

Final Report

Language and the Indian Education System

DEP 302: System Design project

Mentored by Prof. Ravi Poovaiah, Prof. Promod Khambete and Dr. Ajanta Sen

By group **Team Placeholder**

Avinash Manikandan 18U130010

Krishna Nair 18U130016

Medhavi Parasar 18U130017

Contents

1. Abstract
2. Understanding the System
 - a. Brief mapping
 - b. Auto-ethnography
 - c. Case Studies
 - i. Abroad
 - ii. Unconventional schools
 - iii. Education in a developing country
 - d. NEP 2020
3. Mapping the System
 - a. City education and development
 - b. Society and Language
 - c. Learning a Language
 - d. Geo-political conflicts, Language policy and English
4. Lessons from Devi
5. Problems and Ideations
 - a. Insights
 - b. Broad problem Identification
6. Target Problem
7. Final Idea
 - a. What is Bhaasha Co.
 - i. Mission and Vision
 - ii. Target Demographics
 - b. Design Outputs
 - i. Mascots
 - ii. Stories
 - iii. Comics
 - iv. Social Media content
 - c. Ecological Framework
 - d. Scope for Future Development
8. References

Abstract

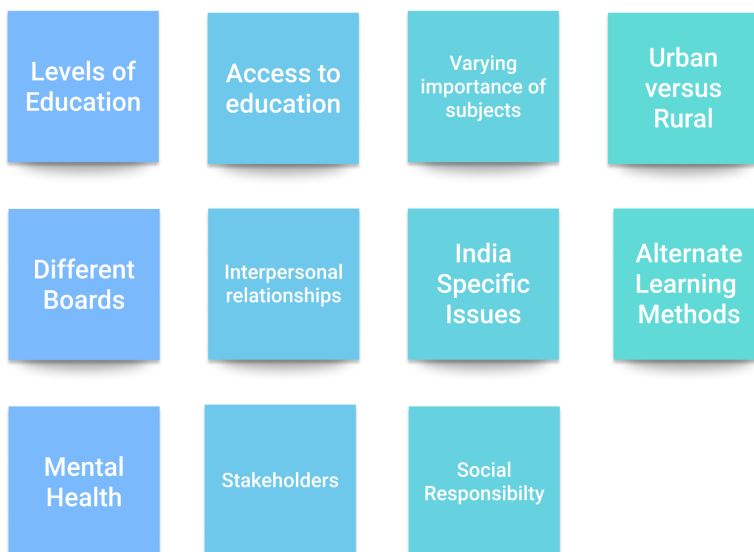
As our final output for the system design course, we came up with **Bhaasha Co.**, a community publication company for digital and print media. The company makes **educational multilingual books** to encourage young children to learn multiple vernacular languages (the books are incorporated into the education system as a learning aid), **comics** for young adults to promote socially conscious messages and provide a platform for young content creators from all linguistic backgrounds, and **stickers and memes** to generate interest towards other languages amongst social media users and popularise the use of native languages. Another intended idea of use is **mascots**. Their goal in our mind is to help people interact with the language and create a sense of community.

This report takes a look at the journey till here.

