Violation of Gandhian Philosophy of Education and its Socioeconomic Consequences

** Devidas S. Prabhu*

Abstract

Learning in the mother tongue is the best and the easiest way of acquiring knowledge, which has been followed by almost all the developed countries of the world. Mahatma Gandhi strongly advocated mother tongue based education in India; he considered English as the greatest evil among all the evils of foreign rule. The education system based on English has been continued even after independence, which has remained a constraint for the masses. There are many adverse effects of violation of the Gandhian philosophy of education. Exploitation of the rural people, increased dependency on agriculture, mass poverty, backwardness in science and technology, wastage of human resources, exclusive growth, growing economic inequality, lack of original thought and independent policies, promotion of inefficient people, growing unemployment, decline in patriotism leading to corruption and inefficiency, brain drain, and slow economic development are the consequences of an English education system. India cannot be compared with small countries; some states are bigger than many European countries. Hence, it is unscientific to think that every Indian should learn in one language - that is English. All kinds of education should be developed in major Indian languages so as to educate the masses.

Keywords: **Mahatma Gandhi, economic development, English education, higher education, mother tongue**
JEL Classification: A13

Paper Submission Date : May 5, 2013 ; Paper sent back for Revision : June 26, 2013 ; Paper Acceptance Date : August 2, 2013

Mahatma Gandhi, the father of the nation, was the strongest supporter of mother tongue based education. Learning in the mother tongue is the best and the easiest way of acquiring knowledge, which is a method followed by almost all the developed countries of the world. What we are learning is more important than what language we are learning it in. Modern education is the outcome of industrial revolution, which came to Japan in native language but during that period, India was under the British rule, and hence it came to India in foreign language (English). Bal Gangadhar Tilak was a strong critic of the Western education system, as he felt that it demeaned the Indian students and disrespected India's heritage. Many other nationalist leaders like Swami Vivekananda, Rabindranath Tagore, Aurobindo Ghosh, and so forth also opposed the education system based on a foreign language. Among them, the prominent was Mahatma Gandhi.

Mahatma Gandhi's Views on Education

Mahatma Gandhi strongly opposed the English education system; he supported all kinds of education in Indian vernaculars. Some of his views on education are as follows :

> **The Foreign Medium :** The foreign medium of education has caused brain fag, put an undue strain upon the nerves of our children, made them crammers and imitators, has made them unfit for original work and thought, and has disabled them for filtrating their learning to the family or the masses. The foreign medium has made our children practically foreigners in their own land. It is the greatest tragedy of the existing system. The foreign medium has prevented the growth of our vernaculars. If I had the powers of a despot, I would today stop the tuition of our boys and girls through a foreign medium, and require all the teachers and professors on pain of dismissal to introduce the change forthwith. I would not wait for the preparation of text-books. They will follow the change. It is an evil that needs a summary remedy. (Gandhi, 1953, The Language Problem, para 3)

* *Assistant Professor in Economics,* Anjuman Degree College and P.G. Centre, Bhatkal -581 320, Dist. Uttara Kannada, Karnataka. E-mail: devi_984@yahoo.co.in

School Education : The school must be an extension of home; there must be concordance between the impressions which a child gathers at home and at school, if the best results are to be obtained. Education through the medium of a strange tongue breaks the concordance which should exist. Those who break this relationship are the enemies of the people even though their motives may be honest. To be a voluntary victim of this system of education is as good as the betrayal of our duty to our mothers. The harm done by this alien type of education does not stop here; it goes much further. It has produced a gulf between the educated classes and the masses. The people look on us as beings apart from them. They do not rely on us; they regard us as sahibs to be feared. If this situation lasts much longer, the time might well arrive when Lord Curzon's charge, that the educated classes do not represent the common people, would be true. (Mani Bhavan Gandhi Sangrahalaya, Gandhi's views on education, para 5)

Higher Education in Mother Tongue : I am hoping that this University will see to it that the youths who come to it will receive their instruction through the medium of their vernaculars. Our language is the reflection of ourselves, and if you tell me that our languages are too poor to express the best thought, then I say that the sooner we are wiped out of existence (sic) the better for us. Is there a man who dreams that English can ever become the national language of India? (Cries of "Never".) Why this handicap on the nation? Just consider for one moment what an unequal race our lads have to run with every English lad. I had the privilege of a close conversation with some Poona professors. They assured me that every Indian youth, because he reached his knowledge through the English language, lost at least six precious years of life. Multiply that by the number of students turned out by our schools and colleges and find out for yourselves how many thousand years have been lost to the nation (Gandhi, 1953, The Language Problem, para 1)

Who can calculate the immeasurable loss sustained by the nation owing to thousands of its young men having been obliged to waste years in mastering a foreign language and its idiom of which in their daily life they have the least use and in learning which they had to neglect their own mother tongue and their own literature? There never was a greater superstition than that a particular language can be incapable of expansion or expressing abstruse or scientific ideas. A language is an exact reflection of the character and growth of its speakers. (Gandhi, 1953, The Language Problem, para 4)

Among the many evils of foreign rule (sic) this blighting imposition of a foreign medium upon the youth of the country will be counted by history as one of the greatest. It has sapped the energy of the nation, it has shortened the lives of the pupils, it has estranged them from the masses, it has made education unnecessarily expensive. If this process is still persisted in, it bids fair to rob the nation of its soul. The sooner therefore educated India shakes itself free from the hypnotic spell of the foreign medium, the better it would be for them and the people. (Gandhi, 1953, The Language Problem, para 5)

↳ **National Language :** Looking at the educated section of our society, one is likely to gain the impression that in the absence of English, all our work would come to a stand still. But deeper reflection will show that English cannot and ought not to become our national language. According to Mahatma Gandhi, the following are the requirements of a national language:

1) It should be easy to learn for Government officials.

2) It should be capable of serving as a medium of religious, economic, and political intercourse throughout India.

3) It should be the speech of the majority of the inhabitants of India.

4) It should be easy to learn for the whole of the country.

5) In choosing this language, considerations of temporary or passing interest should not count.

> English does not fulfill any of these requirements. Then which is the language which fulfils all the five requirements? We shall have to admit that it is Hindi. No other language can compete with Hindi in satisfying these five requirements. Thus, we see that Hindi alone can become our national language. No doubt this presents some difficulty to the educated classes of Madras. But for Maharashtrians, Gujaratis, Sindhis, and Bengalis, it should be very easy. In a few months, they can acquire enough command of Hindi to be able to use it for national purposes. It is not so easy for Tamilians. Tamil and other languages of the South belong to the Dravidian group. Their language structure and grammar is different from that of Sanskrit. The only thing in common between these two groups is their Sanskrit vocabulary. But the difficulty in learning Hindi is confined to the present educated classes only. We have a right to appeal to their patriotic spirit to put forth a special effort to learn Hindi. If Hindi attains its due status, then it will be introduced into every school in Madras. And Madras will be in a position to cultivate acquaintance with other provinces. English has failed to reach the masses, but Hindi will do so in no time. (Gandhi, 1953, Towards New Education).

