



جامعہ اُردو ہند
**JAMIA
URDU HIND**
State's Madrasa Tul Uloom For Research In
Urdu Language Of National Importance

**AWESOME
REVIEW
SERIES
OF
JAMIA URDU HIND**

**Minority
Education
(Adeeb/Mahir)**



Preface

Dear Students of Jamia Urdu Hind of past and present,

We understand you don't need the help of anyone,

But we just want to take care of the way you design everything.

Something we want to share with you owing to your association with JUH!!!

We can't find a reason why Allah gave this idea of writing **Awesome Review Series of JUH with mnemonics** to us to present subjects in this review form having complete points touching all competitive exams of respective standard in the shortest form as per your need and desire based on NCERT and Madrasa Board? But that is not the question to be asked; May be..... The question is how did Allah know that we needed a student like you.

Wonderful students are carefully created by Allah,

Wonderful moments are carefully planned by Allah,

Wonderful innovative truth seeker like you are carefully gifted by Allah!!

Always read between the line.....

To educate the children of non-educated persons are tougher than that of educated persons hence **Muslims** are least educated minority community in the country as per Decoded Minority Report since British Imperialism. There is **declining Muslim IAS Officers from 1950 (13 %) to 2000 (2.92 %)** among its 14% population in India. IAS officer is the pillar of governance. Hence, more than 50000 Madarsa and 14% literacy to India are contributed by Muslims **without grants from government**. Madarsa has produced architecture of Taj Mahal, Lal Qila, Qutub Minar along with Abusena in medicine and Khaiyam in mathematics. Madrasa for **Urdu Courses in India is like Dinosaurs with Lal Qila, Qutub Minar, Jama Masjid, Taj Mahal as remnant for scientific research**. In the past, Urdu has gathered a good deal of political dust, which it must shed in the interest of its health & growth. The basic problems of a language are educational, literary or administrative and if we confine ourselves to these spheres, we will discover that solutions become easier to find. India will never be a developed nation until power practice of biased mind will be ceased and surrendered completely and voluntarily.

BP Singhal, MP(RS), Ex-DG, IPS said : Could a community that ruled India for **over 950 years** and belonged to a privileged class even during British Raj, becomes socially handicapped. This now encounters the worst conditions (**worse than SC/ST**) in their own land (as per minority report) and urgently needs emergency educational support to achieve 100% literacy so as to make India a developed nation (**Ref: Problems & Policy of Minority in India**).

We provide education through literacy campaign in the country and our positive move has empowered the most deprived class to be in the nation's mainstream. Education and Nation are incomplete without Urdu and like Hindi, Urdu is the thread of Bharat's beaded necklace where all super power of the world is quit on the united front. One can use all the superlatives about the literary work of the institution but this won't mean anything to anybody. We state the facts that are verifiable.

You are served by the country as you serve the country because your leaders are exactly like you.

No human society can develop in all its dimensions if it does not produce meaningful literature for its children and young readers. Therefore, the framework of a society should be established around the pillars of knowledge by converting it into a democratic force and take it into every corner of our country. There is a great hunger for knowledge in the country and our motto, therefore, should be all for knowledge and knowledge for all (President of India).

People do not remember what one says but they always remember what one tries to make them feel and nothing is better than honesty and goodness in the world!!! Never expect, do not criticize, do the best you can, surely you will rise very high in your life if you have confidence, trust and hope like Einstein, Newton, Mendal, Aryabhat, Edison, Khaiyam, Abusena and Archemedes.

Confidence:

Once, all villagers decided to pray for rain. On prayer day, all people gathered and only one boy came with an umbrella..... that's confidence.....

Trust:

Trust should be like the feeling of a one year old baby, when you throw him in air, he laughs....because he knows you will catch him.....

That's trust....

Hope:

A human being can live for 40 days without water, 8 minutes without air, but not a single second without one thing.....

That's hope.....

-Writer's Union of JUH



A NOTE FOR THE TEACHERS

To make the curriculum learner-centred, students should be made to participate and interact in the learning process directly. Once a week or one out of every six classes would be a good periodicity for such seminars and mutual interaction. Some suggestions for making the discussion participatory are given below, with reference to some specific topics in this book. Students may be divided into groups of five to six. The membership of these groups may be rotated during the year, if felt necessary. The topic for discussion can be presented on the board or on slips of paper. Students should be asked to write their reactions or answers to questions, whichever is asked, on the given sheets. They should then discuss in their groups and add modifications or comments in those sheets. These should be discussed either in the same or in a different class. The sheets may also be evaluated. We suggest here three possible topics from the book. The first two topics suggested are, in fact, very general and refer to the development of science over the past four centuries or more. Students and teachers may think of more such topics for each seminar.

1. Ideas that changed civilisation

Suppose human beings are becoming extinct. A message has to be left for future generations or alien visitors. Eminent physicist R P Feynmann wanted the following message left for future beings, if any.

“Matter is made up of atoms”

A lady student and teacher of literature, wanted the following message left:

“Water existed, so human beings could happen”.

Another person thought it should be: **“Idea of wheel for motion”**

Write down what message each one of you would like to leave for future generations. Then discuss it in your group and add or modify, if you want to change your mind. Give it to your teacher and join in any discussion that follows.

2. Reductionism

Kinetic Theory of Gases relates the Big to the Small, the Macro to the Micro. A gas as a system is related to its components, the molecules. This way of describing a system as a result of the properties of its components is usually called **Reductionism**. It explains the behaviour of the group by the simpler and predictable behaviour of individuals. Macroscopic observations and microscopic properties have a mutual interdependence in this approach. Is this method useful? This way of understanding has its limitations outside physics and chemistry, may be even in these subjects. A painting **cannot** be discussed as a collection of the properties of chemicals used in making the canvas and the painting. What emerges is more than the sum of its components.

Question: Can you think of other areas where such an approach is used?

Describe briefly a system which is fully describable in terms of its components.

Describe one which is not. Discuss with other members of the group and write your views. Give it to your teacher and join in any discussion that may follow.



EDUCATION AND URDU

Background

4.1 Reliable educational statistics for the pre-British period are not available in respect of the state of education in those days. **Generally speaking education was imparted through the medium of classical languages, e.g., Sanskrit, Persian and Arabic.**

4.2 An educational survey was for the first time conducted by the **East India Company** in the early nineteenth century. The survey was confined to the territories under the control of the Company. Enquiries were conducted in the Presidencies of Madras and Bombay in 1822 and 1823-25 respectively, and in the Presidency of Bengal in 1835. These enquiries revealed that the traditional educational institutions seldom used the mother tongue as medium of instruction beyond the elementary stage. **Persian, Sanskrit or Arabic continued to be the main media of instruction at these institutions.**

4.3 **William Adam**, who had conducted the enquiry in the Presidency of Bengal, noted **four types of schools** then existing. These were : **(i) Bengali** Elementary Schools; **(ii) Persian** Schools; **(iii) Arabic** Elementary Schools, and **(iv) Persian-Bengali** Schools. The Bengali and Persian-Bengali Schools did use, a modern Indian language, i.e, Bengali at the, elementary level. Adam, however, suggested the adoption of English as the medium of instruction in place of the classical languages.

4.4 The **East India Company realised after 1765** that it was fast acquiring political power and felt that in order to consolidate its power it was a safe course to follow the policy of the earlier India, rulers and encourage classical learning in Sanskrit, Persian and Arabic on traditional lines so as to leave the "Indian people to develop their traditional system of education according to their own genius."

4.5 The officials and the staff of the East India Company, who had to communicate with the local people were, however, handicapped owing to their ignorance of the local languages. The Company, therefore considered it necessary to train its civil servants in the, languages and customs of India. The **Fort William College** was established at Calcutta in the year **1800** with this object in view. The college was set up to teach the major Indian languages to the British civil and military officers.

4.6 Simultaneously, in pursuance of the policy, often referred to as the Orientalist policy of the company two important institutions were set up : **(i) the Calcutta Madrasa and (ii) the Banaras Sanskrit College.** Lord Minto recommended the establishment of additional madrasas and Sanskrit colleges 'at convenient places within the Company's territories'.

4.7 This policy was affirmed by the **British Parliament in 1813** when the Company's Charter came up for renewal before it. Thus **section XLIII of the Charter** as approved by the British Parliament provided that, "it shall be lawful for the Governor-General-in-Council to direct that out of any surplus which may remain of the rents, revenues and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lakh of rupees in each year shall be set apart and applied to the revival and improvement of literature, encouragement of the learned natives of India and for the introduction and promotion of knowledge of sciences among the inhabitants of the British territories of India."

