

Towards A Postcolonial Pedagogy

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ABSTRACT

The present paper builds an argument for the postcolonial English language and literature teaching in India. Drawing upon the classroom experience of teaching English literature, the paper tries to show how the use of a native text was helpful for the students of English literature in understanding literary concepts. The use of a native text – Garava, Marathi popular song – in English literature class, I believe, itself is a humble effort towards the postcolonial English language and literature teaching. The postcolonial theory, which has brought about a radical shift in the way we read literary and other cultural texts, is yet to make its presence felt in the realm of pedagogy and teaching of language and literature. The paper makes a plea for decolonizing teaching methods and attitudes. At least a partial rejection of the teaching methodology and attitude of Anglo-American academia is called for decolonizing the ELLT. The article is in the narrative form; an ethnographic account of what happened in the classroom provides the context here.

Keywords: Postcolonial, ELLT, pedagogy, *Garava*, imagery

I. INTRODUCTION

In the present paper, I would like to narrate what worked in my class during the teaching of English Literature paper from 1832 to 1980, to the students of MA Part I in an institution affiliated to the University of Pune. I have recorded here some of my observations which would be of some interest for English Language and Literature Teaching (ELLT) practitioners. While