Mahatma Gandhi aimed at the need to unite the northern and southern states of the country in the greatest interest of integration of the nation. Therefore, he founded the Dakshin Bharat Hindi Prachar Sabha in 1918 at Madras, as Hindi was spoken by the largest section of the people of India. Mahatma Gandhi was the life time President of this institution. This institution was founded in 1918 to propagate the study of Hindi in the then Madras Presidency and princely states of Hyderabad, Mysore, Travancore, Cochin, Pudukkoti, Banganapalle, and Sandur. The Sabha is now divided into four divisions, one each for the states of Tamil Nadu, Andhra Pradesh, Karnataka, and Kerala (Wikipedia, 2013a). In recent years, this Sabha has been running many English medium schools and became the Dakshin Bharat English Prachar Sabha (Rajaji Vidyalaya, Trichy (n.d.)).

↳ **Technical Education through the Mother Tongue :** Gandhiji deprecated the suggestion that it would need a lot of research and preparation to enable them to impart technical education through the medium of the mother tongue. Those who argued like that were unaware of the rich treasure of expressions and idioms that were buried in the dialects of our villages (Gandhi, 1953, Towards New Education).

Consequences of Following an English Education System in India

After independence, Indian policy makers behaved like the representatives of the British and rejected Mahatma Gandhi's vision on education and continued with the colonial education system. There was demand from the people all over India to provide education in Indian languages. But the English educated class was against education in native languages. Linguistic Right was declared as an international human right in the Universal Declaration of Human Rights in 1948. Under the guidance given by UNESCO to the Indian Government, education in the mother tongue has been given top priority at the primary level, and English has been given top priority at the higher education level. Major courses related to science and technology are completely restricted to English, which implies that Mahatma Gandhi's views on higher and technical education were completely rejected by our policy makers. There is a class of people in India, who think that the arrival of British benefitted India, and one of the advantages of British rule was the introduction of the English language. In this section, I discuss how English education has negatively impacted our country.

Table 1 : Dependence on Agriculture and its Contribution to the GDP

Year	Percentage of People Engaged in Agriculture	Contribution to GDP	Percentage of India's Per capita Income Earned by the Average Agriculturist
1951	71	56	77
2011	56	15	26

Source : Compiled from various five year plan Documents

Table 2 : The Percentage of Labour Force Engaged in Agriculture Sector in Some Developing Countries				
	1960	1980	2000	2006
Share of Labour Force %				
India	73	69	60	56
China	75	71	50	43
Indonesia	75	58	45	42
Thailand	84	76	49	42
Brazil	52	30	19	19
Mexico	55	36	18	14
Source: World Development Indicators (World Bank) Various Years, Key Indicators of Asia and Pacific 2009 (ADB) Key Indicators of labour Market 2009(ILO), China Statistical Year Book 2008.				

Exploitation of Rural Masses : Rural people are exploited in India in the name of English. In 1951, nearly 82.7 % of the people were living in rural areas, according to the 2011 census, 68.8% of the people are still living in rural areas (Chandramouli, 2011) . Rural people are not proficient in English as their school education is in their mother tongue; they get all the knowledge, but are unable to complete higher and technical education, mainly due to the problem , that is, non-proficiency in English. Even for agriculture-related courses, the mode of instruction is in English.

Excessive Dependence on Agriculture : Indian agriculture has been facing the problem of overcrowding due to our defective education system. Indian farmers were sending their children to schools in the last 60 years, however, due to their lack of proficiency in English, the children from rural areas are unable to pursue higher studies. Hence, they are unable to get decent jobs, and they are forced to employ themselves in agriculture. Agriculture contributes less than 16% to the GDP, and the dependency on agriculture is still more than 56% As a result, in 1951, the average agriculturist was earning 77% of India's per capita income. Now, he is earning a mere 26% of India's per capita income (Table 1). This is mainly due to the continuous decline of the share of agriculture in the national income and slow declining dependency on agriculture. This is the root cause for the problems facing the agricultural sector and agriculturists.

The Table 2 shows the percentage of labour force engaged in the agriculture sector in some of the developing countries, and its percentage decline over the years due to transformation of labour force from the agricultural sector to other sectors. This transformation is an evidence of productive labour transformation. This transformation has been slow in India as compared with other developing countries. The transformation of surplus labour force from agriculture to other sectors in India has been a slow process due to the defective education system. This process is rapid in China, Indonesia, Thailand, Brazil, and Mexico, where the education system is based on their native languages.

Grinding Poverty : India has the highest number of poor in the world. The unscientific poverty eradication programmes prepared by the Indian policy makers are not at all reaching the poor, and these programmes have failed, to a large extent, to uplift the conditions of the masses. The education provided to the poor people in their mother tongue is also poor, and it is highly impossible for the poor people to complete higher and technical education, as the mode of instruction is in English. Figure 1 shows India's share in world poverty - 33% of the world's extreme poor are Indians (The World Bank, 2012).

Backwardness in Science and Technology : Learning in one's mother tongue is the best way of gaining knowledge. Only people of those countries can invent and innovate new things who are learning in their mother tongue. Unfortunately, Indians were not allowed to learn science and technology in any Indian language (i.e. after the British ruled India). As a result, India remained backward in science and technology. India is the largest importer of defense goods in the world. Israel, which is home to 7 million people, is one of the major arms exporter in the world as science and technology education is imparted in their native language, which is Hebrew. According to Albert Einstein, "We owe a lot to the Indians, who taught us how to count, without which no worthwhile scientific discovery could have

been made"(Wikipedia, 2013b). Now, Indians don't have the liberty to learn science and mathematics in their own languages. The Table 3 shows the number of Nobel Laureates from non - English speaking countries. All major scientists of the world studied science in their native language.

Table 3 : Number of Nobel Laureates from Non-English Speaking Countries

Country	Number of Nobel Laureates
1.Germany	102
2 France	61
3. Sweden	30
4.Russia	27
5.Switzerland	27
6.Italy	26
7.Japan	19
8.Netherland	19
9.Austria	19
10.Denmark	14

Source : Wikipedia, Retrieved from http://en.wikipedia.org/wiki/List_of_Nobel_laureates_by_country

↳ **Underutilization of Human Resources :** India failed to take the advantage of human resources due to an English education system. Higher education based on native languages could have led to creating a large work force of human resources. Large human resource have remained unutilized and have become a burden on the economy. The enrolment of higher education in developed countries based on native language is more than 50%, however, it is mere 10.5 percent in India (Table 4) . For many courses like B.A, B.Com, L.L.B, the mode of instruction is in Indian language(s), otherwise, the enrolment for higher education might not have crossed even 5% ! In a similar case, enrolment for higher education in many African countries is less too, as in their case also, higher education is completely reserved in foreign languages (Table 5). According to the Ministry of Human Resource Development, Government of India, the enrolment for higher education increased to 18 % in 2012.