Understanding the System

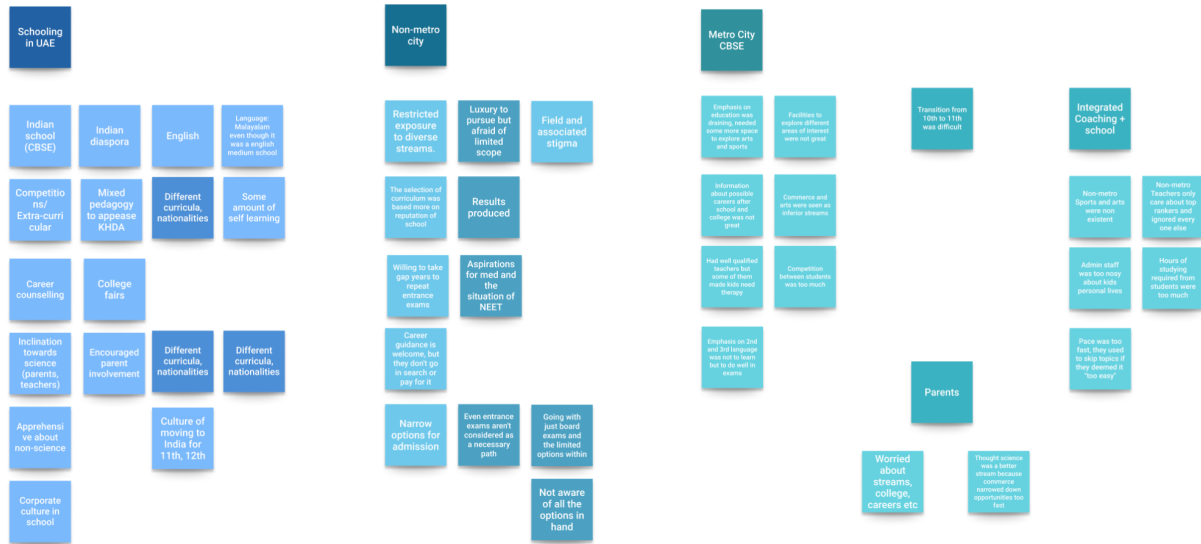
Brief Mapping

We started with a brief mapping of the system covering topics ranging from access to education to interpersonal relationships in the system.



Auto ethnography

To better understand the topic, each of us made a map and reflected on our experience with the system.



Case Studies: Abroad

Then we looked into some case studies to review different kinds of education systems, like finland's which is considered to be one of the best in the world.

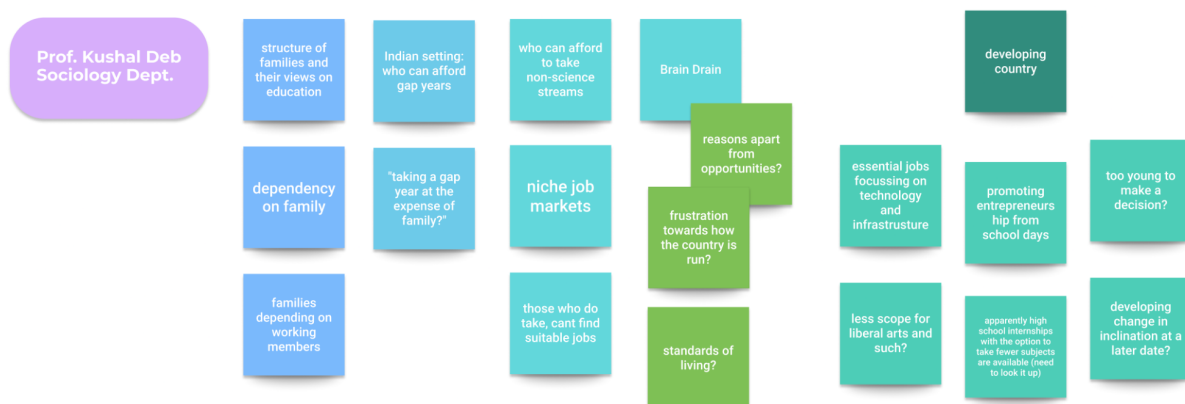


Case Studies: Unconventional Schools

Next we looked at unconventional situations and schooling systems to learn the plus points and inadequacies in our system.