4.8 A General Committee of Public Instruction was accordingly appointed on **July 17, 1823 by the Governor-General-in-Council** and vested with powers to advise, and also to expend the annual grants for the promotion of education. Between 1823 and 1833, the committee recognised the **Calcutta Madrasa and the Banaras Sanskrit College**, established a **Sanskrit College at Calcutta and two oriental colleges at Agra and Delhi, undertook the, printing and publication of Sanskrit, Arabic and Urdu** books on an appreciable scale and employed scholars to translate English works into the languages of India.

4.9 **The Delhi College, founded in 1825, played an important role in the development of Urdu. It was the first institution in the country to introduce Urdu as a medium of instruction at the higher stage of education.**

4.10 The policy of promoting education through the media of classical and some other Indian languages was soon reversed consequent on the famous minute of Thomas Babington Macaulay recorded on February 23 1835 in which he rejected not only the Indian classical languages as media of instruction but also the "vernacular" languages, branding them as "poor and crude", Macaulay's minute was accepted by Lord William Bentinck, the then Governor-General. In the subsequent Resolution issued on March 7. 1835 the Company's future policy was enunciated as follows :

- The great object of the British Government ought to be the promotion of European literature and science.
- All funds appropriated for the purposes of education should be employed on English alone.
- No stipend should be given to students of Sanskrit colleges or of Muslim Madrasas,
- No money should be spent on the printing of oriental works.

The Resolution amounted to the adoption of English as the medium of education to the exclusion of the classical and modern Indian languages from that role.

4.11 When the Company's Charter was due for renewal again in 1853, **the Court of Directors of the Company** felt the need for a thorough and comprehensive review of the educational developments in India under the Company's administration. Accordingly, a select committee of the House of Lords conducted an enquiry, whose findings formed the basis of the Education Despatch of July 19, 1854, commonly known as **Wood's Despatch**. The full text of the Despatch will be found in the **British Parliamentary Papers 1854 (XLVII) (393)2 on pages 1 to 18.** The Despatch reiterated "emphatically that the objective of education remained the diffusion of ... European knowledge" But, unlike Macaulay who has condemned classical and local languages, it acknowledged the importance of



classical languages by recording that acquaintance with the works contained in them was valuable for historical and legal purposes. While considering the importance of classical and modern Indian languages, the Despatch reiterated that these languages could, however, not be made the sole medium of education and that "English alone should serve the purpose for higher education." It was made incumbent upon those who desired to obtain liberal education to "acquire mastery of English language as a key to the literature of Europe." It was also felt necessary to "regard the knowledge of English..... essential to those natives of India who aspired to higher order of education ." The Despatch went on to say that "it is neither our aim nor our, desire to substitute English language for the vernacular dialects of the country. We have always been most sensible of the importance of the languages which alone are understood by the masses of population. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended and any acquaintance with improved European knowledge which is to be communicated to the great mass of the people can only be conveyed to them by one or the other of these vernacular languages"

4.12 The Despatch concluded by declaring that the objective of education was "to extend European knowledge throughout all classes of the people". It stressed "that this object must be effected by means of the English language in the higher branches of instruction and that of the Vernacular languages of India to the great mass of the people." It drew the special attention of the Governor-General to the "education of the middle and lower classes both by the establishment of fitting schools for this purpose and by means of careful encouragement of the native schools which exist and have existed from time immemorial in every village."* One can not fail to notice in the new policy a shift in emphasis from an exclusively English education to the encouragement of education through the Anglo-Vernacular schools.

4.13 The uprising of 1857, however, made the then British rulers doubtful about the desirability of popular education. Lord Ellenborough felt that the new policy of educating the masses had led to the events of 1857, and he advocated resiling from that policy.**

4.14 The Education Despatch of 1854, issued during the rule of East India Company and subsequently ratified by the Secretary of State in 1859, envisaged that there would be secondary schools teaching through the Indian languages, in addition to the schools using English exclusively as the medium of instruction. But due to certain peculiar historical circumstances as well as the prevailing institutional set-up, that policy could not be implemented. The educational policy as implemented was not favorable to the cultivation of modern Indian languages, and the declared aim of the 1854 Despatch, that the difference between Anglo-Vernacular and vernacular schools be eliminated gradually, proved illusory.

4.15 The Despatch of 1854 resulted in the immediate establishment of **three universities at Calcutta, Madras and Bombay**. Following the general plan of the University of London, these universities were **merely affiliating and examining bodies**. Consequently, they completely dominated the primary and the secondary education and, while education in English received a great impetus in almost all institutions, education through Indian languages suffered total neglect. This situation prevailed in all the territories under the East India Company and created a small privileged class that learnt the English language, and other subjects through that medium. It left the poor and the under privileged masses of the people to their own resources,

4.16 The situation took a turn for the worse when the then Viceroy of India approved the following Resolution on June 30, 1868, which aimed at encouraging greater use of English. The Resolution as communicated to the Secretary of State for India in London read as under :

"The Governor-General-in-Council, having considered the expediency of encouraging 'natives' of 'India to resort more freely to English, for the purpose of perfecting their education, and of studying for the various learned professions, or for the civil and other services of this country, believes that this most important object would be facilitated by creating a certain number of scholarships to be held on condition of residence in Great Britain."

4.17 The universities controlled college and secondary education by organizing courses of studies prescribing syllabi and conducting final examinations for diploma and advanced degrees. The secondary schools always looked up to the universities for inspiration and guidance and their sole aim was to prepare the students for the universities. As lectures in the affiliated colleges of the universities were delivered in

Ref: * Parliamentary Papers 1854-XLVII (393) and ** Parliamentary Papers 1866-LII (52)

English, it was but natural for the secondary schools, whose main purpose was to supply students to the colleges, to adopt English as the chief medium of instruction and to impart proficiency in that language. The report of the Hunter Commission of 1882 shows the enormous influence of higher education imparted through the medium of English on the lower stages of the Indian educational system.

4.18 The Hunter Commission pointed out the following drawbacks in the language policy pursued at the secondary and primary levels :

- (i) The study of the English language was begun before the pupil was properly grounded in his mother tongue.
- (ii) English was taught as a subject before it was used as a medium of instruction. But the period of its study was too short to give the pupil that mastery over the language which was essential for its successful use as a medium of instruction.
- (iii) In the secondary stage, English was invariably used as the language of instruction. This was due to the impact of the universities on the secondary education of the country.



(iv) The higher education that could be obtained through the 'vernacular' was limited to the middle school stage and the idea of high schools teaching through the mother tongue seemed to have been given up.

4.19 Modern Indian languages, including Urdu, were thus neglected and there emerged a new middle class indifferent to Indian languages and steeped in the values of the English language and its traditions.

4.20 The cumulative effect of all these steps was that the prestige of English education was greatly enhanced. A degree from **Oxford or Cambridge University** was looked upon as the pinnacle of education achievement. Graduates from English universities, who filled the academic ranks of Indian universities and colleges, were convinced of the futility of any attempt at imparting higher education through the medium of Indian languages. The three factors, namely, (a) the dominance of the universities teaching through the medium of English, (b) the encouragement of English by the Government and, (c) the emergence of the new middle class favoring the English language, were together responsible for a steady neglect and decline of Indian languages in the educational system of the country. Moreover, as the secondary schools and colleges were located in towns, this new educated class remained urban in character while the vast majority of the people living in the rural areas became isolated from the mainstream of formal education.

4.21 The place assigned to Indian languages in the field of higher education in the country has been explained in the report of the Indian Universities Commission of 1902, known as the **Raleigh Commission** after the name of its Chairman, Sir Thomas Raleigh. According to his analysis :

(a) For the Matriculation Examination, one of the **four compulsory subjects** was a second language which was defined as (i) "an Oriental or European classical language" or (ii) "an Indian or continental European vernacular language". In the **Punjab and Allahabad Universities (which could have given due place to Urdu) set up in 1882 and 1887** respectively, the option of studying a regional language was not given, while in the Punjab University a candidate could take UP fifth optional subject in addition to the four compulsory subjects from amongst a regional language, elementary science, or a second classical language.

