

**Schools Marginalize Children in Multiple Ways:
Language Policy, Right to Education Act and
Classroom Practices in India.**

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Education has always been used as a political agenda of the dominant class and therefore the native languages and cultures of socio-economically marginalized communities have been poorly placed in school policies and teaching learning practices. Unfamiliar school languages (reflected in the medium of instruction and as a compulsory subject), socio-culturally isolated textbooks and teachers from different ethno-linguistic backgrounds marginalize vast sections of children in multiple ways.

Due to strange languages and school culture, ethnolinguistic minorities, such as India's scheduled tribes and migrant children not only perform poorly in schools, but are also bound to drop out after some years of great effort. The newly introduced Right to Education Act, 2009 gives the right to free and compulsory education to every Indian child in the six-to-14 age group. However, in a multilingual country such as India, different states have their own media of instruction. When children of seasonal migrant parents move from one state to another, they find it difficult to relate well with the new school due to unfamiliar languages and textbooks.