

CHAPTER - I

THE PROBLEM

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CHAPTER - I

THE PROBLEM

Language Planning and Language Policy

Man is a social animal. To live in society communication is necessary. For this purpose language plays a great part in the life of mankind. The history of language consists of the history of cultural life of the people speaking that language. Language is developed by all the members of a linguistic society whether it is big or small, the size of the society is immaterial. According to Emerson "Language is a city to which every human being brought a stone". Language helps the social life in modern communities which live in a sicneitic world.¹

Language is a tool which helps to express one's thought to another. It does not convey only thoughts but it also interprets them. In its spoken or written form, language is very important means for all social existence. Without language the comprehensive

1. "Report of the Official Language Commission 1956", New Delhi: Government of India Press, 1957, p.9.

co-operation of human beings in all forms of human actions and their communications, whether they pertain to social organisations and cultural or spiritual plane, would never be possible.

Due to scientific inventions the peoples of different countries are coming closer to each other. So they have their inter-relations with each other. To keep these relations, language is the only medium or instrument of communication. Language is the easiest method for this purpose. History shows that language has always played a very important part in the day-to-day lives of the people of the whole world. The need of spoken as well as written language for the day-to-day inter-communication and relation is increasing day by day. Language is the basis of all cultural activities. Leonard Bloomfield has expressed the importance of language for the students of culture as follows:

"Each community is formed by the activity of language; speech utterances give us the most direct insight into its workings and play in every thing that is done. In order to observe human group, we must understand its speech. If we want to probe deeper into the ways of the community and their historical

origin, we must possess, to begin with, a systematic description of its language. In order to know anything about mankind, we must study in this way a varied set of communities. What little we know about man has come from study of this kind. Without such knowledge, we are slaves in this matter to rationalisation, prejudice and superstition".¹

The language is essentially a medium of exchange of communications between the persons whether they are in their own country, or outside the country. The language serves the purpose of communication between different countries. The language becomes more popular and gets the importance of international language and helps the countries for inter-communication. "Language is the main or almost the sole instrument of inter-communication in a civilized society. Modern governments concern themselves so intimately and so extensively with all aspects of social and even individual existence that inevitably in a modern community the question of the linguistic medium becomes an important matter of concern to the country's governmental organisation. In the conduct of legislative bodies in the day-to-day dealings

1. Quoted in "Outline of Linguistic Analysis" by Bernard Bloch and George L. Trager, Linguistic Society of America, Mount Royal and Guilford Avenues Baltimore, 1942, p.1.

with citizens of administrative agencies, in the dispensation of justice, in the system of education in industry trade and commerce, practically in all fields in which it has to tackle the problem of the linguistic medium. Apart from this practical aspect of language-barriers within a political community, emotionally as a rallying point of group consciousness, language serves as a very frequent badge or symbol. Nationality and racial groupings are frequently confused with language grouping".¹

According to the Oxford's English Dictionary "policy is a course of action adopted and pursued by a government, party, ruler, statesmen etc." Policy is a guide map to guide as to how the aims of any kind of business are to be achieved. To maintain an efficient operation policy plays an important role.

Language policy "as practical in various parts of the world is an activity which concentrates on the choosing and changing of languages for specific functions".²

1. Ibid. p.11.

2. Ayred Pietrzyk, "Problems in Language Planning: The case of Hindi" "In Baidya Nath Varma (Ed) "Contemporary India", New Delhi: Asia Publishing House, 1964.

Study of language policy is in fact a part of Applied linguistics generally called these days language planning. Language planning is relatively a new area of interest for the people working in the field of Applied linguistics, Sociolinguistics and other allied Social Sciences but it has been a fact in all civilized societies world over since the very beginning of the histories of their civilisation and cultures. In fact language standardisation, language cultivation, language codification and acceptance and use of such standardized cultivated language over a wide area at the higher and middle level of society are some basic features with which societies i.e. inter-regional and inter-racial societies are formed and national culture and civilization developed. Linguistics and other social scientists have studied such social and linguistic issues both diachronically as well as synohronically language planning during last decade. Language planning is a matter of fact deliberate planning of language behaviour of people for specified socio-cultural purposes including education which presuppose a deliberate policy on the part of the government or any other agency entering to effect a change in the linguistic behaviour of the society.