(b) For the Intermediate Examination (first two years of college) a second language, defined as "an eastern or western classical or modern European language" was compulsory. **Madras University alone out of all the universities of India, accepted the option of an Indian language, though this did not have any effect in so far as Urdu was concerned.**

(c) **No university except the Madras University, at that time thought of including the Indian languages as an alternative to the classical languages for the B.A. Examination.**

4.22 Lord Curzon who had a hand in appointing the Raleigh commission wanted to pursue a comparatively enlightened and practical educational policy. He felt that while English might be taught to those who were qualified to learn it, such education should be based on a solid foundation of the indigenous languages, "for no people will ever use another tongue with advantage that cannot first use its own with ease."

4.23 The Raleigh Commission came to a similar conclusion

"Speaking generally, we fear that the study of vernacular languages has received insufficient attention and that many graduates have a very inadequate knowledge of their mother-tongue. Unless, however, a good training in the vernacular is given in the schools, no effort of the University will avail."

4.24 Lord Curzon's language policy had a definite impact, as is evident from the Fifth Quinquennial Review, on the progress of education in India. The relevant excerpt reads as follows :

"There has been a certain increase in the honour paid to the vernacular languages of India; (i) The University of Madras made the vernacular language a compulsory subject of study for the intermediate examination and an optional subject for the Bachelor's examination.

Ref: * Lord Curzon in India-Selected from his speeches as Viceroy and Governor-General of India 1898-1905, Macmillan Co., London.

(ii) The University of Calcutta made the vernacular language a compulsory subject of study both for the intermediate and Bachelor's examinations.

(iii) The University of Calcutta also allowed its candidates to take a Portion of the Entrance or Matriculation Examination in the vernacular instead of English if they wanted to do so." *

4.25 In 1913, there came a significant change in the attitude of the Government of India, who paid an official tribute to the Indian languages. The Resolution on the Educational Policy of the Government of India dated February 21, 1913, declared that "there is much experience to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally." This pronouncement encouraged the establishment of 'vernacular continuous schools' for advanced studies through the medium of Indian languages. One of its immediate consequences was that local languages came to be widely used as media of instruction at the middle school stage.

4.26 **During World War I, the educational system in India was bitterly criticized by national leaders like Gopal Krishna Gokhale and Mahatma Gandhi, who accused the Government of neglecting the education of the masses in their mother tongue. Reacting to the pressure of public demand, the Government of India in 1917 appointed a Commission under the chairmanship of Michael Sadler to enquire into the problems of education in India in general.**



4.27 The Sadler Commission devoted much attention to the question of language in Indian education. Broadly accepting the policy laid down in the Despatch of 1854, the Commission agreed that the policy should be, "to make English and the Indian vernacular languages coordinate factors in working out in India a harmonious combination of eastern and western civilization ". The Commission further declared : "We are emphatically of the opinion that there is something unsound in a system of education which leaves a young man at the conclusion of his course, unable to speak or write his own mother-tongue, fluently and correctly, It is thus beyond controversy that a systematic effort must henceforth be made to promote the serious study of the vernaculars in secondary schools, intermediate colleges and in the university" The Sadler Commission made recommendations regarding the medium of instruction at various levels of education. For the University stage, the Commission recommended the retention of English as the medium of instruction for every subject except the classical and local languages. For the secondary stage, it recommended the use of the Indian languages as media of instruction.

**PRESIDENTIAL SPEECH OF
SHRI I. K. GUJARAL, UNION MINISTER OF STATE
FOR WORKS AND HOUSING AND CHAIRMAN OF THE COMMITTEE FOR PROMOTION OF URDU
AT ITS INAUGURAL MEETING AT VIGYAN BHAVAN, NEW DELHI ON MAY 22, 1972 AT 4.00 P.M.**

When **Prof. Nurul Hasan** asked me to shoulder the responsibility of presiding over this learned body, my reaction was a mixed one. I am a great admirer of the language and its literature which I continue to enjoy even when other responsibilities of office leave little time for artistic and literary pursuits. I have no claims to any specialization in the language, I hesitated for a while whether I should accept this challenging assignment. But I decided to accept it in all humility because I thought that perhaps, I may be able to make my own little contribution to the promotion of a language that has meant so much to me in my intellectual sojourn.

During our younger days, the robust outlook of the progressive writing which was then the vogue in Urdu literature had inspired us and had won me many a friend among that generation of writers and poets. I have continued to take interest in the literature that was produced in post-Independence India and have always noted with a sense of admiration, the agility and the adaptability of the Urdu writers.

In my younger days, knowledge of three or four languages was a common phenomenon among educated people. Apart from my mother tongue **Punjabi, I know Urdu, Hindi with a sprinkling of Persian and Sanskrit, besides, of course, English** which was the medium of instruction right, upto the University level. The raging political controversies could not change popular attitudes towards languages. We were fond of Waris Shah as of Ghalib, Kabir or Tagore, of Sarat Chand and Bankim Chatterjee as of Premchand Krishan Chand and Rajinder Singh Bedi. **Punjab had been an active a Centre of Urdu Literature and journalism as Delhi, Uttar Pradesh, or Andhra Pradesh** and I have drunk deep at the foundations of that centre.

Politics intervened in the pro-Partition days and continued to poison the atmosphere for some time even after the partition. The result was that a purely linguistic and literary problem became the plaything of the politicians. A great deal of unnecessary wordage has been wasted on fulminations, accusations and counter-accusations. In that hue and cry, attention was diverted to tribes and the problems of Urdu could not be considered in their proper perspective by quite large sections of our people.

However, the Government of India under the inspiring leadership of Pandit Jawahar Lal Nehru, took the correct stand that the promotion and development of Urdu was very much the concern of the Central and State Governments because Urdu was an important Indian languages whose contribution to the cultural and political life of our country was undeniable. A number of steps were taken to improve matters but complaints of non-implementation continued to pour in and it appeared that efforts in the past had not been productive of tangible results.

Our dynamic Prime Minister. **Shrimati Indira Gandhi** has been unswerving in her devotion to the cause of secularism and democracy and in her belief in the equality of opportunity to be ensured to all citizens irrespective of creed or region. She is keen that **Urdu should get its due place** in the educational, cultural and administrative spheres and steps taken to promote and develop it. It is in accordance with her known wishes that the Educational Ministry has set up this Committee.

It is a very high-power Committee, on which experts from the educational, journalistic, administrative and literary fields are represented. At this stage, it will be premature to go into the Various aspects of the question but it is worth-while reiterating that our recommendations must be in accord With the various guarantees and safeguards provided under the Constitution to which my learned colleague Prof. Nurul Hasan has already referred.

In making our recommendations, we must also bear in mind that these recommendations are of interest not only to the lovers of Urdu but to all the workers in the educational, literary and journalistic fields. The development of language is not an isolated phenomenon. **If the speakers of one language feel neglected or frustrated, it affects the creative will of the society as a whole. When all the languages grow and blossom forth, they make society happier and more contented. This is a cultural gain for the entire country.** We are making one of the greatest experiments in history by tackling the problems of so many languages in such varying stages of development. The success with which we are able to solve these problems is being watched with interest not only in this country but in the entire Afro- Asian region where languages are faced With Similar problems of development. A great responsibility



is, therefore cast on this Committee to take a wider view of the question and to find solutions of universal acceptability, which will be progress in approach and practical in implementation.

Broadly speaking, we have to cover four major aspects, namely, educational, literary, journalistic and administrative. These are inter-related, though each sphere has some distinctive problems of its own.

The Committee must go deep into the accomplishments and failures of the approaches formulated by the Centre and the States during the past 25 years and draw up a programme of short-term and long-term development which would avoid the common pitfalls. We must ensure that at the primary stage of education all those who want to educate their children in the mother tongue are given that facility. I am conscious of the difficulties but if an honest and sincere effort is made, we will have removed one of the major impediments. It will not pay to stick to the old rut. If the earlier approach has not paid, we can search out newer avenues. It can be a population based solution, as Education Minister has suggested elsewhere.

The problems at the secondary and University levels are more amenable to easy solutions, but let us spell them out, clearly.

In the field of literature, including the scientific and children's literature, the requirements of the modern age of the fast advancing sciences and technology will have to be kept in mind. The difficulties which printing and production pose must also be thoroughly gone into.

As a Minister of Information and Broadcasting, I have had some experience of Urdu newspapers and Journals. Most of these are of the medium or small size, There is great room for improvement in production as well as in the content. The economics of the Urdu newspaper industry, if it can be termed as an industry, also has got to be studied.

In the administrative field also our approach must be to inform all sections of the population about what the Government is doing and to receive from them in their own words whatever they want to convey to the Government. These seem to be of essence to democratic functioning.

