Breaking The Barriers Of Languages In India

Nirantar, New Delhi, India

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Overview of the Presentation

• Issues
• Vision and Approach
• Strategies
• Challenges
• Learnings
Issue A - Language as Barrier in Creating Inclusive Environment

• Case Study 1 - Teachers’ Training

• Issues: Gender, Class, Region, Religion, and Caste

• Issues related to language
  ✓ Diversity of language
  ✓ Dominance of mainstream language - Education system promotes mainstream language
  ✓ No recognition for local languages - Very few local languages have scripts
Issue B - Teacher-centered ‘Teaching and Learning’ Process

- Case Study 2 - KGBV - Residential School for Adolescent Girls
- Focus on mainstream language - inferiority among learners
- Power and language
- Learners are not given space to share their experiences
- Interaction among learners is not considered useful
- Lack of scope for mutual learning among both learners and teacher
Issue C - Lack of Contextual Curriculum and Resource Materials

• Local language and culture of learners are not given much importance

• Lack of resource materials for education of adult women

• Lack of contextual, gender-perspective-based materials for learners

• Local people are not involved in resource material creation
Our Vision and Approach

- Information is power. Women from marginalized communities are denied access to this power.
- We believe that having access to information and being able to critically analyze this is integral to process learning and empowerment.
- Literacy is the right that women from disadvantaged communities have been denied.
- Literacy is critical for autonomy, self expression, accessing entitlement, and challenging exploitation.
- Feminist approach to education.

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Our Approach

- Critical Analysis
- Social Context
- Functional
- Skills
Challenges

• Mindsets regarding local languages
• Local language scripts are not available
• Difficult to create resource materials in local language
• Aspiration for learning mainstream language
Strategies

• Involvement of local people in teaching learning material creation process - FDGs, PRA, Need Assessment, Material Creation Workshop

• Give value to local language, knowledge, experiences, practices for literacy and numeracy including songs, poems, and stories of common women

• Contextualized materials

• Bridging gaps between mainstream language and local language
Our Learnings

• Recognize role of local language based stories, dance and other cultural practices in learning to fulfill SDG 4 for inclusive education

• Focus on capacity building of teachers on gender, pedagogy and to also organize follow up trainings to enhance quality education as mentioned in SDG 4

• Emphasize on creating inclusive teaching-learning space and provide opportunities for learners to express themselves

• Encourage participatory resource material development and importance of taking feedback from learners

• Ensuring financial support for creating contextual, age appropriate curriculum and reading material in local languages
Thank You!