



Daily Article (Bharath's Reading list) - Answers and Explanations 07.06.2023

Article link : <https://bit.ly/3MVwngF> (Teaching like a Savarna)

1. According to the author, Savarna scholars who go abroad for PhDs have no grounded understanding of Indian society as:

- A.They come from elite backgrounds and do not understand the material realities of the large number of Dalit Bahujan people of India
- B.The years abroad are spent in social isolation and this in turn cements their caste-based thinking
- C.Slick with vocabulary from Western discourse, they struggle to fit it within the Indian context when they return
- D.All the above

Explanation : D

All given points are mentioned in the article.

2. According to the author, the dynamics of lopsided classrooms "must be understood as a Savarna issue, not as a problem of Dalit Bahujan students being unable to fit in" as:

- A.The Indian academic setup has always been deeply feudal, where the guide and department matter more than research, intellect, and acumen
- B.Higher education rests on caste-based priors such as fluency of English, networking skills and familiarity with alien teaching methods, all of which in are acquired through cultural capital and intergenerational wealth and privileges
- C.In elite Indian universities, the more obscure a classroom discussion becomes, the more it is perceived as "deep"
- D.None of the above

Explanation: B

Refer to the lines, "The unspoken but very evident hegemony of the "cultural polish" which is an amalgamation of cultural capital and intergenerational wealth and literacy privileges, makes them feel unwanted on campus...The Dalit Bahujan student is either an object of hate or an object of pity in the Savarna gaze constituted by the other Savarna students, the Savarna teachers and the Savarna institution at large."

3. The way forward for an inclusive university, according to the author, should include all the following except:

- A. Pedagogy that creates greater mingling among classes and are research-led, combining issues of representation, citizenship, and knowledge production
- B. Pedagogy that is discussion-oriented, student-led, and seminar-style, focusing on critical/theoretical and abstract conceptual discourse
- C. Pedagogy focused on helping Dalit Bahujan students to read and decode critical texts and clarify fundamental doubts
- D. Pedagogy that incentivizes cooperation rather than competition for grades with students who understand submission formats such as book reviews, presentations, response papers etc

Explanation: B

The author vehemently criticizes "discussion-oriented," "student-led," and "seminar-style" pedagogy focusing on critical/theoretical and abstract conceptual discourse that Savarna scholars educated abroad blindly try to adopt in Indian classroom