↳ **Unemployment :** The education system based on English is also responsible for unemployment, underemployment, and disguised unemployment prevailing in India. All job oriented professional courses are

Figure 1 : Regional Share of the World's Extremely Poor Population (%)

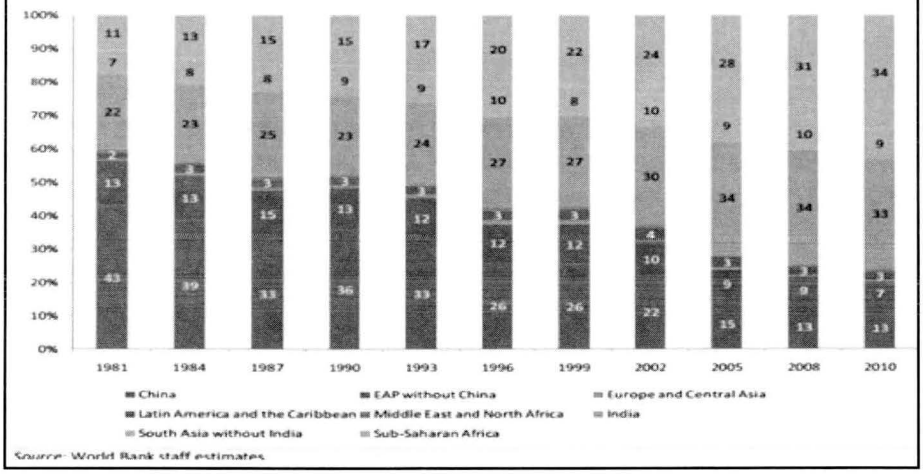


Table 4 : Enrolment Ratio in Higher Education in Developed Countries as Compared to India	
Country	**Enrolment Ratio for Higher Education in 2009**
U.S.A	72.6
Finland	70.4
Norway	70.0
Sweden	70.0
New Zealand	69.2
Russia	64.1
Australia	63.4
Latvia	63.1
Slovenia	60.5
Canada	60.0
India	10.5
Source: Tertiary enrollment statistics - countries compared - NationMaster ... http://www.nationmaster.com/graph/edu_ter_enr-education-tertiary-enrollment	

restricted to English, which is usually beyond the reach of the rural and poor people, whose primary education is in their mother tongue. It has been observed that rural people learn all the subjects in their mother tongue, and if they fail in English, they cannot even complete the course to get a degree, where the rest of the subjects are in their mother tongue. Nobody can complete any course without learning English as a language in India, which means English is the supreme national language of India. In order to be employed in corporates and MNCs, proficiency in English is a must. The unscientific policies of the English educated corporate sector is also responsible for the existence of large-scale unemployment in the country.

↳ **Economic Inequality :** Only a section of society has benefited from an 'English' education. The majority of the people who wanted to acquire higher and technical education were not given opportunity to study all the courses in Indian languages. Higher and technical education is only for the certain classes, and not for the masses. There is a growing gap between India and Bharat.

Table 5 : Enrolment Ratio for Higher Education in Backward Countries where Education is based on Foreign Languages	
Country	**Enrolment Ratio for Higher Education in 2009**
Genie Bissau	0.4
Mozambique	0.6
Tanzania	0.7
Angola	0.7
Chad	0.9
Djibouti	0.9
Burkina Paso	1.0
Cam rose	1.1
Zinnia	1.2
Burundi	1.2
Nay agar	1.5
Source: Tertiary enrollment statistics - countries compared - NationMaster ... http://www.nationmaster.com/graph/edu_ter_enr-education-tertiary-enrollment	

↳ **Exclusive Growth :** A lot of discussions have been going on about inclusive growth; our English educated economists have been facing the problem to find out the reasons for exclusive growth. The domination of English at higher learning is not allowing a majority of the Indian people to enjoy the fruits of economic development. The Government is providing primary education in the mother tongue to only increase the literacy levels. The Figure 1 shows that India's share in world's extreme poor population increased from 22 % in 1981 to 33% in 2010, which proves that high growth after the introduction of economic reforms only benefited a section of the society. During the same period, China's share in world's extreme poor declined from 43% to 13%, where education is based on the native language. The percentage share in world's extreme poor in sub-Sahara Africa increased from 11% to 34% during the same period, as in Africa also, higher education is based on foreign languages (French, English, and Portuguese).

↳ **Corruption and Inefficiency :** Indian education system is not based on Indian values; the education system introduced by Lord Macaulay was aimed to degrade Indian culture and to depict English supremacy. Indian bureaucrats were not honest to the British government; and they continued this trend even after the independence. The same education, judicial, and administrative systems were continued after independence.

↳ **Decline in Patriotism :** The objective behind the English education introduced by the British was to destroy self esteem among the Indians to strengthen the British Empire. They followed the divide and rule policy. The same education system was continued after independence, which was aimed to divide Indians. Learning in one's native language always promotes patriotism.

↳ **Lack of Independent Policies :** The policies implemented in India are based on western ideologies. There was confusion among the Indian leaders about choosing the economic policy - among socialism and capitalism - after independence. Indian leaders followed the middle path of socialism and capitalism. There were many restrictions on the private sector as well as on foreign capital, which was known as the license quota raj, which resulted in slow economic development.

↳ **Promotion only on the Basis of English :** English is the measuring rod of intelligence in India. Maximum number of talented people fail to reach the top positions in their life due to non - proficiency in English.

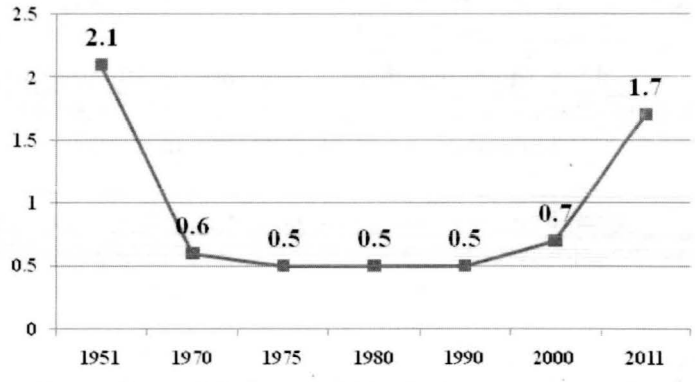
↳ **Slow Growth in Exports :** All new technologies were invented by those people who studied in their mother tongue. World export market has been shared by the products produced by those countries where education is based on native languages, for example, Germany, Japan, China, Korea, and so forth. English is essential for international business, which is a mere superstition. India's per-capita exports are the lowest in the world (Table 6). Graph 1 shows India's percentage share in global exports, India's share was 2.1% in 1951, which declined to 0.6% in 1970, and remained less than 1% up to 2006, and it became 1.7% in 2011 (Economic Survey, 2012-13) . This is mainly due to the increased exports from MNCs and declining global trade due to worldwide recession. India is still struggling to reach its 1951 position in global share in exports.