Urdu has a great future, in India, which is its birth place and to which it essentially belongs. It has played a significant role during our freedom struggle. It must continue to play its role in the emergence of India of our dreams. I have every hope that with your co-operation and assistance we will be able to lay secure foundations for a dynamic programme in its development. Thank you.

LITERATURE

7.1 Well over three Crore persons in India have declared Urdu either as their mother tongue or as their subsidiary language in the 1971 and 1961 Census reports.* As a general rule, among the Hindi, Punjabi Kashmiri, Dogri, Sindhi, Marathi and Telugu speaking persons, there are many who are proficient in Urdu. Among the Assamese, Bengali, Kannada, Oriya, Tamil speakers also there are many who have cultivated the language and acquired distinction as writers and poets.

7.2 There is another category of persons comprising millions of people who have become familiar with the language through films. That the film-goers and the radio fans enjoy and relish this language is proved by the ever-increasing popularity of the **ghazals and qawwalis and the popularity of Urdu films.** Yet another indicator of the popularity of the language is the large sale of the collections of Urdu poetry printed recently in Devnagari script. The **diwans** of individual poets or anthologies of various masters have run into very large editions, necessitating quick reprints. **Punjabi has also followed suit by rendering Ghalib and Iqbal in the Gurmukhi script.**

7.3 Notwithstanding this popularity of the language, there is an uneasy feeling among many Urdu writers and publisher that if the educational facilities in Urdu are not augmented, this sweet, expressive and powerful language may soon face extinction. We do not share this pessimism for, as we have seen in the preceding chapters, the language has been showing extraordinary resilience and the difficulties faced earlier are also slowly disappearing.

7.4 In the successive centuries, a rich literary tradition has been built up in Urdu of which any language could be proud. **Qualitatively and quantitatively, it compares well with the best in the sister languages on the subcontinent.** We have already noticed in the relevant chapters the various stages of its evolution and development. Here we propose to deal with the obstacles which are hindering its rapid progress in the field of literature and to identify the areas where State care and popular support are most needed.

7.5 The most important problems are those relating to publishing; printing; sales Organization; purchase of books by libraries and state agencies; encouragement to writers and poets who produce creative, critical and research literature; publication of dictionaries, encyclopedias and basic research material; establishment of institutes and academies for the development of the language; aid to voluntary organizations, arrangement for translations from Urdu into other languages and vice-versa; stipends to indigent writers; official aid for general publications and especially commissioned books and, finally, protection of the authors' rights.

Readership

7.6 The basic problem that Urdu faces today is simple. Notwithstanding the fact that it is an all-India language and that crores of people speak, write, understand and enjoy it, Urdu speakers are scattered and not concentrated in any one State or Union Territory of India. In its major centres like Uttar Pradesh, Bihar and Andhra Pradesh, it is not the dominant language. Therefore, in terms of readership, its concentrations are not intensive but extensive.



7.7 Readership also presupposes assured arrangements for teaching the younger generation. These arrangements have not been satisfactory in the past and there were misgivings in the minds of many writers and publishers that readership may shrink considerably in future. These stemmed from the absence of adequate facilities for learning Urdu for a generation, which did not know well its options in a situation of sudden linguistic transition.

7.8 The connection between primary education and literature is obvious. It is an indicator of the size of future readership for the books produced. Authors write and publishers produce books for readers. If there is no assurance of continued and varied readership in any language, both the writers and the publishers whose livelihood depends on the readers, will lose interest in that language. Steps will therefore have to be taken to increase Urdu readership. The present readership of Urdu comprises the following broad categories:

(i) **Persons who learnt Urdu in their schools as mother tongue and, to a considerable extent as medium of education. Roughly about 90 per cent of these belong to the age group of 35 year; and above, that is, those who were born before Independence.**

(ii) **Persons who learn or learnt Urdu in their schools as an optional language, in addition to the languages compulsorily taught. The majority of post 1947 Urdu knowing generation belongs to this category.**

(iii) Persons who learn or learnt Urdu in the Madrasas or Urdu medium schools. They constitute a small minority whose number should run just into six figures.

Ref: * The returns for the subsidiary language have not yet been finalized for 1971 Census. We have therefore taken the 1961 Census figures for those who had returned Urdu as their subsidiary language.

7.9 Obviously, therefore, if something concrete is to be done to reinforce readership, we must address ourselves primarily to the needs of the last two categories. Increased facilities for education as suggested by us in the foregoing pages will create additional readership, though the impact of these measures may not be felt immediately.

7.10 The content of education in most of the madrasas being predominantly religious, the emphasis there lies on Arabic and not on Urdu literature. Whatever stimulus is generated from these institutions will affect only the readership of a very specialized type of literature. But, with the increase in the number of Urdu-medium schools students coming out of these institutions will, no doubt, form a readership for general books.

7.11 The second category, however, is the most important. In future also this group is going to provide the bulk of readership, expanding with the increase in the facilities for the teaching of Urdu at the primary and secondary levels. Any plan of production of literature which does not concentrate on this category will be unreal and lopsided. **The statistics given in the chapter on Education reveal an ascending curve in the enrolment of Urdu students.**

7.12 Of course sustained and large readership presupposes the provision of substantial facilities for the development of Urdu. This has been dealt with in the relevant chapters. We are sure that with the implementation of our suggestions, Urdu writers will be assured of a much larger readership and be able to overcome the complexes that they developed in an atmosphere of uncertainty and suspicion. The available statistics and the emerging climate of sympathy and liberality towards Urdu, lead us to believe that the language will regain its verve and vitality.

7.13 Another factor to be borne in mind is that in the field of education, emphasis is already shifting from the urban to the rural areas where the vast majority of agriculturists and cottage industry workers dwell. This vast sector of Urdu speakers will continue to study Urdu for cultural and historical reasons and provide the readership required for literary growth.

7.14 Printing came to India very late. But once it came, it helped to release an immense fund of creative energy. Literary activity in every language gathered new momentum. The earliest book to be printed in any Indian language was the Tamil translation of Saint Francis Xavier's book published by the Portuguese missionaries in 1557.

7.15 Earlier, books in all the Indian languages and scripts used to be written in hand by expert calligraphers. The art of calligraphy was practiced on a wide scale and every educated person acquired proficiency in it either as a hobby or as a profession.



7.16 **Classical Sanskrit, Persian and Arabic** were the established languages of learning and literature but Indian languages were freely used to express ideas ranging from the most religious to the most erotic. Men of religion and romance writers preferred the languages of the region concerned to classical languages because they had to Communicate with the common man In the language he could easily understand. For the same reason Urdu was chosen in preference to Persian, the court language. While the established nobility at the royal court disdained Urdu as a plebeian language, men in the armed forces, businessmen, artisans and professionals adopted Urdu in their day to day dealings. It soon became the language of interregional communication at the common man's level.

7.17 **It was this aspect of the linguistic scene in the country that made most foreiguers-Asians and Europeans alike-so keen to learn it as the language of the common man. Many fortune-seekers who came to India from Iran, Afghanistan and Central Asian countries, quickly learnt the language and even, tried their hand at poetry. The number of such Turks, Afghans and Iranians who started wrting Braj Bhasha, Rekhta or Urdu is fairly large as history books and Tazkiras reveal.**

European Interest

7.18 The case of the Europeans, with no background of Persian, Sanskrit, Arabic and Turkish, was different. Being absolute strangers, they could converse neither with the ruling' classes and elite nor with the common man. They soon discovered that the language commonly spoken and understood at all social levels was Urdu or Hindustani. They needed if first for the purposes of religious preaching and trade commerce and. later in, the sphere of administration. The missionaries among them were keen to propagate Christianity. The number of such Europeans must have been considerable to justify compilation of gram- mars and lexicons. John Joshua Caterlaar, Director of the Dutch East India Company, compiled an Urdu grammar entitled "**Lingua Hindostanica**" in 1715, which was published in 1743. Benjamin Schultz wrote an Urdu grammar in Latin entitled "Grammatica Indostanica" which was published in 1744 with Urdu words printed in Urdu script itself. The same author translated the Bible into Urdu in 1748. In fact many books on Urdu grammar and alphabets were written in Italian Portuguese and French languages during the period of early European contacts.

7.19 The love of a French scholar Garcin de Tassy (1794-1878) for **Urdu is legendary**. He studied Urdu and lectured on it and though he was not able to visit India he kept, over a long period meticulous chronicle of Urdu literature. His annual lectures on Urdu and the history of the Hindustani literature in French provide invaluable source material on Urdu literature of that period.