Education in a developing country

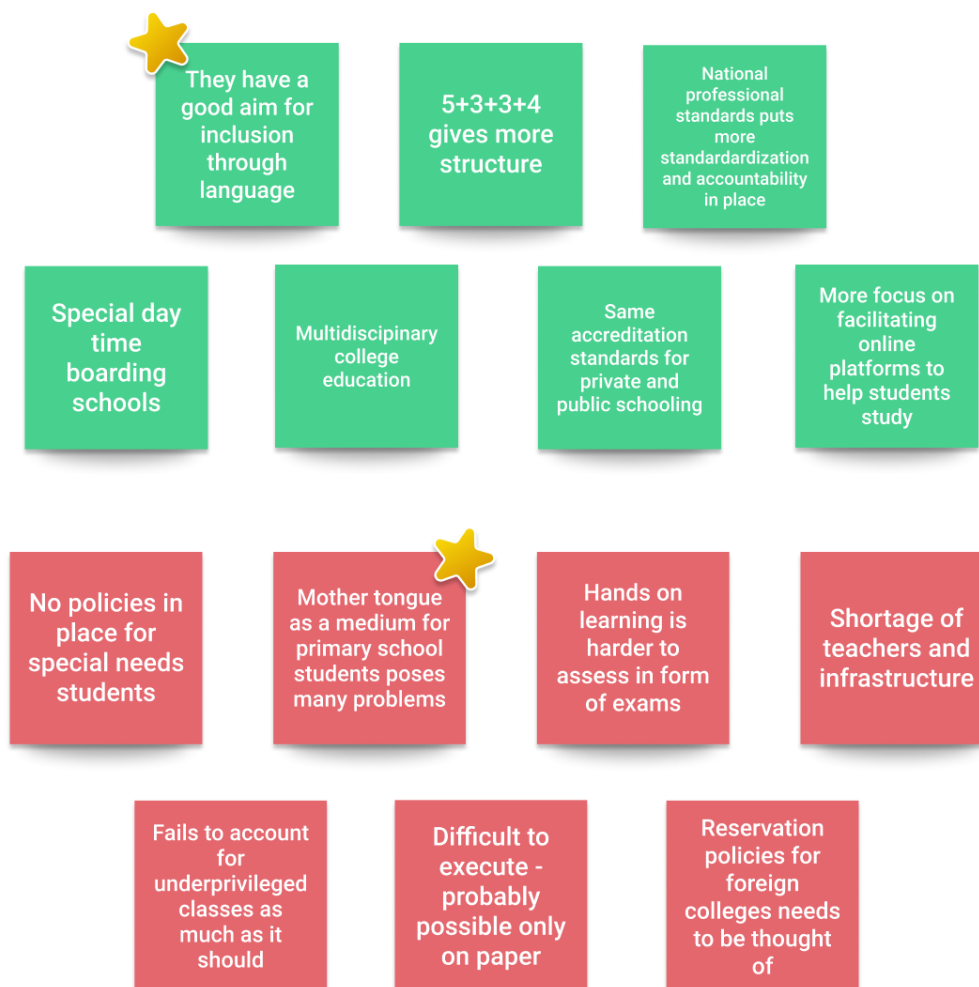
We now move to understanding the limitations and advantages of education in a developing country such as ours.



NEP 2020

Finally, to understand the working of the system, we read through NEP 2020, to see the changes the government intends to make in academic and non academic areas for coming batches of students.

We created a list of pros and cons from the policy changes and found a few interesting conflicts. The policy suggests a change in medium of instruction from english to students' mother tongue. This could result in the re-enrolment of about 2 crore students. However on the flip side, students who come from bilingual households and whose parents hold transferable jobs might struggle as the local language of the state might not necessarily be their mother tongue. The girl child also stands to lose if parents send their girls to govt school and boys to english medium schools. After analysing the NEP 2020, we decided to look for design interventions that could be implemented to alter the current attitude towards vernacular languages.