The language plays a significant role in the life of the human beings. In modern times the democratic and socially enlightened Government have made policy statement with regard to their views and action on language use in society in general and governmental works in particular. Considering this aspect almost every country in the world of today has to adopt language policy. The importance of language has also increased with the explosion of knowledge, population and means of communication etc. Moreover, due to scientific inventions the world is becoming one community, common people have also awakened and are coming rapidly to play an active role in the conduct of world affairs.

The economic relations of the nation are also linked with each other.¹ Therefore, language is needed for international level in the same way as it is required for national, as well as regional levels and therefore, a language policy becomes a necessity particularly in those countries where more than one language are in public use. If a country is basically monolingual the linguistic situation cannot be problematic

1. Man Mohan Chowdhary, "A perspective for our language policy" in "Language and Society in India", Indian Institute of Advanced Study, Simla, 1964, p.52.

particularly in those countries where officially and socially recognised language is in use, but in a country like India where a number of languages are spoken including many uncultivated languages, the linguistic situation is naturally problematic. And because of domination of the foreign languages for the last one thousand years or so the problematic linguistic situation of India has turned into controversial, since language is a means of social communication even otherwise the question of language policy is quite intricate.

In modern democratic countries the language policy is framed through legislation in a constitutional framework of the country and in this way it gets a legal form. But it is basically a recognition of common social will arising of socio-culture needs but when linguistic situation is problematic, it is really very difficult to arrive at a language policy just on the basis of objective criteria such as number of speakers, area covered and cultivation of the languages, and many a time political or some other social and economical pressures work in a different direction and force a language controversy.

Similarly it is a fact in education, language policy is a must. "The development of a proper language policy for education can assist materially in social and national integration."¹

Education prepares the child for the future. Usually at the school stage those languages which are, or are to be used in administrative socio-cultural commercial, industrial, scientific and literary fields on a relatively large scale have to provide for the teaching. Therefore for the selection of language teaching, or while framing the language policy of education at that time some objective criteria must be taken such as the educational needs and aspirations of the people, number of speakers, area covered, literary cultivation of language, ability and motivation of the learners etc. Moreover it should also be considered that whether the language is used for medium of instruction or as language.

But when the situation is problematic or to say that when there are number of cultivated languages, it is necessary to decide objectively how many and what

1. "Education and National Development, Report of the Education Commission 1964-66, Vol. I" NCERT, New Delhi, 1970. p.23.

languages are to be taught to the child at different stages of education. The national language policy which depends on national needs provides necessary guide lines for the planning of language teaching for the different stages of education. But the realities show that socio-economic and political factors also play their respective parts in influencing the policy.

Role of Language In Education

"I consider a human soul without education like marble in a quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot and vein that runs through the body of it. Education after the same manner, when it works upon a noble mind draws out to view every latent virtue and perfection which without such helps, are never able to make their appearance".

(Addison)

"By education I mean an all-round drawing out of the best in the child and man—body, mind and spirit".

(Mahatma Gandhi)

The definitions explain that education plays a vital role in giving human beings proper equipment to lead to glorious and harmonious life. Thus it leads the individual from darkness into light. It is also a necessity for human existence. It is also a necessity for the existence of society. Moreover, it is a powerful instrument for the national development in social, economic and cultural fields. In modern societies literacy has become an indispensable necessity for even a modest level of development, for each individual as member of a modern community.¹

Language plays an important role in education as there can be no formal education in the absence of it and hence it could be regarded as pre-condition of all formal education.² Hence it is the pre-requirement

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1. "Report of the Official Language Commission, 1956" Govt. of India Press, New Delhi, 1957, p.10.
 2. M.G. Chaturvedi, B.V. Mohole "Position of Languages in School Curriculum in India" NCERT, 1976, p.7.

for all types and levels of education and continues to be used as the medium of instruction from the beginning of education till the end. Therefore, it would not be wrong to say that all education is language education.

In olden days education was considered the synonymous of language education. In the modern times though the definition of education has changed yet the place of language in education has not been changed. It is not less than what it was in olden days.

Under different educational systems language can be planned in various ways but its importance as the medium of instruction for all education will effect no more. Bernstein's study has proved that those who are good in language are good in all other subjects and those who fail in language, fail in all other subjects and has suggested that to succeed in educational system, a child must know how to use language as a means of learning and how to use it in personal interactions.¹

1. Bernstein, B.A., "Socio-Linguistic Approach to Socialization" in Gumper's Hymes (Ed), "Directions in Socio-Linguistics", Holt, Rinehart and Winston, New York, 1970.