Fort William College Publications

7.20 **Englishmen also displayed similar zeal in the pursuit of Urdu. John Gilchrist felt keenly that the English in India had to learn this widely spoken local language. Impressed by his arguments, the East India Company gave him indefinite leave with pay to tour India and find out ways of teaching Urdu to the employees of the Company. Gilchrist left Calcutta in 1785 and after spending 12 years at different places like Patna, Faizabad, Lucknow, Delhi and Ghazipur, he wrote his famous dictionary and grammar while at Ghazipur. On his suggestion, the Company agreed to the establishment of a college.**

7.21 **The Fort William College was established in 1800 and continued till 1854** but its most productive period was the first 20 years of its existence, when over fifty books, written and translated by eighteen different authors were published by the college.

7.22 Though the books produced by the college did not leave a lasting impact on Urdu literature, they did succeed in ushering in the modern simple prose style later perfected by Sir Syed Ahmed Khan and the Aligarh School. They also ushered in a technical innovation in that all the books produced by this college were printed in type. It may be noted that even the first Urdu journal, Jam-e-Jahan Nume, which started publication in 1822 was set in type. Litho printing was introduced later.

7.23 While it is not known who invented the Urdu type used by Schultz in his Latin grammar of Urdu, it is usually believed that the Urdu type, as also the Bengali and Devnagari types, were introduced for the first time in East India by the famous Orientalist, Charles Wilkins, who was knighted later. The "Grammar of the Bengali Language" was printed in 1778 in the Bengali type invented by Wilkins. The Urdu type produced by him was used for all the books printed in Persian, Arabic or Urdu from the second half of the 18th century onwards. The first Urdu book to use Wilkin's type was probably Gilchrist's "Dictionary of Hindustani Language", of which the first part was released in 1790.

Early Publications

7.24 The earliest books printed in Urdu type were either in Persian or partly in Urdu and partly in other languages, such as grammars and lexicons. Those wholly in Urdu language were published only in the beginning of the 19th century. We also find some English newspapers in Calcutta using Naskh, Nastalig and Bengali types in the eighth and ninth decades of the 18th century. The popularity of Urdu type soon spread to England also, where Haileybury College, which may be called an English counterpart of the fort William College, adopted it for its publications. The Company's notifications, orders, rules and regu- lations issued in Calcutta as also the literature produced by the Wahabi sect between 1820 and 1837 were printed in Urdu type.

7.25 According to Gilchrist, books entitled Chihar Darvesh, Sehrul Bayan Gulistan and Tota Kahani were published in type on behalf of the Fort William College, in 1801, at the Harkara Press, **Calcutta Gazette Press**, the Mirror Press or the **Telegraph Press**. Urdu



books, Akhale-i- Hindi and Miskin ke Marsive were printed in Devnagari script. The first commercial press to use Urdu script regularly was the Hindustani Press (Established in 1801 or 1802) and its first publication was "The Strangers East India Guide to Hindustani".

Back to Calligraphy

7.26 Notwithstanding this flying start, Urdu type did not acquire popularity and was replaced by the litho system of printing in which calligraphed matter is transferred on to a flat stone from which it is printed off. While 'Urdu type was difficult to obtain and costly, calligraphists were easily available. In addition to the superior aesthetic appeal of the Nastaliq style of calligraphy over the Naskh style, it was also more convenient and practical to adopt in litho printing. The overriding consideration in switching over to calligraphy was, however, the high cost of books printed in Nastaliq type. An idea of the costs can be had from the fact that the Urdu translation of the modest volume of Sadi's Gulistan and Pandnama was priced at Rs. 32 in 1809. Consequently, there have been very few champions of Urdu type since the establishment of the first litho press in Delhi around 1835.

7.27 The popularity of the litho process can be judged from the fact that by 1848 as many as 17 presses had been established in North West Province alone. Of these, seven were in Delhi, five in Agra, one each in Meerut, Bareilly and Simla and two in Banaras. These were in addition to the presses established by the Christian missionaries at Mirzapur, Banaras, Allahabad, Agra and Ludhiana. In 1849, the total number of presses rose to 23, which published 36,400 copies of 141 books of the total value of Rs. 42,500. The print order averaged a little over 280 copies per book. The Banaras and Indore presses concentrated on religious books in Sanskrit, Hindi and Marathi. The remaining 101 books printed elsewhere were in Urdu, Arabic or Persian, mostly reprints of earlier editions.

Diversified Production

7.28 Our information about the type of books produced by Publishers other than the Fort William College is based primarily on two sources, namely, the Selections from the Records of the Government of North West Province, Government Press, Allahabad (1868) and the lectures of Garcin de Tassy (1852-69). Of these, while the former is more authentic, the latter is more comprehensive, going much beyond North West Province which was obviously only one of the many centres of Urdu at that time.

7.29 According to official reports, the standard of the books was generally low. Books on religion followed by elementary books like karima and Khaliq Bari had a ready market. Books on Jyotish (astro nomy), miracles and long love poems (Masnavis) were also sold in large numbers.

7.30 By 1850, Garcin de Tassy informs us, books on science, agriculture, law and travels were also being written in addition to such conventional types of publication as poetry, poetic selections and biographical notes with criticism (Tazkira), religious literature, fiction (including myth and folklore both in prose and poetry), ethics, history, etc.

7.31 Above all, the 19th century was the age of translations. While the first half of the century was dominated by the translations of the Fort William College, various other agencies also helped to sustain this urge to transfer the wealth of western knowledge into Urdu. Among these, one must mention the Royal Translation Bureau set up at Lucknow (where Syed Kamal-ud-din Haider alias Mohammed Amirul Hasan Alhusairu alone translated 19 scientific books into Urdu), and the translation bureau set up by Nawab Shamsul Umara at Hyderabad in 1834 which employed about half a dozen translators "to translate scientific and technical books".* The bulk of the translations were, however, produced by bodies like the Vernacular Translation Society of the Delhi College (1842), the Scientific Society founded by Syed Ahmed Khan in 1863, the colleges of western education set up in Delhi, Agra, Bareilly, Aligarh, etc., and the Christian missionary organizations with their presses at Serampore Sardhana (Meerut), Mirzapur, Ludhiana and other places, producing not only some excellent translations but also original books in Urdu.

7.32 Of these bodies, Syed Ahmed Khan's Scientific Society did the most notable and sustained work, following the trail blazed by the Delhi College. Originally founded at Ghazipur, the Society was transferred to Aligarh when Sir Syed Ahmed Khan was posted there. Financed by donations and subscriptions, it had a building of its own, where lectures on scientific topics were delivered each month.

7.33 Due to the efforts of Sir Syed Ahmed Khan, many important and valuable English works were translated into Urdu. The subjects on which he laid great emphasis included mechanics, electricity, pneumatics, natural philosophy and modern farming. On mathematics alone, he assigned 17 books for translation to Maulvi Zakaullah. History had special fascination for him. He got Elphinstone's History of India, Malcolm's History of Persia and Rollin's History of Ancient Egypt, translated into Urdu.**

7.34 More and more books continued to be published on a variety of subjects, though there was much greater reliance on selected subjects from the humanities group. Sciences and technical subjects were seldom touched. It is, however not our purpose to go into further detail on this subject here.

7.35 Authentic material in respect of Urdu publications brought out in the post-Independence period is not available. The annual volumes of the Indian National Bibliography do contain some information about Urdu books also but even a cursory glance is sufficient to convince the reader that it is incomplete to the point of being misleading. So far as our personal knowledge goes, not less than about 500 books are being printed every year in Urdu. In this connection, mention may be made of the survey conducted by the Ajkal (Urdu) of Delhi in 1968, which broadly confirms our estimate of books Produced. But the highest number ever recorded by the Indian National Bibliography is 182. Under the Central Libraries Act every publisher is bound to send a free copy of each publication to the National Library at Calcutta (one of the Central libraries) but the arrangements there are extremely unsatisfactory. only a small fraction of the total number of Urdu books printed ever reaches the library and the small complement of staff available for Urdu can





hardly do justice to whatever is received in that language. In the absence of reliable statistics, we have to be content with the figures available in the Bibliography in order to assess not the progress in the field of production, of which it is a poor indicator, but the trend of the subjects covered and the relative importance attached to various categories of books.