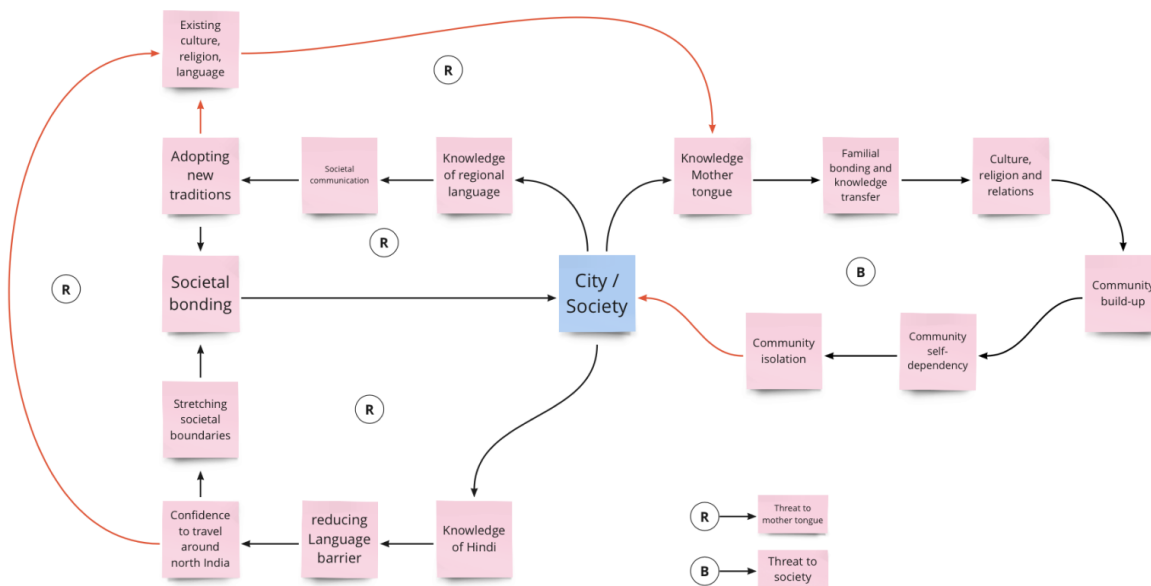
Mapping the System

Once we had basic knowledge of the system, we began mapping it in detail.

We then took a look at language in the context of:

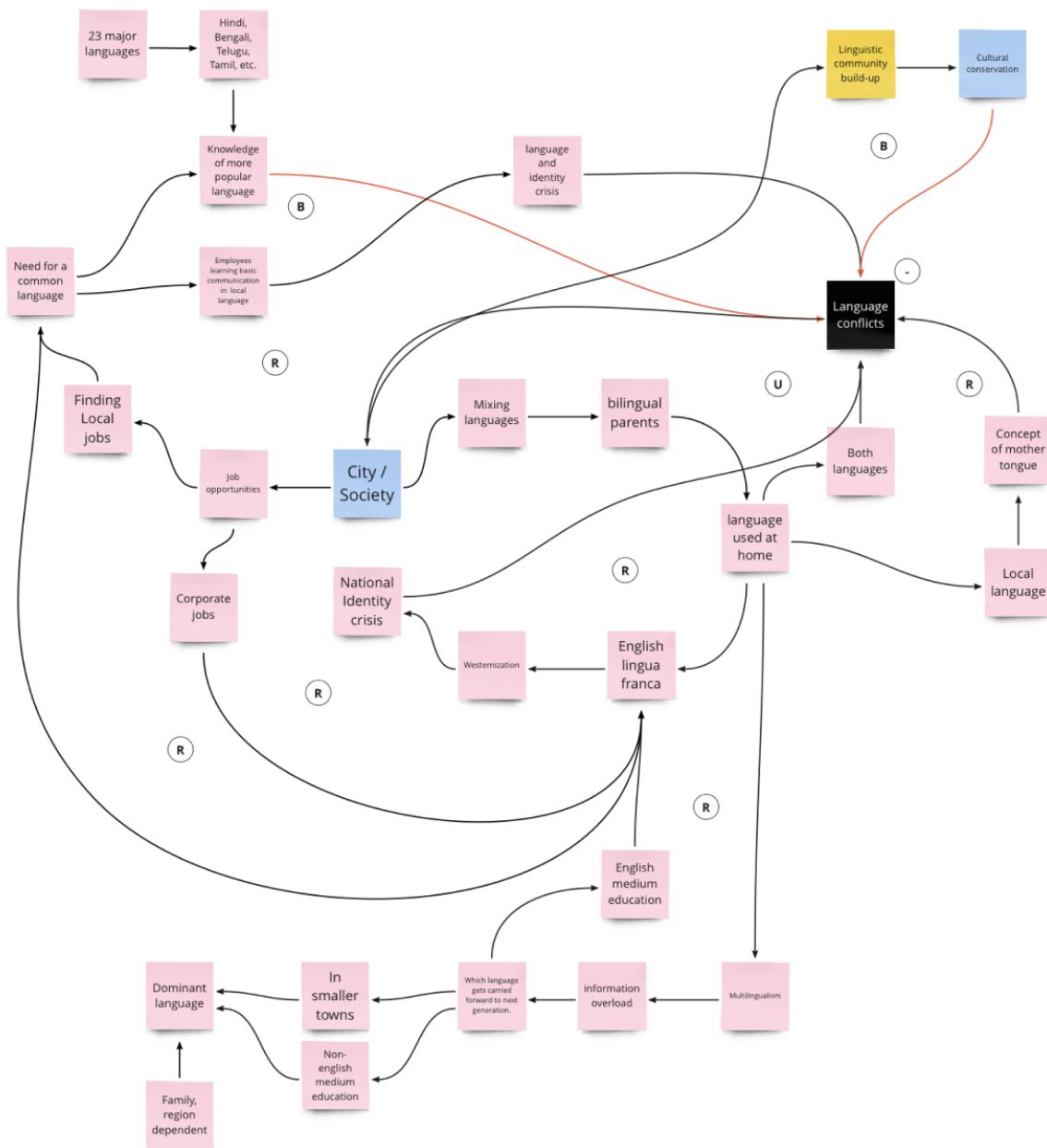
Cities, Education and Development

to understand the role education plays in how a city is shaped and how education is impacted by development of a city.



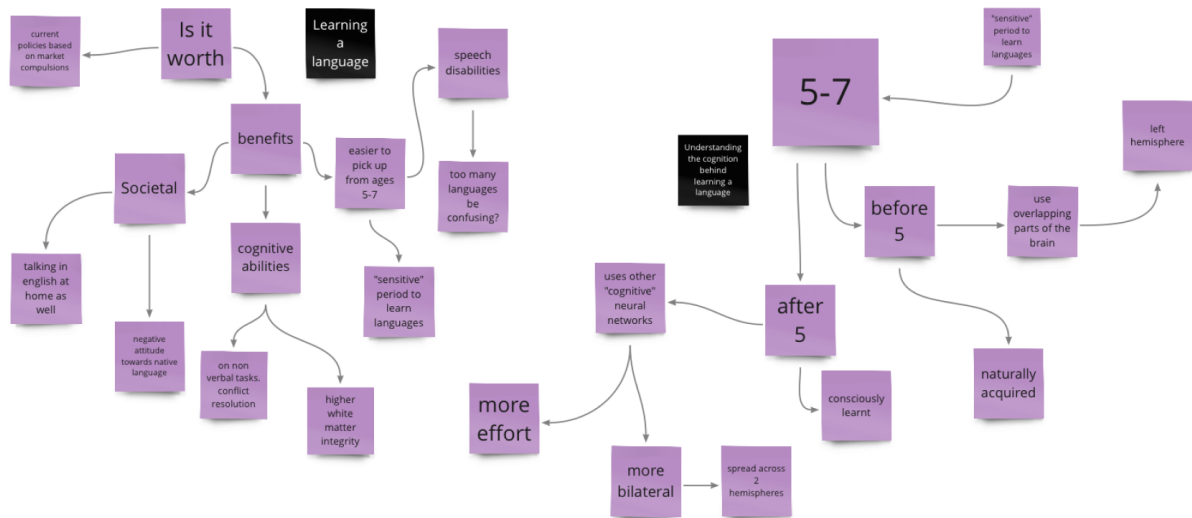
Society and Language

to analyse how society perceives and values languages, understand what the different communities are and tensions that arise between them due to language differences.