Language is the foundation of the total curriculum. Because all the subjects of the curriculum like literature, History and Geography etc. are taught through the medium of language. In the class-room situation also it is language which is the medium of instruction between the teacher and taught. Moreover for the guidance of the teacher also it is the language which helps him. Language is taught as a subject and as a language. Hence it can be concluded that the language plays an important role in education.

Since language is a medium as well as a subject to be studied, language education i.e. role and place of language in total education - is an important area of investigation, intimately related with the language policy. Language or languages are first taught and learnt and then through them every other thing is taught and learnt, therefore language teaching and language learning occupies an important place in the total scheme of education both as a medium of instruction and as a subject of study in curriculum. And since all languages cannot and need not be studied and used as medium of instruction, it is necessary some languages be selected and specified for educational purposes. In fact, it is a question of language planning

for national education and needs a policy statement so that educational system may be planned accordingly.

Need For The Study

Man is a social animal and it is the language through which man becomes a social being. Due to scientific developments people of different countries are coming close to each other. But as different people speak different languages in different parts of the world, the problem of communication becomes important in the modern time. For, language is the only tool by which we can express ourselves and understand others.

Education is considered today a necessity for the planned development of the nation. A country can progress if her population is educated and skilled and for educational development it is the language which matters most; for, everything is learnt and taught through the language. To manage and control the administrative work along with other skills, attitudes and knowledge required for the concerned work, linguistic competence is also required.

Thus, we see that language plays an important role in the development of the people in every walk of life and has become an important tool as well as the aim of education. Therefore language is the basis; pre-condition and pre-requirement for all types and levels of education and continues to be used for education from its beginning till the end.

India is a vast country having very ancient culture, which is inhabited by people of different races, castes, tribes and religions. It is not only large but also a multilingual country as 1652 mother tongues are said to be spoken in India as reported in the Census of India, 1961.¹

Although India is a multilingual country, it has a strong tradition of one-all-India language in the form of Sanskrit; Prakrits and Apbhranshas in ancient times and Arabic, Persian and Hindi in medieval times. When British rule was established in India, English was also introduced as an all-India language. Though the Englishmen have left the country, English

1. Census of India, 1961, Vol.I, Part II C (ii) p.11.

has been dominating in the field of education, administration and public life. English is the language of a small but very powerful minority group in India. Therefore, how English, a foreign language of a very small minority, can be allowed to dominate now in free democratic country like India which has a number of well cultivated literary languages of its own, is a burning and disputable issue for consideration.

The Constitution of the free India has laid down some principles for its language policy keeping in view the tradition of modern Indian languages. Although a period of 28 years have passed since the promulgation of the Constitution, English has not been replaced by the modern Indian languages which are not so rich in scientific and technical terms. Various attempts in this connection have been made e.g. translating and coining of new words but they have not secured full success. Moreover, some of the regional languages of the VIIIth Schedule have never or seldom been used as the official language. Therefore, the States and Union Territories have not switched over from English to their State's official languages. People are not trained to use the modern Indian languages in administration, commerce and scientific fields.

Since India is a multilingual country and is supposed to have about 1652 mother tongues as reported in the Census of India 1961, it is difficult to teach all of them, for; all these languages are not well cultivated. Although educationists preach that school education should be given through the mother-tongue of the child, it is neither practical nor possible to plan to teach through all 1652 mother-tongues in India.

Moreover, there is some opposition to the teaching and learning of certain languages in our country e.g. Hindi in South India and English in North India. Secondly, most of the States have the problem of minority languages, for there is no monolingual state. Some states have yet not passed their official Language Act and thus old tradition of using English in every field of public life continues. Finally, all the modern Indian languages although specified in the VIIIth Schedule of the Constitution are not equally developed and would require different treatments before they can be used as official languages for administration, education etc.

At the university stage of education also, there is no uniform pattern. The pattern of languages used differ not only from University to University in a

State, but differs at different levels of university education. The demand for changing the medium of instruction in the universities has also grown day by day.

