Peoples Act.
3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from the Indian Union. This matter would be considered further later.
4. The Prime Minister referred to the recommendation of the States Reorganization Commission that more all-India Services be constituted. The Principle of having all-India Services in the Engineering, Medical and Forest departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.
5. The meeting was of the opinion that the rule of rotation of officers in existing all- India Services between the Centre and the State should be more rigorously followed.
6. The meeting also accepted the desirability of having in every High Court some judges drawn from outside the State.

August 11 and 12

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11 and 12, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11 and in the morning of August, 12.

2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's Memorandum of 4 September, 1956 which had been prepared after considering the recommendations of the States Reorganization Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This Memorandum was in the nature of an all-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this Memorandum were re-affirmed, certain variations were agreed to, as stated below:-

a. Primary Education: The right of linguistic minorities to have instruction in their mother-tongue at the Primary stage of education was reaffirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganization Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptation can be made. The main objective is that no facilities previously available should be reduced and, wherever possible further facilities should be given.

b. Secondary Education: Here also the general provisions of the 1956 Memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by the State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother-tongue formula could not be fully applied for use as the medium of instruction in the Secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for a higher education in Universities.

The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable text books in schools, both at the Primary and the Secondary stages was emphasized. Normally, these text books should be produced by the State Governments and not be left to private enterprise. The text books should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such text books should be entrusted to persons of high quality. The Central Government should prepare model text books both for the Primary and Secondary stages.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all-India language for inter-State communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise, there is a danger of no adequate connecting links, in so far as language is concerned between the different States.

6. It is important both from the point of view of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore, is important.

7. It must be remembered that languages, if they are to be known at all well must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all-India languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

9. A Three-language Formula had been evolved by the Government of India in consultation with the State Governments for adoption at the Secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- a. The Regional language and mother-tongue when the latter is different from the Regional language;
- b. Hindi or, in Hindi speaking areas, another Indian language; and
- c. English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for

the affiliation of such institutions to Universities or Boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universities or Boards outside the State.

11. While a State may have one or more languages for its official purposes, it must be recognized that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages for education etc. An Official language is meant largely for official purposes. For communication with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from Official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the Official language of the State, this language of the minority group should be recognized as an Official language. Recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the VIII Schedule of the Constitution. Exceptions may be in regard to the hill districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the VIII Schedule may be used.

13. Whenever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important Government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the Administration, that is noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the Official language of the State or the Union Official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc., in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State Headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the District Authorities may be authorised to get it translated in the local language of the district or municipal area, as the case may be.

15. Correspondence between the State Headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the Official language of the State for correspondence between the State and District Headquarters and vice-versa. The use of the Union Official language should also be permitted for this purpose in place of the Official language of the State. This Union Official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the Official language of the State, option should be given of using Hindi or English as the medium of examination. A test of proficiency in the State Official language should be held after selection and before the end of probation.

17. For purposes of recruitment to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognized by the Central University Grants Commission should be recognized.

18. The question of the medium for University education was discussed at length. The tendency of Regional languages to become the media for University Education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasized. Such a common link can only be English or Hindi. Ultimately, it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a Regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a Regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught as long as necessary in English while other subjects may be taught with Hindi or the Regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

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

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

21. It was agreed that the implementation of the policy herein laid down for safeguarding of the interests of linguistic minorities and the promotion of are described in Article 350B of the Constitution. Though he can not obviously be entrusted with executive function for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

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

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realizing this objective depended on continued vigilance and the co-operation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration it was agreed that this should be dealt with on a national plan. For this purpose, a larger Conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.