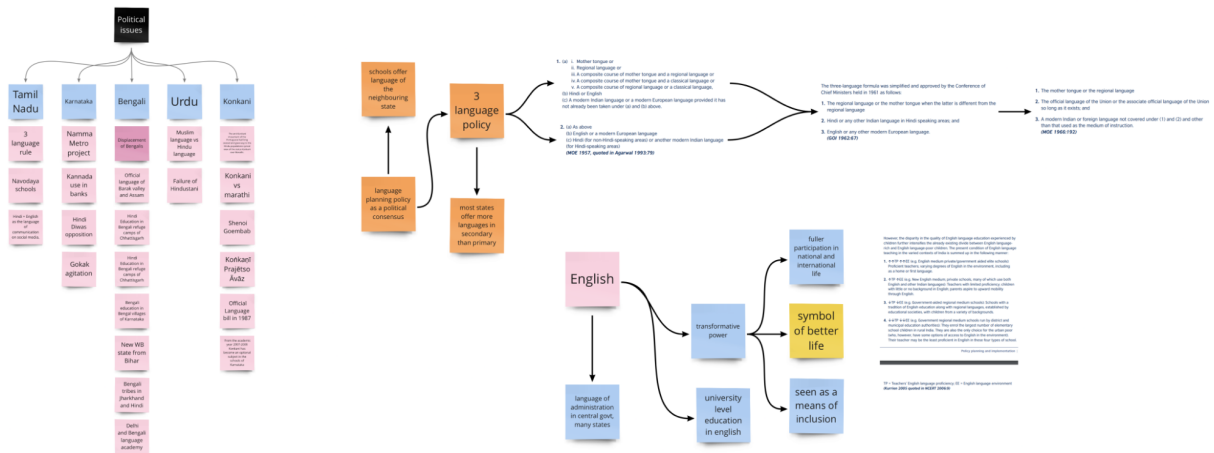
Learning a Language

to better understand how and when a child processes language and the pedagogy involved in teaching a language.



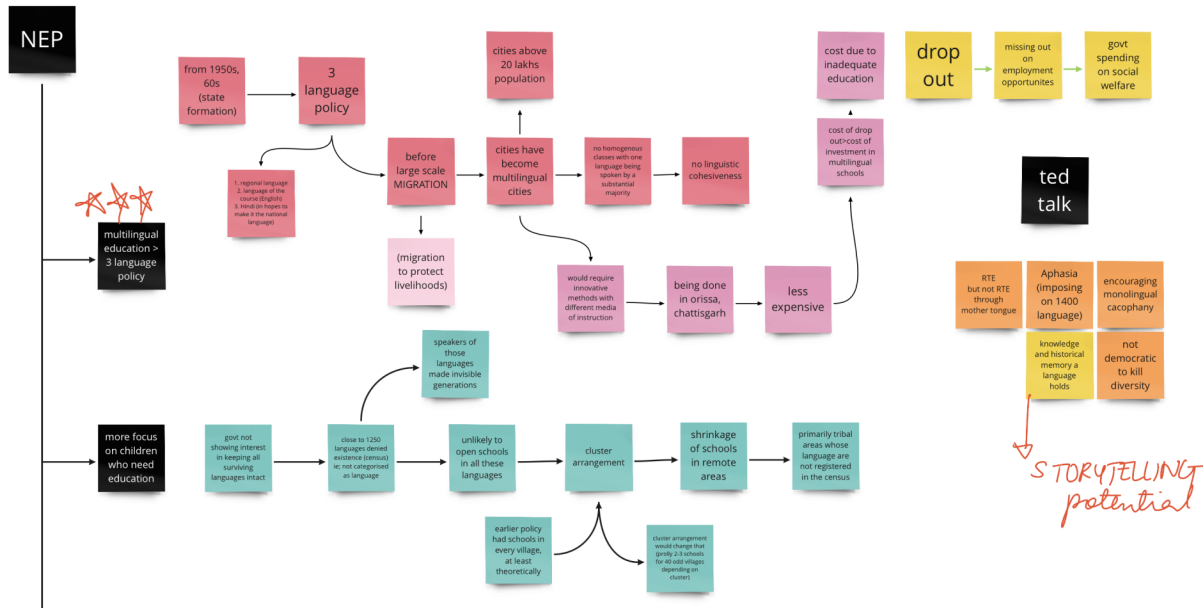
Geopolitical conflicts, Language policy and English