It may be concluded that there is positively a language problem which primarily concerns administration on one hand and education on the other. The language problem is obvious but due to many socio-cultural and political interests the problem of switching over from English to the modern Indian languages has turned into a controversy. Since both the problem and the controversy are basically related to the language policy of the Government, it is necessary to study the same critically and scientifically so that some solution to this problem may be found out. Hence to study the Language Policy of India in relation to the educational needs of the different linguistic communities of India, the present investigation titled "A Critical Study of the Language Policy of India in relation to its Educational Needs and Aspirations of different Linguistic Communities of India" has been undertaken on scientific lines.

Title of the Study "A Critical Study of the Language Policy of India in relation to the educational needs and aspirations of different linguistic communities of India".

Defining The Terms Involved, Aggregate Meaning:

Since most of the words are vaguely used by the masses it becomes necessary for scientific study that the basic words denoting the underlying fundamental concepts be objectively defined and used consistently as technical terms.

1. Associate Official Language

Associate official language is the language used over above the official Language of that is beside official language some other language is also recognised for official work. Associate official Language in India is English.

ii. Dialect

Dialect, prevalent in a particular geographical area speeches coming under are common languages. It may be different in idiom, vocabulary, phonology and morphology,¹ and may not disturb the inter-communication of the whole language group.²

iii. First Language

Mother tongue of a person is called the first language. It is generally the medium of instruction in the primary and secondary stages of education.

iv. Language Family

Group of languages having common genetic relation make a language family.

v. Language (or medium) of Instruction

A language in which the subject other than language are taught in schools, colleges and universities

1. Daniel Steible, "Concise Handbook of Linguistics", Peter Owen, London; First British Commonwealth edition, 1967, pp.38-39.
2. G.E. Perren and Michael, F.Holloway, "Language and Communication in the Commonwealth", London: Her Majesty's Stationary Office, 1956, p.43.

etc. is called the medium of instruction.¹

vi. Linguistic Area

It is a term which was introduced by Emerson for different glossaries which are used by an individual in his life, as well as for more employed by different strata.²

According to M.B. Emeneau, "Linguistic Area" means an area which includes languages belonging to more than one family but showing traits in common, which are found not to belong to the other members of (at least) one of the families.³

vii. Linguistic Minority

A group of persons belonging to a common race, which is in minority and whose language differs from the other persons who are in majority in that area is called a linguistic minority.⁴

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1. UNESCO, "The use of vernacular Languages in Education", Paris, 1958, p.46.
 2. Mario, A. Pai and Franke Gaynor, "A Dictionary of Linguistics", London, Petner-Owen, 1956, p.123.
 3. Murray B. Emeneau, "India as a Linguistic Area", In Dell Hymes A(ed) "Language in Culture and Society", New York: Harper and Row, 1966, p.650.
 4. Mario, A. Pai and Franke Gayner, "A Dictionary of Linguistics", London: Petner-Owen, 1956, p.123.

viii. Mother Tongue

A language which a child acquires in his childhood and becomes a natural instrument for the expression and communication of his thought is called the mother tongue. This phenomena has been defined in many ways. According to "Websters Third New International Dictionary", mother tongue is the language of one's mother; the language naturally acquired in infancy and childhood; ones first language. For educational purposes the language in which the child gets his early education and express his ideas is called the first language as well as the mother-tongue.¹

ix. National Language

By a National language is meant a Socio-culturally significant language used throughout the country and understandable by the majority of population. However, according to Mahatma Gandhi the language which fulfils the following conditions is adopted as the National Language:

- a) It should be easy to learn for government officials.
- b) It should be capable of serving as a medium of religious, economic and political inter-course throughout the country.

1. B.S. Goel and S.K.Saini, "Mother-tongue and Equality of Opportunity in Education", New Delhi, NCERT, 1972, p.5.

- c) It should be the speech of the majority of the inhabitants of the country.
- d) It should be easy to learn for the whole of the country.
- e) In choosing this language considerations of temporary or passing interest should not count.¹

x. Official Language

The language in which the Government business, executive, legislative and judicial is transacted is called the official language.²

xi. Regional Language

A language which is used in a particular region of the country as the medium of communication of the population of that area is called the Regional Language.³

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1. Mahatma Gandhi, "Thought on the National Language", Ahmedabad. Navjivan Publishing House, p.3.
 2. UNESCO, "The use of vernacular Language in Education", Paris, 1958, p.46.
 3. Ibid.

xii. State Official Language

State official language is that language which is spoken in the geographical limits of the States and has been recognised by an Act of Legislation for its use in official work of the State.

xiii. Second Language

A language other than the Mother-tongue acquired or learnt by a person is called the second language.¹

Significance of the Study

It is evident that the study of language policy and language planning in education are both intimately related. The language policy of India has direct bearing on the teaching of languages in the educational system. The present study therefore would be of interest to both the social scientists and educationists.