Table 6 : Export Value Per capita in US $

Country	Per capita Exports in 2011
Switzerland	40,250
Norway	32,760
Sweden	19,687
Germany	18,865
South. Korea	13,348
Taiwan	8,800
Japan	6,197
China	1,410
India	250

Source: List of countries by exports per capita - Wikipedia

Graph 1 : India's share in Global Exports (In percentages)

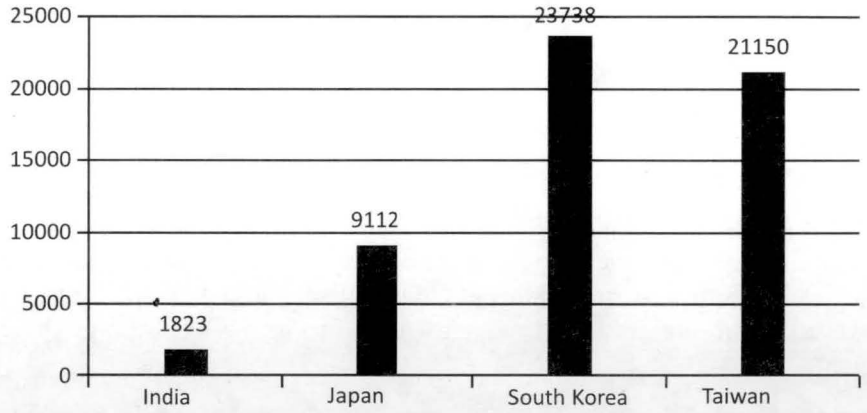


Source: Economic Survey 2012-13 http://indiabudget.nic.in

Table 7 : Per Capita Income Growth in Some Asian Countries in Terms of U. S. Dollars				
Country	**Per Capita Income in 1963**	**Per Capita Income in 2012**	**Percentage Growth**	**Density of Population in (year)**
India	78 $	1500 $	1823	382 (2011)
Japan	508 $	46,800 $	9112	336 (2011)
South Korea	99 $	23,600 $	23738	508 (2010)
Taiwan	96$	20,400 $	21150	642 (2012)

Sources: Calculated from United Nations Demographic year book 1963 and UNESCO Statistical year book 1963, CIA World Fact Book 2012, Census India 2011, Density of Population in Japan, South Korea, and Taiwan , Wikipedia.

Graph 2: Percentage Growth of Per capita Income in Asian Countries in terms of U. S. Dollars during 1963 to 2012



Sources: Calculated from United Nations Demographic year book 1963 and UNESCO Statistical year book 1963, CIA World Fact Book 2012, Census India 2011, Density of Population in Japan, South Korea, and Taiwan -Wikipedia.

Slow Economic Development : The education system based on foreign language is not reaching the masses; the defective policies introduced by the English educated policy makers are all responsible for India's slow economic development. The countries following education system based on mother tongue have achieved rapid progress as compared to India.

The Table 7 clearly shows that India achieved slow economic development after 1963 as compared to South Korea, Taiwan, and Japan, which have an education system based on their native language. The per capita income of India in dollar terms increased about 1823% during 1963 to 2012. At the same time, the growth of per capita income of Japan, South Korea, and Taiwan increased about 9112%, 23738%, and 21150 % respectively. All these countries are densely populated countries. The Graph 2 shows the percentage growth of per capita income in Asian Countries in terms of U. S. Dollars during 1963 to 2012.

The Table 8 shows that there is an inverse relationship between English and development in case of some Asian countries. There is a strong public opinion among the Indian educated class that the country will not progress without English, but these statistics prove that this is a mere superstition.

Not even one Indian University made it to the list of the top 200 Universities of the World : English has been given top priority at the higher education level in India ; technical, medical, and many other courses only follow the mode of instruction and teaching in English. Actually, it is the educated people's superstition that English is a global language. In the list of top universities of the world, not even one Indian university or educational institute could make it to the list of top 200 Universities of the world. However, it can be seen that many universities providing education in their native language made it to this list (Table 9).

Table 8: Comparison of Medium of Instruction and Economic Development in Some Asian Countries				
World Rank in PCI	**Country**	**Per Capita Income in 2011in US $**	**Rank in Human Development Index**	**Language at the Higher education**
20	Japan	45,903	12	Japanese
38	Korea, South	22,424	15	Korean
39	Taiwan	21,900	21	Chinese
68	Malaysia	9,656	61	Malaya
96	Thailand	4,972	103	Thai
91	China	5,430	101	Chinese
118	Indonesia	3,495	124	Bhasha (Indonesian)
132	Philippines	2,370	112	English
141	India	1,489	134	English
153	Pakistan	1,194	145	English
158	Myanmar (Burma)	900	149	English
165	Bangladesh	735	146	English
171	Nepal	619	157	English
Source: World Bank Report 2012				

How to Develop all Kinds of Education in Indian Languages

There are 12 major languages in India, which are spoken by nearly 94 % of the Indian people (Table 10). India is a big country, our states are bigger than some of the European countries, and hence, there should not be a necessity of learning in one language. States could take initiatives to develop all kinds of higher education in state languages. In CERN (Conseil Européen pour la Recherche Nucléaire) which invented God particles, scientists use 17 European languages, journals come out in all 17 languages, still, more preference is given to French, German, and English due to more contribution coming in from these countries to CERN (CERN, n.d.) Small countries with a population of less than 1 crore people like Switzerland and Belgium have many languages like German, French, Dutch, Italian, and the people learn in their own languages and not in one language. There are 12 universities in Switzerland, the medium of instruction is German in six universities, French in four universities, German/French in one university, and Italian in one university (Crus.ch, 2013). In small European countries like Latvia and Lithuania, all kinds of higher education are available in the native language for less than 3 million people (Lindemann, 2010). If three million people can learn and pursue higher education in their native languages, then why do 60 million Kannadigas and 600 million Hindi speakers in India depend on English?

Globalization has Nothing to do with the English Language

Globalization is a policy of economics, removing all restrictions on movement of goods, services, technology, capital,

Table 9 : Non English Universities in the List of Top 200 Universities of the World	
Country	**Number of Universities in the Top 200 Universities of the World**
Germany	12
Japan	11
China	07
South Korea	05
Sweden	05
Switzerland	05
France	04
Source: Times Higher Education World University Rankings and QS World University Rankings2011	