**MEMORANDUM OF SAFEGUARDS FOR LINGUISTIC MINORITIES ISSUED BY THE
MINISTRY OF HOME AFFAIRS IN 1956**

The safeguards proposed for the linguistic minorities vide Part IV of the States Reorganisation Commission's report, have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraph which follows.

2. Primary education-Attention is invited to **clause 21 of the Constitution** (Ninth Amendment Bill) providing for the addition of a new Article namely, **350 A 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 350 A 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.

3. 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.

4. 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 organised or established by private agencies will be recognised for the purposes of grants-in-aid from Government according to prescribed rules.**

(b) **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) 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.**

The **Central Advisory Board of Education**, after taking into consideration the report of the Secondary Commission and the resolution of 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 belong 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, propose 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 Governments 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 institution located in the new or re-organised 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 sometime 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 Governments 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 grant-in-aid and other facilities, merely because it cannot form an academic point of view, be fitted into the framework 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 States 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 prescribed 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 desire the use of any language, to be recognised by the State, direct that such language shall be officially recognised in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments, a clear code to govern the use of different languages at different levels of State Administrations and take steps under Article 347 to ensure that this Code is followed.
8. The Commission has proposed that a State should be recognised as unilingual, only where one language group constitutes about **70 per cent** or more of its entire population, and that where there is substantial minority constituting **30 per cent**, or more of the population, the State should be recognised as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level, that is to say, if 70 per cent or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district.
9. The Government of India are in agreement with those proposals and propose to advise the State Governments to adopt them.
10. The arrangements to be made for the purpose of recognising two or more official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 347 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievances in any of the languages used in the Union or the State.
11. The Commission has further suggested that in districts or smaller areas like municipalities and tehsil where a linguistic minority constitutes 15 to 20 per cent of the population of that areas, it may be an advantage to get important government notices and rules published in the language of 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 recommendation 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 a minority constituting about 15 to 20 per cent or more of the population of a State; a test or proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India propose to advise State Governments that these suggestions should as far as possible be adopted. It is also proposed to recommend to the State Governments that where any cadre including in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations 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 emphasised that the domicile tests ill force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under **Article 16(3)** of the Constitution in order to liberalise the requirements as to the 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 case 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 that these interim arrangements will not be continued beyond a transitional period.
16. The Government of India propose 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, fisheries 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 taking 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 Commission for two or more States**-The proposal 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 provision in the Constitution already for the constitution of Public Service Commission 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 Reorganisation Commission had recommended that the services of the State Governors should be utilised 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 Parliament on the States Reorganisation Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22. Before concluding, the Government of India would like to endorse the observations of the States Reorganisation Commission in the following passage of its report :

"We wish to emphasise 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 stand of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minority is bound to become unenviable. There can be no substitute for a sense of fairplay 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."

PRESS NOTE ISSUED BY THE
MINISTRY OF HOME AFFAIRS
GOVERNMENT OF INDIA
DATED JULY 14, 1958,
CONTAINING
STATEMENT ON LANGUAGE

A number of representations have been received from the Anjuman-e-Tarraqi-e-Urdu Hind urging that Urdu should officially be recognised in various territories where it is prevalent among considerable sections of the population. In particular, various proposals have been made for the encouragement of Urdu and the grant of facilities for instruction and examination in the Urdu language. As it appears from these representations, as well as from other sources, that there is considerable misunderstanding on this issue, it is desirable that this misunderstanding should be removed and the position of Urdu as laid down in the Constitution and in various announcements made by the Government and by the Provincial Education Minister's Conference, be re-stated and clarified.

2. Urdu and Hindi are very closely allied and may be considered as basically the same language. But it is true that Urdu has certain distinctive features, apart from the script in which it is usually written, and differs not only in literary style but to some extent in its vocabulary from Hindi, being influenced by various cultural currents that came to India from other countries. **But it is essentially a language of our country, and its homeland is India. The Constitution has recognised this basic fact by including Urdu among the national languages, and the various provisions that apply to these languages, apply to Urdu also.**

3. While Urdu is spoken by and is considered as their mother-tongue by a very considerable number of persons in India, more especially in North India, it is not a language used by the majority of people in any State in India or in any large region within a State. In the State of Jammu & Kashmir, it is recognised as one of the State languages, the principal one being Kashmiri. In the Telengana area of Andhra Pradesh it has also been recognised as an additional language for that region, although the principal language of the State is Telugu. In Northern India, more especially in Delhi, Punjab, Uttar Pradesh and Bihar, the use of the Urdu language has been wide spread, though it is confined to a minority chiefly living in towns. In the past, the principal cultural centres of the Urdu language have been Delhi city and Lucknow.

4. As a language of India which has literary distinction and vitality, it should be encouraged, in addition to other reasons from literary point of view. In regard to facilities for instruction and examination, the Provincial Education Minister's Conference has laid down certain rules for its use, with which Government are in full agreement.

5. In the areas and regions where the Urdu language is prevalent, the following facilities should be especially provided :

- (1) Facilities should be provided for instruction and examination in the Urdu language at the primary stage to all children whose mother tongue is declared by the parent or guardian to be Urdu.
- (2) Arrangements should be made for the training of teachers and for providing suitable text books in Urdu.
- (3) Facilities for instruction in Urdu should also be provided in the secondary stage of educations.





(4) Documents in Urdu should be accepted by all courts and offices without the necessity of translation or transliteration in any other language or script, and petitions and representations in Urdu should also be accepted.

(5) Important laws, rules and regulations and notifications should be issued in the Urdu language also in areas where this language is prevalent and which may be specified for this purpose.

It is not necessary that laws should be passed by the Legislatures in Urdu or that every law should be issued in Urdu. But in order to give publicity to important laws as well as rules and regulations and notifications, these, or a substance of them should be issued in the Urdu language in specified areas. In the same way, where any border area between two States is con-bilingual, it is necessary to give publicity to important Government announcement in both the languages.

6. Hindi has not only been given pride of place in our Constitution, but is also the State language of Uttar Pradesh and Bihar as well as some other States in India. There can be no question of any rivalry between Hindi and Urdu. Hindi necessarily occupies the dominant position in such States. But in accordance with the provision of the Constitution and the desirability of encouraging an important language of India, spoken and used by considerable numbers of the people, it is desirable to encourage and facilitate the use of Urdu by those who have been in the habit of using it and those who consider it as their mother-tongue. This would apply especially to Uttar Pradesh and Bihar, as well as to Delhi, which has been for hundreds of years, one of the principal centres of the Urdu language.

7. In the Punjab, the two State languages are Hindi and Punjabi and regional formula has been accepted in regard to their use. Urdu cannot, therefore, have the same place as Hindi or Punjabi, in the Punjab, but it is a fact that Urdu is widely known and used in the Punjab. It is, therefore, necessary and desirable to give it the facilities mentioned in para 5 above in the Punjab also.

8. While the policy of Government in regard to various languages and in particular Urdu, has been repeatedly stated and is clear, there appears to be some justification for the complaint that it has not always been fully implemented. It is necessary, therefore, for full publicity to be given to this policy and for every effort to be made to implement it. Government regret that the question of language has sometimes been considered from a communal point of view or looked upon as one of rivalry between languages. **All the principal languages in India are the rich heritage of our country and each of them has drawn abundantly from the others. The growth of any one of them helps others to grow also. The question, therefore, should be considered from the point of view of developing all our national languages and bringing about as large a measure of understanding and cooperation between them as possible.**

INAUGURAL ADDRESS OF
PROFESSOR S. NURUL HASAN,
 MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE
 AT THE FIRST MEETING OF THE COMMITTEE FOR
PROMOTION OF URDU
 HELD IN NEW DELHI ON MAY 22, 1972

It gives me great pleasure to welcome you to the inaugural meeting of the Committee for the Promotion of Urdu. The constitution of the Committee, as this learned gathering is aware, was announced recently in the **Lok Sabha**. It is indicative of the concern for and the importance that the **Government of India attaches to the development of Urdu, one of the Languages mentioned in the Eighth Schedule of the Constitution.**

The energetic development of our languages and literature is necessary not only to raise the standards of education but also to release the creative energies of the people. The concept of national development is not complete without ensuring at all sections of society a sense of full participation in the process. **There should, therefore, be effective communication between the administrators and organisers on the one hand, and the masses on the other, who are the ultimate beneficiaries of all progress. It is not enough to have communicated to the small group of the so called elites. There is a gaping gulf between the intelligentsia and the masses and it cannot be bridged so long as our languages remain under-developed, thirsting for acquisition of modern knowledge. The full un-fettered development of languages is, therefore, a social necessity.**

In multi-lingual society that we are, it is but natural that the problems of all the major languages should receive the attention of the Governments at the Centre and in the State. **The need for encouraging Urdu spoken and used by considerable numbers of people, was realized by the Union Government in Independent India, even before the framing of the Constitution. Immediately after Independence a conference of provisional educationists was convened by the Centre and the first all-India level decisions were taken in August, 1949, to provide safeguards.** An attempt was made to spell out the steps for providing educational facilities at the primary and secondary levels in languages other than the regional or State languages.