FIRST MEETING OF THE COMMITTEE OF VICE-CHAIRMEN OF ZONAL COUNCILS (NOVEMBER 1961)

Present

- | | | |
|----|---|-----------------|
| 1. | Shri Lal Bahadur Shastri,
Home Minister | Chairman |
| 2. | Shri Pratap Singh Kairon,
Chief Minister, Punjab,
(Vice-Chairman, Northern Zonal Council) | |
| 3. | Shri Y.B. Chavan,
Chief Minister, Maharashtra,
(Vice-Chairman, Western Zonal Council) | |
| 4. | Shri B.P. Chaliha,
Chief Minister, Assam,
(Vice-Chairman, Eastern Zonal Council) | |
| 5. | Shri C.B. Gupta,
Chief Minister, Uttar Pradesh,
(Vice- Chairman, Central Zonal Council) | |
| 6. | Shri C. Subramaniam,
Finance Minister, Madras,
(Representing the Vice-Chairman of Southern Zonal Council) | |

OFFICERS OF THE GOVERNMENT OF INDIA

1. Shri B.N. Jha, Secretary, Home Ministry.
 2. Shri V. Vishwanathan, Special Secretary, Home Ministry.
 3. Shri P.N. Kripal, Secretary, Education Ministry.
 4. Shri Hari Sharma, Additional Secretary, Home Ministry.
 5. Shri L.P. Singh, Additional Secretary, Home Ministry.
 6. Shri R. Prasad, Joint Secretary, Home Ministry.
 7. Shri R.P. Naik, Joint Secretary, Education Ministry.
 8. Shri P.N. Kaul, Deputy Secretary, Home Ministry.
2. **Item No.1 of the Agenda. The name by which the Committee may be described:**

It was agreed that the Committee should be called "The Committee of Zonal Council for National Integration".

3. **Item No.2 of the Agenda. The pattern of the Agency for the Implementation of safeguards for Linguistic Minorities at (a) Zonal level, and (b) State level:**

(a) **Zonal level:** It was agreed that each Zonal Council should appoint a Standing Committee consisting of the Chief Ministers of the Zone to review from time to time the progress of implementation of the various policy decisions taken by the Chief Ministers' Conference relating to safeguards for linguistic minorities and national integration.

(b) (i) **State level:** The Committee considered that the responsibility for the co-ordination of work relating to national integration (including safeguards for linguistic minorities) should be assumed by the Chief Minister who may be assisted in this task by the Chief Secretary. It was also agreed that there should be a special officer in each state who will work under the direction of the Chief Secretary.

It was also agreed that this officer should prepare a note periodically reviewing (i) the progress of implementation of the safeguards for linguistic minorities; (ii) pending correspondence, if any, on linguistic minorities with the Government of India, the Commissioner for Linguistic Minorities and other State Governments; (iii) visits, if any, of the Linguistic Minorities Commissioner; and (iv) other matters relating to National Integration.

(c)(i) **District level:** The Committee agreed that, at the district level, responsibility for co-ordination of work relating to safeguards for linguistic minorities and national integration should vest in the district officer. It was also agreed that the State Governments might see whether any amendments are necessary to the laws governing local bodies to ensure that policy decisions relating to national integration are implemented by these bodies.

4. **Item No. 3 of the Agenda. Review of action taken by the State Governments on the decisions taken by the Chief Ministers' Conference held on August 10 to 12, 1961:**

It was noted that reports had been received so far only from 7 State Governments and 4 Union Territories and the information furnished was incomplete in some cases. The Committee reviewed the position as regards implementation of the various policy decisions embodied in the Statement issued by the Chief Ministers' Conference held on August 10 to 12, 1961 on the basis of information that was readily available, and took the following decisions:

a. **Right of linguistic minorities to have instruction in their mother-tongue at the primary and secondary stages of education (Para 3 of the Statement)**

It was agreed that the attention of all State Governments (excepting those in the Southern Zone) should be invited to the need for early implementation of the decisions taken by the States in the Southern Zone which had been accepted in Principle by the Chief Ministers' Conference.