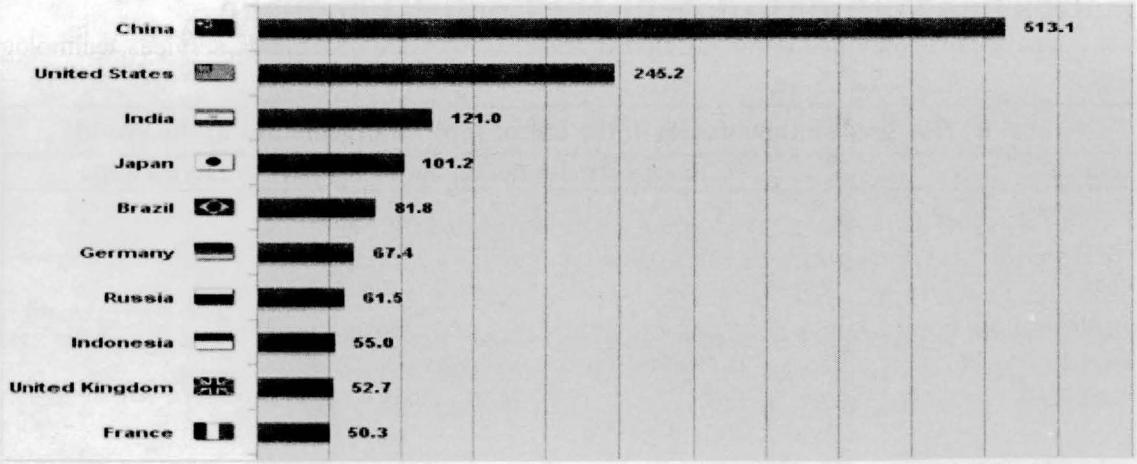
Table 10 : Major Indian Languages			
R Rank	12Major Languages	2001(1,028.610,328)	Percentage
	Hindi	422,048,642	41.03%
2	Bengali	83,369,769	8.11%
3	Telugu	74,002,856	7.19%
4	Marathi	71,936,894	6.99%
5	Tamil	60,793,814	5.91%
6	Urdu	51,536,111	5.01%
7	Gujarati	46,091,617	4.48%
8	Kannada	37,924,011	3.69%
9	Malayalam	33,066,392	3.21%
10	Oriya	33,017,446	3.21%
11	Punjabi	29,102,477	2.83%
12	Assamese	13,168,484	1.28%
Languages of India -Wikipedia - Retrieved from http://en.wikipedia.org/wiki/Languages_of_India			

and labour. It has nothing to do with the English language. English is not any global language; it is one of the six official languages of UN; the official languages of UN are English, French, Russian, Spanish, Chinese, and Arabic (United Nations,2013). Indian masses have been fooled by the name of globalization by the English educated Indians. English is a global language, and the whole world is learning in English medium; India has been built with this superstition.

India has the third largest number of Internet users in the world (Figure 2), but no one Indian language is coming in the top ten Internet languages of the world (Figure 3) . Hindi is the second most widely spoken language in the world (Figure 4), but this language has no place in the top ten languages of the Internet. Indians mainly use English while surfing the Internet due to the dominance of English language at the higher education level. Language is our identity, and Indians should identify themselves in all global transactions. If Indians stop using English while surfing the net, then Chinese will automatically become the most used language while using the Internet.

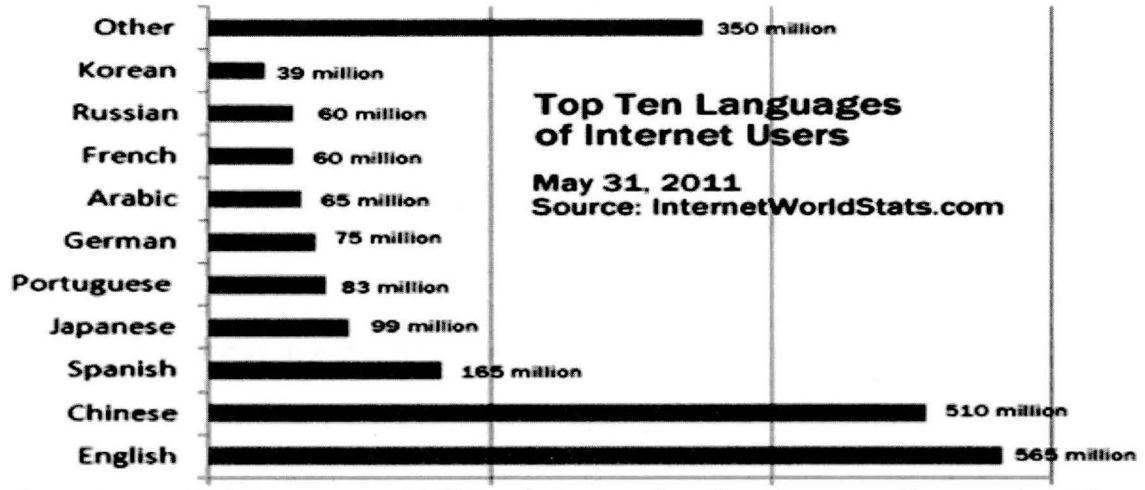
Linguistic rights were first included as an international human right in the Universal Declaration of Human Rights in 1948. Not only is the right to learn in one's native language a human right, it is a civil right as well. Everyone shall have the right to use his native language and culture, to freely choose the language of communication, education, instruction, and creative activities. Article 19 – individuals have the right to freedom of expression, including the right

Figure 2 : Top 10 Internet User Countries (2012 Q1)



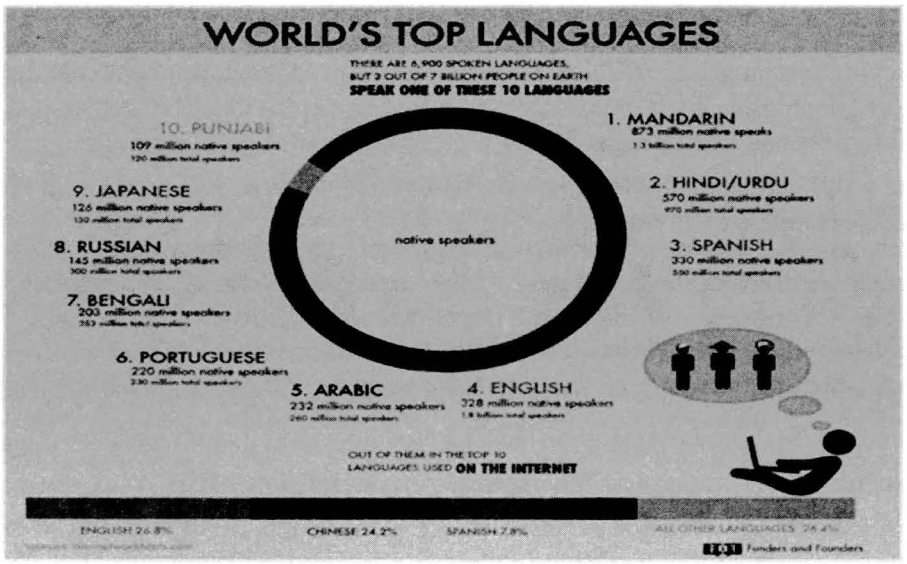
Source: www.internetworldstates.com 2012

Figure 3 : Top Ten Languages of Internet Users



Source: Internet World Stats, Internet World Users by Language http://www.internetworldstats.com/stats7.htm

Figure 4 : World's Top Languages



Source: Funders and Founders Notes
http://notes.fundersandfounders.com/post/50347902559/worlds-top-languages-on-the-internet

to choose any language as the medium of expression. Article 26 – everyone has the right to education, with relevance to language as a medium of instruction (MedLibrary.org, n.d.) Unfortunately, Indians are not enjoying this linguistic human right at the higher education level.

Findings of the Study

1) Indian academicians have ignored the Gandhian philosophy of education in formulating the education policy of the country.

2) Dominance of English at the higher education level is the major constraint for the majority of the people in India. Knowledge has been denied to a majority of the people due to the dominance of English at the higher education level.

3) The countries imparting education in their native languages performed better than the countries learning in foreign

languages in attaining socioeconomic development.