1. Ibid.

Objectives of The Study

The present study has been undertaken with a view to understand the language policy of India in its historical and socio-cultural perspective and to evaluate the same in relation to the educational needs and aspirations of different linguistic communities of India. As has been suggested in delimitation, in other words, the present study is confined to the historical development of the language policy in its present form and its evaluation in terms of educational needs and aspirations of different linguistic communities in India.

The main objectives of the study, however, may be specified as below:

1. to study the linguistic situation of the country;
2. to study the tradition of the language used in education and administration;
3. to study the present situation of the language policy of India;
4. to find out the educational needs and aspirations of the different linguistic communities of India;

5. to study comparatively the educational needs and aspirations of North and South Linguistic Communities of India;
6. to evaluate the language policy of India in terms of educational needs and aspirations of different linguistic communities; and
7. to suggest a need-based pattern of languages being used in education and administration.

Limitations Of The Study

The main objective of the present study is to evaluate the language policy of India in relation to the needs and aspirations of the people's belonging to different linguistic communities. But because India is a multi-lingual country with 1652 mother-tongues as reported in Census of India 1961, we can say that there are 1652 linguistic communities in India scattered all over the vast country. It is therefore not only difficult but practically impossible to contact all the 1652 linguistic communities. The following are therefore limitations of the present study:

1. The collection of data is limited to the Union Territory of Delhi only, as Delhi is the capital of the nation, and

that people belonging to different linguistic communities of India are found here in different proportions.

2. For the administration of the questionnaire, the sample is limited to 2,000 people belonging to different linguistic communities in the ratio of India's population according to mother-tongue, as reported in the Census of India, 1971.
3. It was decided to administer the questionnaires to literate persons only.
4. Although the language policy of the Government may have more points, the present study is limited to the language policy for administration and education.
5. The investigation aims at finding out the public opinion on the language policy in relation to the preprimarily, primary, middle, secondary, Higher secondary and university stage of education.
6. Semi-vocational and semi-industrial courses are not considered for the purpose of the present investigation.

Basic Assumptions

Basic assumptions for the study are as follows:

(A) Language Policy For The Central Government

1. (i) Centre has not yet adopted Hindi as its official language; with Hindi, English should be used as associate official language of the Union.
(ii) Only English should be used in the Central Government for official work.
(iii) Only Hindi should be used in the Central Government for official work.
2. (i) Hindi and English (both) should be used in the Parliament.
(ii) Regional languages should be used in the Parliament.
(iii) Only Hindi should be used in the Parliament.
3. (i) English should be used in the Supreme Court.
(ii) Hindi should be used in the Supreme Court.
(iii) Hindi and English (both) should be used in the Supreme Court.

4. All orders, notifications, rules, regulations, forms etc. of the Central Government should be printed in Hindi and English (both).
5. (i) English should be used in the Central Government for communication with other States/Union Territories.
(ii) Hindi and English should be used in the Central Government for communication with other States/Union Territories.
6. English should be continued for the official work of the Central Government.

(b) Language Policy for State Governments

7. (i) Regional language should be used in the State Government offices for internal work.
(ii) Regional language and English should be used in the State Government offices for internal work.
(iii) Regional language and Hindi (both) should be used in the State Government offices for internal work.

8. (i) In the High Courts states official language should be used.
- (ii) In the High Courts only English should be used.
9. Only States' official language should be used in the local bodies of the State.
10. (i) The State Government should use her own State's official language for communication with the Central Government.
- (ii) The State Government should correspond with the Central Government in Central Official language.
11. (i) The communication of the State with other States/Union Territories should be in the official language of the corresponding State.
- (ii) The communication of the State with other States/Union Territories should be in the Central official language.
12. (i) All orders, rules, regulations, forms, etc. of the State Government should be printed in the State's official language.