We analysed the effect languages can have in geopolitical conflicts and the current language policies in place. We also took a look at the status English currently holds and the impact it has on making decisions regarding education.



Lessons from Devy

We took inspiration from Devy and his ideal of promoting multilingualism among students. His views on the knowledge and historical memory a language holds helped to finally decide on a direction that our project could take.



Problems and Ideation

After our research, we had identified some intervention points.

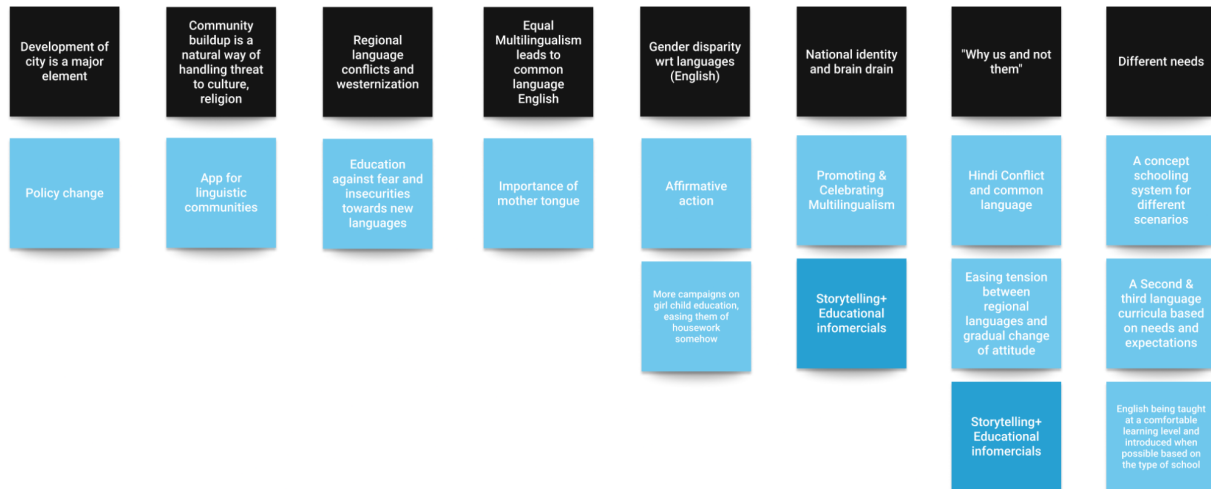
Insights

We had a deeper understanding of the social standing of english as a language, how and why the younger generation were losing touch with their mother tongue, gender disparity in language, and conflicts between linguistic groups.



Broad problem identification

We took a few problems and came with a few crude ideas for them before narrowing down on our intended problem area



Target problem

Preserving Indian languages by promoting a culture of multilingualism through storytelling in a socially conscious fashion.

Final Idea: Content Creation Brand

What is Bhaasha Co.?