Later, the framers of our Constitution also bestowed thought on the problem. They wrote into the Constitution safeguards for the right to conserve a distinct language, script or culture of any section of the citizens, the right to establish and administer



educational institution of their choice and the entitlement of individuals to submit representations for the redress of their grievances to any officer or authority of the Union. The addition of Articles 350-A and 350-B in the Constitution through the Seventh Amendment in 1956, further guaranteed adequate facilities for instruction in the mother tongue at the primary stage of education of all children.

The office of the Linguistic Minorities Commissioner was created to ensure that the safeguards provided under the Constitution were implemented.

These Constitutional provisions are unambiguous and should be effectively implemented to ensure the success of the programme for mass literacy and mass communication, the two basic premises of national development.

The Central and the State Governments are fully aware of the duties cast on them for the imparting of primary education in the mother tongue. At the implementation level, however, we have come up against a variety of problems and the solutions offered in the past have not succeeded in climerating a continuing grievance of large sections. A fresh look at this deficiency is, therefore, necessary. In doing so, we must be realistic and practical in our thinking so that the conclusions that are reached can be implemented forthwith without delay and much difficulty. The demand based approach to the provision of educational facilities having failed to deliver goods, we must explore other avenues. The one idea that comes readily to mind is to adopt a population based approach. It is just a suggestion and I would like to inhabit your thinking.

I wish, however, to warn against the argument in certain quarters that the **madarasa** schools can be depended upon for the preservation of minority language. These schools, as I have stated earlier, enjoy **the Constitutional protection, but Segregated schools cannot provide the answer to the complex problem of ensuring adequate educational facilities in the mother tongue.** It is but proper that facilities for the teaching of Urdu are provided through the regular school system after taking into consideration the composition of the population and the census statistics of different localities. We must emphasize the role of the common rather than the sagregated schools.

I have referred in passing to the Constitutional safeguards for primary education in the mother tongue. The committee has also to see what facilities are needed for those students who want to continue their education further through the medium of Urdu.

You will have to examine whether the present norms for providing these facilities are working satisfactorily or need revision. You have also to work out the basis on which facilities for teaching of Urdu are to be provided in schools where Urdu is not the medium of instruction. There are, also the problems of imparting training to would be teachers at all levels and of the preparation and production of text-book and general books.

The Problems of Urdu are basically the same as of other languages, with the one difference that it does not belong to any particular State. It is, however, widely spoken in the country by people professing different faiths and belonging to different castes. It has a **rich literary heritage and a cosmopolitan and secular outlook.** Writers and poets of all faiths and regions have contributed in making its literature great. Over the centuries, a substantial volume of literature on all the Major religions of India, as also on our freedom struggle, has developed in Urdu. Of this we are proud. But, it is also a fact that **Urdu like many other Indian languages, is deficient in scientific literature.** A dynamic language should constantly strive to acquire modern knowledge to be able to serve it more meaningfully. It is this realisation which promoted my **Ministry to set up the Taraqqi-e- Urdu Board for the production of academic, science and children`s literature, with an allocation of Rs. one crore for the Fourth Five Year Plan.**

As a potent means of communication at social and administrative levels, a knowledge of the State languages has to be acquired. For a fuller participation in the collective life, it is necessary to allow complete freedom of growth to all the major languages in a region. A two-way communication between the various sections of the society and the Government should be developed. In the complex life of today, a number of administrative measures are taken, developmental projects initiated and reforms introduced or sought to be introduced. It is in the interest of both the Government and the community at large to share all this information so that impediments are not created by a lack of proper appreciation of the social philosophy that is seeking the changes and of the responses that are expected of the citizens.

Admittedly, Urdu has to play an important role in all these spheres. The problem today is of finding appropriate answers to peculiar problems thrown up in different sectors and recording and removing obstacles to growth. I do not want to anticipate your deliberations but want to caution you against ignoring the practical aspects of the problem.

In the past, Urdu has gathered a good deal of political dust, which it must shed in the interest of its health and growth. The basic problems of a language are educational, literary or administrative and if we confine ourselves to these spheres, we will discover that solutions become easier to find.

The Government is determined to do all that is valid and feasible and is **desirous of taking measures for the promotion of Urdu.** This concern stems from the realization that the development of linguistic minorities strengthens and augments the development of the culture of the masses. It is in that context that we must look upon the whole question and not in a spirit of political partisanship, linguistic chauvinism or parochialism.

Urdu can take pride in its long and chequered history of **journalism.** Even today it publishes a large number of newspapers and periodicals. There is still much to be desired from the point of view of content and production. You would, perhaps, like to consider what steps are needed to improve and strengthen Urdu newspapers.



We have associated a number of administrators with the Committee in the hope that the question of providing adequate facilities for the Urdu-speaking people in administrative matters will also be gone into in detail and the requirements both at the Central and the State levels worked out in practical terms.

I have tried to pose some of the problems. I am sure that these and many other aspects of the development and promotion of the Urdu language will be gone into in depth and the recommendations made will represent the collective wisdom of the members of the Committee, who are experts in their respective lines and whose ideas we greatly value .

I am grateful to you, Mr. Chairman, for having accepted our invitation to shoulder this onerous responsibility. I am also grateful to the other members for having agreed to serve on this Committee. I wish you every success in the difficult task you have been good enough to undertake. <http://www.teindia.nic.in/mhrd/50yrsedu/12/8i/69/8I690C01.htm>

RESOLUTION ADOPTED BY THE PROVINCIAL EDUCATION MINISTERS CONFERENCE OF AUGUST 1949 AND APPROVED BY THE CENTRAL ADVISORY BOARD OF EDUCATION AND GOVERNMENT OF INDIA

"The medium of instruction and examination at the Junior Basic State 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 ten 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 State. In order to facilitate the switching over to the Regional Language as medium in the Secondary State, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic State.

At 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 organised 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 required 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 languages."

GOVERNMENT OF ANDHRA PRADESH (EDUCATION DEPARTMENT) MEMORANDUM NO. 3843/A2/71-11 DATED 8-8-1972

Subject: A. P. Educational Service and A.P. Educational Subordinate Service--prescription of Regional Language qualification for recruitment-Clarification-Issued.

Ref : G.O.Ms. No. 1800-Education dated 2-12-1973

In G.O. Ms. No. 1800-Education-dated 2-12-1971, orders have been issued that for future recruitment to the posts like **school Assistants, Headmasters, Assistant Lecturers, Principals etc. or to any other teaching post in any institution in which the medium of instruction is the regional language, one must have studied the Intermediate, P.U.C. or the degree course through the medium of that language** and that in case suitable candidates for this category are not available, those who studied through the said language medium in the lower classes or those who have studied that language as one of the subjects in the Intermediate, P.U.C. or in the degree course will be considered eligible for appointment to the said posts.

Representations have been received that by the above orders, a knowledge of Telugu language alone is made a pre-requisite qualification for entry into Government Service and the orders are, therefore, **discriminatory against Urdu and other languages**. These representations seem to have been based on a wrong interpretation of the government Order. To clear all misapprehensions in this regard, the following clarification is issued.

G. O. Ms. No. 1800-Education, dated 2-12-1971 is applicable for recruitment to certain posts in Educational institutions in the State i.e. Andhra Pradesh Educational Service and Andhra Pradesh Educational Subordinate Service and not to other service. Even in regard to these posts in Education Department, the Government Order does not stipulate that one should be qualified in Telugu medium only for appointment. It contemplates proficiency in the language which is the medium of instruction pertaining to the post for which





recruitment is to be made, for instance, for recruitment of teachers including Headmasters and Principals in Urdu medium, institutions one must be proficient in Urdu language and for recruitment of such personnel in Marathi medium institutions, one must be proficient in Marathi. in the case of multi medium proficiency in one of the languages which happen to be the media of instruction in such institutions. Proficiency in the particular language can be presumed if a person has passed the In-termediate PUC or Degree Examination in that language medium or has atleast studied that language as one of the subjects in the aforesaid courses.

