

TEACHING ENGLISH FOR MARGINALIZED IN CENTRALIZED SETTINGS: A MARXIST APPROACH

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ABSTRACT

India is a society of unequal. The unequalled nature is nurtured by class and caste structure, where Dalit and backward communities were not allowed to study as per the directions of Manu scriptures. Though the situations have changed legally (de facto presence can be hidden under carpet), the impacts of caste structure on education can last for another million years. In this situation, Dalit students, and those from the backward communities and rural areas are asked to compete equally with the upper caste and urban students, which is highly unfair. In the globalized context, a class room that accommodates all students ranging from Dalits to upper caste and from rich to the poor, forces teachers to go for same mode of teaching, question setting and evaluation system for all, in which the upper caste-urban students alone excel well. Though I do not have practically implemented results of my findings due to the bureaucratic difficulties, this theoretical paper will throw light on the practicalities of unequal teaching methods that must be carried out in the unequal classrooms of Indian society.

INTRODUCTION

The unequalled nature of Indian society is nurtured by class and caste structure where Dalit and backward communities were not allowed to study as per the directions of the Manu scriptures. Though the situations are changed legally (de facto presence can be hidden under the carpet), the impacts of caste structure on education can last another million years. Here, students belonging to Dalit communities and rural areas are asked to compete equally with the privileged, which is unfair. In a globalized context, a class room that accommodates all students ranging from Dalits to upper caste and rich to poor forces teachers go for common teaching, question setting and evaluation system in which the upper caste-urban people evolve stronger. Though I have not practically implemented results of my findings due to the bureaucratic difficulties, this paper will throw light on the practicalities of unequal teaching methods that must be carried out in the unequal classrooms of India.

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Background

India's colonial past still has its hangover in the present. This country, with its billions of people, myriad cultures and various languages has gone through sea changes, and yet has managed to preserve the few nuances of its past, both horrid and good. People belonged to feudal setups, and their lives and mental makeup revolved with feudalism at its centre. After the advent of the Raj, this feudal setup deteriorated to a largely, and had conveniently taken a back seat. Hence, India is a semi-colonial and semi-feudal country, carrying in it both the British past as well as the pre-British feudal remnants.

Indians, the colonized, or those who were under the British hegemony were merely not an undistinguished whole, but classified into different classes depending on their roles in the society, so as to say that the unprivileged Indians were suppressed by both the privileged Indians as well as the British. They form the marginalized set of people, mostly the Dalits and other backward communities, enduring double-jeopardy in the hands of their feudal and colonial masters. Trusting history to a certain extent, it is a fact that Dalits and people belonging to the lower caste were denied the right to education for a very long period in Indian history, until Dr. B.R. Ambedkar devised new laws and revised the existing ones in favour of these deprived people. This hateful ugly history has undergone quite a lot of erasure, and if still sustains, one can make out the evil and hard impact it had had in the country's past. Hence education, as an institution of power has been channelized only to the upper caste/class people, the sophisticated, and the feudal masters of this land. The unprivileged were deprived of any knowledge or intellectual activity (which is a tool to attain power) for a very long time. Now, the country with its vast changes and various legal amendments seem to favour the lower strata of the society and even provide free education to them. Many have also proved this as they have risen to great heights from the ground through education.

Tips

To avoid the semester results to be a burden for under privileged students, they should be given extra marks as the education level of students is nothing but the product of their socio economic status.

Not only in government employment opportunities, but also reservation should be extended into class results and markings to make the underprivileged equal to others.

Specially appointed professors and atmosphere should be created for the under privileged students to shoot them up to the level of other students. Prior to this, both students and teachers should be given counselling on the socio economic conditions of the present society and how they were made under privileged.



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