4) There is a shortage of skilled labour in the country, and the availability of higher education in Indian languages will increase the supply of skilled labour.

5) Only people of those countries can invent and innovate new things who are learning in their own languages. Indians can invent and innovate new things only when they acquire higher education in their mother tongues.

6) When all developed countries of the world have all kinds of higher learning facility in native languages, India's dependency on a foreign language (English) for higher learning shows the educational backwardness of the country.

7) The root cause for the problems faced by agriculturists is excess dependence on agriculture; we can transform surplus labour force from agriculture to other sectors by promoting higher education in Indian languages.

8) Unemployment, underemployment, and disguised unemployment problems can be removed if all types of higher education are provided in Indian languages.

9) The Government's wasteful subsidies can be reduced by improving the standard of living of the poor people by making them employable.

10) English education increased economic inequality; it can be removed by imparting higher education in Indian languages.

11) Indian universities and educational institutions can become globally recognized institutions by providing education in Indian languages.

12) Higher education in Indian languages will increase labour supply and reduce labour cost; Indian companies will be able to become more competitive in the global markets. India can reduce its labour cost to make it less than what it is in China, and thereby grow much faster than China.

13) India can become a self sufficient country if we start providing all types of education in Indian languages, and thereby, we can protect our language and culture.

Suggestions

1) Indian academicians should follow the Gandhian philosophy of education.

2) There is a need for Government institutions like UGC to promote higher education in regional languages.

3) The Indian corporate sector should adopt Indian languages in their administration and working.

4) Only knowledge should become the criteria for employability, and not language.

5) Professional courses should be developed in Hindi and expanded to non-Hindi speaking states where students are ready to opt for the Hindi medium, and later on, these courses can be developed in regional languages.

6) There should not be any restrictions on the scope of Indian languages, no one language is born as a language of science or business.

7) Indian states are bigger than European countries, and hence, there is no need to learn in one language. Also, I found the education system of Switzerland to be suitable for India (Crus.ch, Study in Switzerland, n.d.).

8) Indian academicians should follow the education system of developed countries; learning in a foreign language is purely a colonial system which should not become permanent.

9) India should adopt the education system followed in European countries where education is imparted in native languages.

10) Government administration in India is mainly in Indian languages because they are serving the masses.The corporate sector should also adopt the languages spoken by the masses ; this is also one type of corporate social responsibility.

Conclusion

Only those countries have developed and prospered in the world that are imparting education in their native languages, the countries learning in foreign languages are all mostly poor and backward countries of the world. In Mahatma Gandhi's opinion :

> To give millions a knowledge of English is to enslave them. The foundation that Macaulay laid of education has enslaved us. I do not suggest that he had any such intention, but that has been the result. Is not a sad commentary that we should have to speak of Home Rule in a foreign tongue? It is we, the English-knowing men that have enslaved India. The curse of the nation will rest not upon the English but upon us. (Gandhi, 1953, Inadequacy of Prevailing Education)

Hence, it can be concluded that all higher education courses should be available in Indian languages, all exams and interviews should be conducted in Indian languages - this is the true meaning of Swaraj as advocated by Mahatma Gandhi. MNCs would also start using Indian languages for their businesses if Indian companies start using the Indian languages. We have to follow the education system of developed European countries to become a developed nation.

Scope for Future Research

There is a close relationship between the education system and the overall development of a country. Hence, there is a wide scope for research on the influence of colonial and indigenously developed education on overall development of a country.

References

Crus.ch (2013). *Study in Switzerland.* Retrieved from http://www.crus.ch/information-programme/study-in-switzerland.html?L=2

Chandramouli, C. (2011). *Census of India 2011. Rural urban distribution of population (Provisional population totals).* Retrieved from http://censusindia.gov.in/2011-prov-results/paper2/data_files/india/Rural_Urban_2011.pdf

Funders and Founders Notes (2013, May 13). *World's Top Languages.* Retrieved from http://notes.fundersandfounders.com/post/50347902559/worlds-top-languages-on-the-internet

Gandhi, M.K. (1953). The Language Problem. In B. Kumarappa (Ed.) *Towards new education.* Retrieved from http://www.mkgandhi.org/ebks/new_edu.pdf

Gandhi, M.K. (1953). Inadequacy of prevailing education: English education. In B. Kumarappa (Ed.) *Towards new education.* Retrieved from http://www.mkgandhi.org/ebks/new_edu.pdf

Internet World Stats (2010). *Top ten languages in the Internet 2010 in millions of users.* Retrieved from http://www.internetworldstats.com/stats7.htm

Internet World Stats (2012). *Top ten Internet users' countries (2012Q1).* Retrieved from www.internetworldstates.com 2012

Lindemann, K. (2010). *The school performance of Russian-speaking minority in linguistically divided educational systems: Estonia and Latvia.* ECSR / QMSS2 / TransEurope Conference, Bamberg 2010. Retrieved from http://www.ccsr.ac.uk/qmss/seminars/2010-09 30/documents/Bamberg2010_Lindemann.pdf

Mani Bhavan Gandhi Sangrahalaya (2013). *Gandhi's views on education: Education as per Mahatma Gandhi.* Retrieved from http://www.gandhi-manibhavan.org/gandhiphilosophy/philosophy_education_aspergandhi.htm

Med Library.org (n.d.). *Linguistic rights.* Retrieved from http://medlibrary.org/medwiki/Linguistic_rights

Ministry of Finance, GoI (2013). *Economic Survey 2012-13.* New Delhi.

Multi-linguism at CERN (n.d.) *Multilingual CERN* - Retrieved from Indico - Cernindico.cern.ch/.../access?

NationMaster.com (2013). *Education statistics Tertiary enrollment (most recent) by country.* Retrieved from http://www.nationmaster.com/graph/edu_ter_enr-education-tertiary-enrollment

Rajaji Vidyalaya, Trichy (n.d.). *CBSE school run by Dakshina Bharat Hindi Prachar Sabha.* Retrieved from rajajividyalaya.org

The World University Rankings (2011). *Times higher education world university rankings and QS world university rankings 2011.* Retrieved from http://www.timeshighereducation.co.uk/world-university-rankings/

The World Bank (2012). *The state of the poor: Where are the poor and where are the poorest?* Retrieved from http://www.worldbank.org/content/dam/Worldbank/document/State_of_the_poor_paper_April17.pdf

United Nations (2013). *UN Official Languages*. Retrieved from http://www.un.org/en/aboutun/languages.shtml

Wikipedia (2013a). *Dakshin Bharat Hindi Prachar Sabha*. Retrieved from https://en.wikipedia.org/wiki/Dakshina_Bharat_Hindi_Prachar_Sabha

Wikipedia (2013b). *Quotes on India, Albert Einstein*. Retrieved from en.wikiquote.org/wiki/India

Wikipedia (2013c). *Languages of India*. Retrieved from http://en.wikipedia.org/wiki/Languages_of_India

Wikipedia (2013d). *Lists of countries by exports per capita*. Retrieved from http://en.wikipedia.org/wiki/List_of_countries_by_exports_per_capita