All the appointing authorities are requested to interpret G.O. Ms. No. 1800 Education dated 2-12-1971 in the light of the above clarification while making appointments to the aforesaid posts in various institutions.

Sd/- S. R. Ramamurthy
Secretary to Government

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, ANDHRA PRADESH

Rc No 4346/GI-2/71 Dated 16-12-1971

GOVERNMENT OF ANDHRA PRADESH

Abstract: Andhra Pradesh Educational Service and Andhra Pradesh Educational Subordinate Service Rules-Preparation of Regional Language qualification for Recruitment-Orders-Issued

EDUCATION DEPARTMENT

G.O. Ms. No. 1800 Dated, the 22nd Dec., 1971

Order:

In view of the change over of the medium of instruction to Telugu at all levels of Education upto graduate level, it is found necessary that the teaching staff should possess adequate knowledge of the regional language to impart instruction in that language. The Government have therefore decided that proficiency in regional language shall be made a prerequisite qualification for future recruitment to the following posts in Andhra Pradesh Educational Service and Andhra Pradesh Educational Subordinate Service.

1. Gazetted Headmasters and Gazetted Inspectors of Schools
2. Principals of Government Colleges
3. Lecturers in Government Colleges in subjects other than languages
4. Assistant Lecturers, Tutors in subjects other than languages and Demonstrators
5. School Assistants, Deputy Inspectors of schools and Headmasters of Grade I and Grade II Junior Lecturers and Principals of Junior Colleges.

Those who have studied the PUC., Intermediate or the degree course through the medium of the regional language shall be deemed to possess proficiency in that language.

Government accordingly direct that in future no person shall be eligible for appointment by direct recruitment to any of the aforesaid posts or to any other teaching post in any institution in which the medium of instruction is the regional language unless he has studied the Intermediate, PUC or the degree course through the medium of that language. In case suitable candidates of this category are not available those who studied through the said language medium in the lower classes or those who have studied that language as one of the subjects in the Intermediate, PUC or in the degree course shall be considered eligible for appointment to the said posts. This condition need not be insisted upon in the case of language teachers i.e. teachers in **English, Tamil, Urdu**, but those teachers shall be required to pass the Special language tests for officers of Education Department (High Standard) in Telugu within 4 years from the date of appointment as some knowledge of Telugu is essential for those teachers also.

Necessary amendments to the Special Rules for Andhra Pradesh Educational Service and Andhra Pradesh Educational Subordinate Service will be issued separately.

S. R. Ramamurthy Secretary to Government

TRUE COPY

To

All officers corresponding directly with the Director including the Principals of Junior Colleges.

V. Ramachandran for Director, Public Instructions

F. B. O.

Sd/. Superintendent

TRUE COPY



CONSTITUTIONAL PROVISIONS IN RESPECT OF LANGUAGES

Article 14-The State shall not deny to any person equality before the law or the equal protection of the law within the territory of India.

Article 15-The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

Article 16-There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

(2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.

(3) Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office under the Government of, or any local or other authority within, a State or Union Territory, any requirement as to residence within that State or Union Territory prior to such employment or appointment.

(4) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State.

(5) Nothing in this article shall affect the operation of any law which provides that the incumbent of an office in connection with the affairs of any religious or denominational institution or any member of the governing body thereof shall be a person professing a particular religion or belonging to a particular denomination.

Article 29(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. 9 (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

Article 30 (1)-All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Article 120 (1)-Notwithstanding anything in Part XVII, but subject to the provisions of article 348, business in Parliament shall be transacted in Hindi or in English :

Provided that the Chairman of the Council of States or Speaker of the House of the People, or person acting as such, as the case may be, may permit any member who cannot adequately express himself in Hindi or in English to address the House in his mother-tongue.

(2) Unless Parliament by law otherwise provides, this article shall, after the expiration of a period of fifteen years from the commencement of this Constitution, have effect as if the words "or in English" were omitted therefrom.

Article 210 (1)-Notwithstanding anything in Part XVII, but subject to the provisions of article 348, business in the Legislature of a State shall be transacted in the official language or languages of the State or in Hindi or in English :

Provided that the Speaker of the Legislative Assembly or Chairman of the Legislative Council, or person acting as such, as the case may be, may permit any member who cannot adequately express himself in any of the languages aforesaid to address the House in his mother-tongue.

(2) Unless the Legislature of the State by law otherwise provides, this article shall, after the expiration of a period of fifteen years from the commencement of this Constitution, have effect as if the words "or in English" were omitted therefrom :

Provided that in relation to the Legislatures of the States of Himachal Pradesh, Manipur, Meghalaya and Tripura, this clause shall have effect as if for the words "fifteen years" occurring therein, the words "twenty five years" were substituted.

Article 343(1)-The official language of the Union shall be Hindi in Devnagari script.

The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.

(2) Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement :

Provided that the President may, during the said period, by order authorise the use of the Hindi language in addition to the English language and of the Devnagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.

(3) Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of-

- (a) the English language, or
- (b) the Devnagari form of numerals,

for such purposes as may be specified in the law.



Article 344 (1)-The President shall, at the expiration of five years from the commencement of this Constitution and thereafter the expiration of ten years from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission.

(2) It shall be the duty of the Commission to make recommendations to the President as to-

- (a) the progressive use of the Hindi language for the official purposes of the Union;
- (b) restrictions on the use of the English language for all or any of the official purposes of the Union;
- (c) the language to be used for all or any of the purposes mentioned in article 348;
- (d) the form of numerals to be used for any one or more specified purposes of the Union;
- (e) any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use.

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

(4) There shall be constituted a Committee consisting of thirty members, of whom twenty shall be members of the House of the People and ten shall be members of the Council of States to be elected respectively by the members of the House of the People and the members of the Council of States in accordance with the system of proportional representation by means of the single transferable vote.

(5) It shall be the duty of the Committee to examine the recommendations of the Commission constituted under clause (1) and to report to the President their opinion thereon.

(6) Notwithstanding anything in article 343, the President may, after consideration of the report referred to in clause (5), issue directions in accordance with the whole or any part of that report.

Article 345-Subject to the provisions of articles 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State : Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

Article 346-The language for the time being authorised for use in the Union for official purposes shall be the official language for communication between one State and another State and between a State and the Union :

Provided that if two or more States agree that the Hindi language should be the official language for communication between such States, that language may be used for such communication.

Article 347-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 recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

Article 348 (1)-Notwithstanding anything in the foregoing provisions of this Part, until Parliament by law otherwise provides-

- (a) All proceedings in the Supreme Court and in every High Court,
- (b) the authoritative texts-
 - (i) of all Bills to be introduced or amendments thereto to be moved in either House of Parliament or in the House or either House of Legislature of a State.
 - (ii) of all Acts passed by Parliament or the Legislature of a State and of all Ordinances promulgated by the President or the Governor of a State, and
 - (iii) of all orders, rules, regulations and bye-laws issued under this Constitution or under any law made by Parliament or Legislature of a State, shall be in the English language.

(2) Notwithstanding anything in sub-clause (a) of clause (1), the Governor of a State may, with the previous consent of the President, authorise the use of the Hindi language, or any other language used for any official purposes of the State, in proceedings in the High Court having its principal seat in that State :

Provided that nothing in this clause shall apply to any judgement, decree or order passed or made by such High Court.

(3) Notwithstanding anything in sub-clause (b) of clause (1), where the Legislature of a State has prescribed any language other than the English language for use in Bills introduced in, or Acts passed by, the Legislature of the State or in Ordinances promulgated by the Governor of the State or in any order, rule, regulation or bye-law referred to in paragraph (iii) of that sub-clause, a translation of the same in the English language published under the authority of the Governor of the State in the Official Gazette of that State shall be deemed to be the authoritative text thereof in the English language under this Article.

Article 349-During the period of fifteen years from the commencement of this Constitution, no Bill or amendment making provision for the language to be used for any of the purposes mentioned in clause (1) of article 348 shall be introduced or moved in either House of Parliament without the previous sanction of the President, and the President shall not give his sanction to the introduction of any



such Bill or the moving of any such amendment except after he has taken into consideration the recommendations of the Commission constituted under clause (I) of article 344 and the report of the Committee constituted under clause (4) of that article.

Article 350-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.

Article 350 (A)-It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

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

(2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon these matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

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