The Committee desired further that information should be collected regarding the number of schools for minority language groups, number of pupils belonging to each such group and the number of teachers available for each group at the primary and secondary stages during the last 4-5 years in each State, so as to enable the Committee to make an objective assessment of the situation.

b. Provision of suitable text books (Para 4 of the Statement)

It was noted that the Union Ministry of Education had drawn up a programme for preparation of model text-books after examination of the existing text-books in use in primary and secondary stages in different States and that they also proposed to constitute a high powered Advisory Board as recommended by the National Integration Conference. It was agreed that the question of preparation of text-books should be left to be dealt with by the Ministry of Education in consultation with the State Governments, but detailed reports should be obtained of the action taken by the various State Governments for a general review by the Committee at a subsequent meeting.

c. Teaching of English and Hindi at an early stage (Para 7 of the Statement)

It was agreed that the State Governments should be requested to give consideration to the decision taken by the Chief Ministers' Conference in this regard.

d. Three-language Formula (Para 9 of the Statement)

The Committee desired that information should be collected from all States as regards the action taken or proposed to be taken by the State Governments so that the matter could be considered more fully at a subsequent meeting.

e. Affiliation of schools and colleges to out side bodies (Para 10 of the Statement)

It was agreed that the position regarding affiliation of schools and colleges using minority languages to Boards or Universities in different States should be examined by the State authorities with a view to ensure that such institutions were not put to any difficulties in the matter of affiliation.

f. Use of minority languages for communication with the public and for purposes of publicity (Paras 11 and 13 of the Statement)

It was agreed that the State Governments which had not so far prepared lists of districts or smaller areas like municipalities or tehsils where a linguistic minority constituted 15 per cent or more of the population, should be requested to do so.

g. Recognition of a minority language as an official language at the district level (Para 12 of the Statement)

It was noted that in accordance with the decision taken by the Chief Ministers' Conference official recognition had been given to the Bengali language in the district of Cachar (Assam) and to the Nepali language in the district of Darjeeling (West Bengal).

h. Use of minority languages for dealings of the Administration with the public (Para 14 of the Statement)

It was noted that in some States translation bureau already existed at State headquarters, although there might be need for strengthening them. It was considered that the attention of all the State Governments should be invited to the decision taken by the Chief Ministers' Conference in this regard and a detailed report of the action taken by the various State Governments placed before the Committee at its next meeting.

i. Correspondence between the State headquarters and the district (Para 15 of the Statement)

It was noted that, at present, the Union official language (Hindi or English) was used for correspondence with district headquarters in all States either solely or in addition to the Official language of the State.

j. Recruitment to State Services (Para 16 of the Statement)

It was noted that Commissioner for Linguistic Minorities had already taken up the matter with the few States where compulsory tests were held in the regional language for purposes of recruitment. The Committee decided to review the position at a subsequent meeting after a final reply had been received from the States concerned by the Commissioner and the Union Home Ministry.

k. Recognition of degrees or diplomas granted by all recognized Universities (Para 17 of the Statement)

The Committee considered that the State Governments concerned should be requested to take early action for amending the existing rules in accordance with the decision taken by the Chief Ministers' Conference. It was agreed that the position might be reviewed by the Committee at its next meeting in the light of further information received from the State Governments.

l. Medium of University education (Para 18 of the Statement)

This item would be considered at a subsequent meeting of the Committee.

m. Appointment of one-third number of Judges from other States

The Chairman informed the Committee that he had written to all the Chief Ministers on the subject on 23rd September, 1961 but a final reply had been received only from Orissa. After some discussion, it was agreed that the Chief Ministers might discuss the matter with their Chief Justices with a view to expedite the matter.

n. Constitution of new All-India Services

The Chairman informed the Committee that schemes for the establishment of All-India Services in Engineering, Forestry and Health had been prepared and these would be forwarded to the State Governments shortly for their comments. He expressed the hope that the State Governments would give early consideration to these schemes so that necessary action could be taken to introduce a Bill in Parliament without undue delay.

5. Item No. 4 of the Agenda. The scope of Committee's work:

It was agreed that the Committee should deal with all matters pertaining to national integration including safeguards for linguistic minorities.