Wikipedia (2013e). *List of Nobel laureates by country*. Retrieved from http://en.wikipedia.org/wiki/List_of_Nobel_laureates_by_country

GUIDELINES FOR AUTHORS

Prabandhan: Indian Journal of Management is a monthly 'double - blind peer reviewed' refereed journal on diverse areas of management such as Human Resource Management, Operations Management and Strategic Decision Making among others. Its objective is to disseminate knowledge, which ensures good practice of professional management and its focal point is on research and reflections relevant to academicians and practicing managers. To encourage and promote research across a wide breadth of management topics, this journal has articles pertaining to the following fields of management:

1. **Human Resource Management**
2. **Organizational Behaviour and Organizational Management**
3. **International Business**
4. **Knowledge Management**
5. **Environmental Management**
6. **Data Analysis and Decision Making**
7. **Technology and Operations Management**
8. **Strategic Decision Making**
9. **Negotiations and Competitive Decision Making**
10. **Ethics in Management**
11. **Corporate Governance**
12. **Corporate Social Responsibility**
13. **Entrepreneurship and Innovation**
14. **Public Management**
15. **Rural Management**
16. **General Management**
17. **Hotel Management**
18. **Intellectual Property Rights**
19. **Education Management**
20. **Communication Management**
21. **Lifecycle Management**
22. **Spiritual Management**

MANUSCRIPT SUBMISSION

1) The Manuscripts should be in MS-Word format. Manuscripts must be double spaced, with 1-inch margins with **"Times New Roman, Font Size 12, black".**

2) Two or more referees review all contributions by following the double blind system - that is, with the author's name and credentials deleted, so that the reviewers don't know who is authoring the work. **The review process takes three months and the status would be known after three months of submission of the article. It is mandatory to mention a valid email address with content submitted online. We will acknowledge the receipt of your paper by email and an article id will be issued to the corresponding author. Manuscripts will be acknowledged within one week of receipt. The author(s) should keep in mind that it would be mandatory to cite this id while sending a query about the paper submitted online.**

3) In the first page of the paper (cover page), please provide full names (first, middle and last names) and full addresses (institute's address along with designation and correspondence address) along with email address of the

author(s).**The author's name or affiliations should not appear anywhere else in the body of the manuscript, because our peer-review process is blinded.**

4) The actual paper should commence from the second page containing the title followed by the abstract, keywords, JEL Classification, and the main paper. The author's name should not be mentioned anywhere except in the first page (cover page).

5) The Manuscripts should **not be more than 6000** words. **The manuscript should mention the time period in which the research was conducted.**

6) The abstract, followed by relevant keywords **and JEL Classification**, should not be more than 250 words and should adequately describe the work and highlight its significance. The abstract should only include text. Avoid the use of abbreviations and references in the abstract.

7) Every manuscript should be labeled as being :

- **A Research Paper**
- **A Review**
- **A Case Study**
- **A Book Review**

8) Tables should be numbered consecutively. **The title of the table should be placed above the table. The source should be indicated at the bottom. Please provide table(s) as real table(s) with rows, columns and cells. Each piece of information should reside in its own cell.**

9) Figures should be numbered consecutively. Wherever necessary, the source should be indicated at the bottom. The figures should also be given relevant titles.

10) All tables, charts, graphs, diagrams should be black and not in color. The images should be of high resolution and in black and white only. Number and complexity of such exhibits should be as low as possible. All charts and graphs should be drawn legibly and figures should be indicated in millions and billions.

11) References should be included at the end of the paper. All the references should be cited in the body of the text. **References and citations should be complete in all respects and arranged in alphabetical order.**

12) Display formulae and mathematical equations should be numbered serially. Equations should be typewritten and use the form (1).

13) Footnotes, italics, and quotation marks should be kept to the minimum.

14) The primary heading should be in capitalized form (Uppercase), and boldface. The sub-headings should be in title- case capitalization(first letter of each word in capital) and in bold.

15) Manuscripts not accepted for publication will not be sent back to contributors. Contributors whose papers are accepted or rejected will be informed by email only. **Manuscripts will be acknowledged within one week of receipt. Hence, it is mandatory to mention a valid email address with the submitted content.**

16) The authors must mention the topic of the paper that is being submitted for reviewal (eg. Human Resource Management, Organizational Behaviour, International Business, etc).

17) Paper on Economics will be considered for reviewal and possible publication in our new Journal on Economics - Arthshastra : Indian Journal of Economics & Research.

18) WE WILL NOT ACCEPT HARD COPIES OF THE PAPERS. Please make optimum use of our online portal www.indianjournalofmanagement.com and click on 'Submit An Article Online' to submit your paper online. The paper has to be submitted in MS-Word format only. There is no charge for submitting papers for blind review.

19) Authors should be careful while submitting papers for reviewal. Please read about the scope and topics covered by our each title, and then make the submission. Please do not make multiple submissions of one paper

to our other titles - a paper being submitted for publication in Prabandhan : Indian Journal of Management should not be submitted to Indian Journal of Marketing, Indian Journal of Finance, and Arthshatra : Indian Journal of Economics & Research, and vice-versa.

20) Authors needing assistance should contact the **Managing Editor, Priyanka Gilani, at priyanka.gilani@indianjournalofmanagement.com or 011-42654857, 011-32547238.**

COPYRIGHT

To enable the Publisher to protect the copyright of the journal, authors must send a signed copy of the Author Disclosure Form For Reviewal (when a paper is submitted for review) and the Pre Publication Author Disclosure Form (after a paper is accepted for publication). Only the Author Disclosure Form needs to be submitted when a paper is being submitted for reviewal and possible publication in Prabandhan : Indian Journal of Management.

REVIEW PROCESS

1) After a paper is received, it is sent to the subject matter expert for blind review.

2) The review process takes 3 months.

3) Manuscripts are judged on the basis of the following criteria :

a) Overall contribution of the paper to the field of Management;

b) Significance and relevance of the topic to the scope of Prabandhan : Indian Journal of Management ;

c) Originality of the content ;

d) Adequacy of the Literature Review ;

e) Conceptual rigor ;

f) Logical and technical soundness ;

g) Organization of the content ;

h) Writing quality ;

i) Implications of the research ;

j) References.

4) The Editor - in - Chief and Managing Editor reserve the right to accept or refuse an article for publication, without assigning any reasons.

5) After the review process is completed, the authors will be informed about the decision of the reviewers by email.

AFTER A PAPER IS ACCEPTED FOR PUBLICATION

1) If a paper is accepted for publication, the authors will be informed by **email about the acceptance.**

2) If the paper is accepted for publication, then the authors are required to remit a processing fee of ₹ 2500 per paper (to be paid by any ONE author - this clause is applicable only AFTER a paper is accepted for publication). The processing fee for International authors is USD 150 (to be paid by any one author).

3) An electronic version of the manuscript in MS- Word would be required once the paper is accepted for publication.

4) Each author of the paper will have to sign the Pre-Publication Author Disclosure Form and the scanned soft copy of this form (authors' signatures should be attested by the head of their respective institutes) has to be submitted to the Editorial Office of Prabandhan : Indian Journal of Management.