Bhaasha Co. is a community publication company that creates content digital and print media. We aim to promote the different languages in the country while also initiating discussions about various social issues.

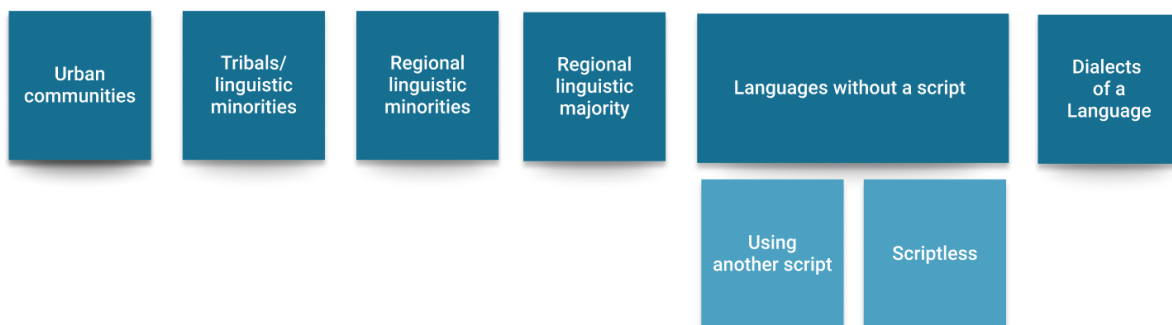


Mission and Vision

The mission is to create a platform for curated content to help preserve Indian languages by promoting a culture of multilingualism through storytelling in a socially conscious fashion. Our vision is to help people interact with the language and create a sense of community.

Target demographic

Keeping in mind that different linguistic communities have different needs that need to be approached accordingly



Design Outputs

We came up with a mascot to help build a sense of community, educational multilingual books to encourage young children to learn multiple vernacular languages, comics for young adults, and stickers and memes to promote inclusivity in regional languages.

Mascots

These are a few examples of mascots for south dravidian languages. They provide characters for stories, identity for linguistic and social campaigns, and give representation to all language, even ones without a script.



TODA



KANIKKARAN

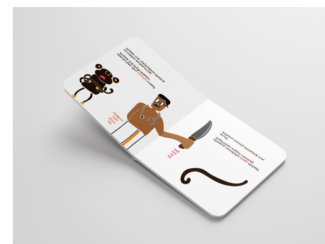


BADAGA

Stories

These are multilingual educational storybooks that can be used as a learning aid, encouraging readers to learn multiple languages.

They're structured such that the story is in one language but keywords are provided in multiple languages, allowing young children to learn and improve their vocabulary as well as integrating multilingualism in their lives early on and building community relations with people from different linguistic backgrounds.



Comics

The comics aim to educate people with historical, cultural and linguistic references. It sets an informal tone that can help ease tensions between various linguistic communities and to initiate discussions about various social issues like gender disparity, attitude towards the LGBTQ community, etc



Social media content: Stickers and memes

Social media activity aims to create interest towards different languages especially among the urban youth through memes, stickers with pop culture references and recommendations to different kinds of content in the respective language



Ecological Framework

The company makes mascots to help people interact with the language and create a sense of community, educational multilingual books to encourage young children to learn multiple vernacular languages (the books are to be incorporated into the education system as a learning aid), comics for young adults to promote socially conscious messages and provide a platform for young content creators from all linguistic backgrounds, and stickers and memes to generate interest towards other languages amongst social media users and popularise the use of native languages.

Scope for future development

Bhaasha Co aims to document and publish folklore from all over the country and set these stories in a modern context.

We hope that the illustrated books and stories can be incorporated into the education system where it can aid in language learning for young students.

We also plan to collaborate with local content creators and help create a platform for people from different linguistic backgrounds to tell their stories.

We would also work towards creating scriptless stories to help preserve the rich oral tradition of India.

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