- (ii) All orders, rules, regulations, forms etc. of the State Government should be printed in the State's official language and Central official language.
13. State's official language should be used by the State Legislatures.
14. Language of the minority should be allowed to be used for official purposes.
15. Language of the minority should be allowed to be used for cultural purposes.

(C) Language Policy for School Education

16. (i) Only one language i.e. mother-tongue should be taught compulsorily at the pre-primary stage.
- (ii) Two languages i.e. mother-tongue/Regional & Hindi/English should be taught at primary stage compulsorily.
- (iii) Three languages i.e. Regional, Hindi & English should be taught compulsorily at the middle stage.

- (iv) Two languages i.e. Mother-tongue/Regional and Hindi/English should be taught compulsorily at the secondary stage.
 - (v) Two languages i.e. Mother-tongue/Regional and Hindi/English should be taught compulsorily at the Higher Secondary stage.
17. At least one language should be studied at the school state optionally.
18. Mother-tongue should be the medium of instruction at the different stages of school education.
19. (i) At the pre-primary and primary stages of school education only one language i.e. mother-tongue should be the medium of instruction.
- (ii) At the middle stage two languages can be used as the medium of instruction.
- (iii) At the Secondary and Higher Secondary stages two languages can be used as the medium of instruction.
20. Within the same class, only one language should be the medium of instruction at different stages of school education.
21. Children should not be taught a language which is not the medium of instruction at the pre-primary and primary stages.

22. (i) Second language should be introduced compulsorily in the fifth class.
- (ii) Second language should be introduced compulsorily in the sixth class.
23. Languages of the minority communities should be allowed to be used for educational purposes.
24. Minority community should not be asked to study the language of the majority community in the State.

(D) Language Policy For the University Education

25. (i) At the university stage medium of instruction should be central official language.
- (ii) At the university stage State's official language should be the medium of instruction.
- (iii) All the modern Indian languages should be the medium of instruction at the university stage.
26. Only one language should not be used in all the universities of India.
27. At the university stage for Medicine, Engineering, Technology, Science and Social Sciences courses of study, regional languages should be the medium of instruction.

28. (i) At the university stage for the courses of the study in Medicine, Engineering, Technology and Science no language should be taught compulsorily.
- (ii) At the university stage for Social Sciences, one language should be taught compulsorily.
29. English should be continued as the medium of instruction in the universities in future.
30. (i) Only Hindi should be the medium of examination for All India Competitive Examinations.
- (ii) Only English should be the medium of examination for All India Competitive Examinations.
- (iii) Only regional languages should be the medium of examination for All India Competitive Examinations.

Methodology Employed

(a) Collection of Data

Historical and survey methods of research have been adopted for the collection of data. Government documents e.g. Reports of the Ministry of Education, Reports of the Ministry of Home Affairs, Official Language Acts etc. and library material were used to know the past and present position of the language development and pattern of the language used in education and administration in India.

While doing the investigation of the present study the investigator has also used the survey method of research, in which a questionnaire was developed to know the educational needs and aspirations of different linguistic communities of India for official language policy and educational language policy of India.

(b) Tool Used

The tool developed and used was the questionnaire which included the items in relation to the following:

- i. Language policy of the Central Government,
- ii. Language policy of the State Governments,

- iii. Language policy for school education, and
- iv. Language policy for university education.

(c) Sample

The sample of the present study has been drawn from the Union Territory of Delhi.

For the present study representative stratified sample of 2,000 people belonging to different linguistic communities of India was taken. This sample was taken in the ratio of India's population as depicted in the Census of India 1971 according to the speakers of languages. From this it was found that 87.50% people of the total population of India belong to the constitutional languages and rest of them i.e. 12.50% belongs to the languages other than the constitutional languages.

Delhi, being the capital and international centre, people belonging to different linguistic communities of India are available there. This sample of 2,000 persons from Delhi was taken at random but at the same time it was also kept in mind that all the languages taken for the sample in their respective ratio have been covered or not.

There were 16 groups of the sample. 15 groups were for the speakers of the constitutional languages and one group was for others i.e. for those persons who belong to the other languages excluding the constitutional languages.

(d) Analysis of the data

After collecting the data, it is tabulated, classified and interpreted properly. Tables are presented to actual position and also the percentage position in relation to the total sample. Necessary and definite observations are also recorded for deriving the factual results.