5) Copyright of published articles will rest with Prabandhan : Indian Journal of Management.

6) The final draft is subject to editorial amendments to suit the journal's requirements.

7) Each author will receive three copies of the Journal issue that carries his/her published paper.

STYLE AND PUNCTUATION MUST BE IN ACCORDANCE WITH THE FOLLOWING

- **Uniform Font: Times New Roman, Font Size: 12; Black**
- **Tables Font: Times New Roman, Font Size 12;Black**
- **The table title should be at the Top of the table. Example :**
- **Table 1 : Sugarcane Disease Information**
- **Figure(s) Font: Times New Roman, Font Size 12**
- **The Figure title should be at the Top of the Figure. Example :**
- **Figure 1 : The Conversion Funnel**
- **Main Heading should be written as : RESULTS AND DISCUSSION**
- **Sub Heading should be written as : Interpretation**
- **In tables, raw codes should not appear. E.g. Adv_1 , Govt_3 . The factors should be proper statements labeled as per the paper and need to be written rather than being presented in the form of SPSS codes.**
- **All Table are Figure numbers should be included in the Discussion part of the text (avoid phrases - the below table, the above table ; instead, mention the appropriate Figure/ Table number).**

Please do not number the Figure/ Tables as Figure/Table 1.1, Figure/Table 1.2. Number the Tables/ Figures consecutively as Table 1/Figure 1, Table 2/Figure 2 and so on.

REFERENCING

References and citations should be complete in all respects in order to enable readers to look up the source materials and most importantly, to demonstrate that your paper is well - researched and gives credit to the author(s) of the source materials.

References should be included at the end of the paper. All the references should be referred to in the text **and arranged in alphabetical order. Authors are requested to include only a list of *cited References* and not a *Bibliography*. Reference to a citation in the text should be made by means of the author's name followed by the year of publication in parenthesis. The references must follow the style guide of the *American Psychological Association (APA).* Keep uniformity in the references - example use p.14, p.16 (for single page references) and pp. 14-38 for multiple page references. Page numbers, names of publishers and place of publishing are very important and should not be left out of book references. Furthermore, page numbers should be given for books /journals/articles/journal articles/ journal articles from a subscription database) references.**

- **EXAMPLE OF A BOOK**

Saini , D. R. (1986). *Marketing: A Behavioral Approach.* Jaipur : Printwell Publishers, 179-211.

- **BOOKS (WITH MORE THAN THREE AUTHORS)**

Giddens, A., Alden, C., Davies, M., & Perlez, J. (1979). *Central Problems in Social Theory. Action, Structure and Contradiction in Social Analysis*. Berkeley : University of California Press, 719-729.

- **BOOKS (EDITED)**

Giddens, A. & Perlez, J. (Eds.) (1979). *Central Problems in Social Theory. Action, Structure and Contradiction in Social Analysis.* Berkeley : University of California Press, 30-75.

- **JOURNAL ARTICLE**

Alden, C., & Davies, M. (2006). A Profile of the Operations of Chinese Multinationals in Africa. *South African Journal of International Affairs, 13* (1), 83-96.

❋ **JOURNAL ARTICLE FROM A SUBSCRIPTION DATABASE**

Alden, C., & Davies M. (2006). A Profile of the Operations of Chinese Multinationals in Africa. *South African Journal of International Affairs, 13* (1), 83-96.Retrieved from the EBSCO database.

❋ **EXAMPLE OF A SEMINAR PUBLICATION**

Alden, C., & Davies, M. (2006). *A Profile of the Operations of Chinese Multinationals in Africa*. Proceedings of the Symposium conducted at the 104th Annual Convention of the American Management Association, California, USA, 19-22 June, 2010, 246-250.

❋ **UNPUBLISHED DISSERTATIONS AND THESIS**

❋ Alden, C. (2006). *A Profile of the Operations of Chinese Multinationals in Africa.* Thesis, New York University.

❋ Alden, C. (2006). *A Profile of the Operations of Chinese Multinationals in Africa.* Ph.D. diss., New York University.

❋ **EXAMPLE OF WEBSITE/ONLINE DOCUMENTATION**

Carbone, C. (2007). World 2 and 3 Focus.*Changewaves*, Retrieved from http://changewaves.socialtechnologies.com/display/ShowJournal Entry?moduleId=493850&entryId=992088&printerFriendly=true

PLEASE EMAIL YOUR MANUSCRIPTS TO

Email a soft copy to: editor@indianjournalofmanagement.com

OR

Log onto www.indianjournalofmanagement.com and click on 'Submit An Article Online' to submit your paper online.

INDIAN JOURNAL OF MARKETING
www.indianjournalofmarketing.com
ISSN 0973-8703, IC Value = 5.09, NAAS Rating = 4.3, Indexed in Scopus

INDIAN JOURNAL OF FINANCE
www.indianjournaloffinance.co.in
ISSN 0973-8711,IC Value = 5.09, NAAS Rating = 3.4, Indexed in Scopus

PRABANDHAN: INDIAN JOURNAL OF MANAGEMENT
www.indianjournalofmanagement.com
ISSN 0975 - 2854, IC Value = 5.09, NAAS Rating = 4.2

ARTHSHASTRA : INDIAN JOURNAL OF ECONOMICS & RESEARCH
www.indianjournalofeconomicsandresearch.com
ISSN 2278 - 1811

SUBSCRIPTION RATES - COMBO OFFER

Subscribe To All Our Four Journals - Indian Journal Of Marketing, Indian Journal Of Finance, Prabandhan : Indian Journal Of Management, and Arthshastra : Indian Journal Of Economics & Research

Subscription Charges

Period	Rate	Discount	Amount Payable
One Year	₹ 5800/-	₹ 200/-	**₹ 5600/-**
Two Years	₹ 11600/-	₹ 600/-	**₹ 11000/-**
Three Years	₹ 17400/-	₹ 1200/-	**₹ 16200/-**

Amount

☐ **₹ 5600/-** ☐ **₹ 11000/-** ☐ **₹ 16200/-**

Subscription Period: _____ **to** _____

Payment Details

M.O/Demand Draft/Cheque No: _____ **dated** _____

in favor of **INDIAN JOURNAL OF MARKETING, payable at New Delhi.**

(Outstation cheques are not accepted. Only payable at par cheques are accepted)

Subscriber No. (Renewal) _____

Delivery Details

Name : _____

Address : _____

_____ **Pin** _____

Send Your Subscription to :

Meenakshi Gilani
Subscription Manager
Indian Journal of Marketing, Indian Journal of Finance
Prabandhan : Indian Journal of Management
Arthshastra : Indian Journal of Economics & Research
Y-21, Hauz Khas, New Delhi-110016

Telephone: 011-42654857, 011-32547238
Email : meenakshi.gilani@indianjournalofmarketing.com
meenakshi.gilani@indianjournaloffinance.co.in
meenakshi.gilani@indianjournalofmanagement.com
meenakshi.gilani@indianjournalofeconomicsandresearch.com