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## **Editorial**

In this issue the authors' quest for critical reflection on highly revered discipline of legal studies, science and media studies is evident.

Dr. Soumya Uma's article examines State of the art in clinical legal education in India and shows us its contemporary relevance. She avers clinical legal education represents a paradigm shift in legal education, from an emphasis on a purely text-based study of law, to a more holistic and integrated curriculum that is grounded in social realities.

"Women in Science: Positioning their Struggles and Negotiations in Social and Institutional Spaces" by Dr. Sunita Dhal provides evidence-based arguments to reveal gender biases in existing science education.

"Boundaries' Blurred: Relationship of the 'Teacher' & the 'Taught' in the context of changing media environment" by Prof. Mira K Desai shows that the paradigm of education is neither 'teacher-centered' nor 'learner-centered' but is becoming 'learning-centered'.

Dr. Deeksha Chamola's article titled, "Gulzar School of Film Education" show social significance and contemporary relevance of films scripted by Gulzar.

Book reviews by Ms. Sabiha More and Dr. Sunayana Kadle have contemporary relevance.

We request authors to send their original research-based articles and book reviews on issues concerning education. As Quest in Education publishes peer-reviewed articles, the authors should be ready to wait for seeing their article in print.

**Vibhuti Patel**

**Sonal Shukla**

**Ratnabrabha Rajmane**

## **CLINICAL LEGAL EDUCATION IN INDIA: EMERGING TRENDS AND CONTEMPORARY RELEVANCE**

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*In recent times, clinical legal education has been a matter of public discourse in the context of an increased attention on the quality and social relevance of legal education in India. Clinical legal education represents a paradigm shift in legal education, from an emphasis on a purely text-based study of law, to a more holistic and integrated curriculum that is grounded in social realities. However, many questions are asked with reference to clinical legal education in the Indian context, such as the rationale, role of law schools in promoting experiential learning and social justice through clinical legal education, and the feasibility. This article seeks to address issues pertaining to emerging trends on clinical legal education in India, and its contemporary relevance.*

### **A. What is Clinical Legal Education (CLE)?**

The concept of a ‘clinic’ emerges from a historic practice in the medical profession, where a medical student is given exposure to ‘live’ patients to develop the skills that are imperative for the medical profession. The concept of a ‘clinical’ approach in legal education therefore refers to providing the law student a learning environment rooted in ground realities, to understand not only what the law is, but how the law works in society.

Clinical legal education is conceived as a ‘multi-disciplined, multipurpose education which can develop the human resources and idealism needed to strengthen the legal system (Kuljit Kaur 2009). R. Grimes, a renowned scholar on the subject, has defined a law clinic as

*‘a learning environment where students identify, research and apply knowledge in a setting which replicates, at least in part,*

*the world where it is practiced... It almost inevitably means that the student takes on some aspect of a case and conducts this as it would be conducted in the real world.' (R.Grimes 1996, 138)*

A core concept of clinical legal education is experiential learning, more popularly referred to as 'learning by doing'. It has been observed that instead of learning by means of traditional lectures – where students are often expected to be sponges reactively soaking up information – students are much more proactive participants in the learning process - it is their initiative which determines the scope of the client's problem; and they plan and work for its solution (Richard Lewis 2000). Clinical legal education entails an expanded and integrated curriculum that broadens the horizons of legal education beyond a traditional study of statutes, judgments, legal doctrines and concepts, to incorporate a learning of skills, procedures, processes, perspectives and practical knowledge that are essential for a student who steps into the legal profession. Such skills would include client interviewing, legal counseling, negotiation, mediation and arbitration, drafting, advocacy and other skills essential for a law professional.

However, clinical legal education is not merely about learning the professional skills that are imperative for a law student, to further the interests of his / her future clients. The movement of Clinical Legal Education is built on two major edifices – the need to bring about a more just society and improving the long ignored practical and professional competencies and lawyering skills of law students (Manish Chahar 2017). Lawyers are also campaigners of social justice, architects and influencers of law and policy, educators, counsellors and a voice for those whose rights have been violated. It is for this reason that Emil Winkler critiqued and disagreed with the definition provided by R. Grimes for its exclusion of a social justice and legal aid component (Emil Winkler 2013). Scholars such as Bloch and Prasad reiterate the fact that the basic model of clinical legal education promotes professional skills training and law school involvement in social justice (Frank S. Bloch and M.R.K. Prasad 2006). In short, three aspects of clinical legal education distinguish it from traditional legal education:

- a) Emphasis on professional skills;
- b) Exposure to ground realities through field-based learning; and
- c) Focus on value-based education, with a commitment to social justice.

Clinical legal education has gained importance internationally due to its potential to bridge the gap between theory and real-life practice of law as well as the environment in which law operates (Saumya Uma 2012, 488).

## **B. Rationale for Clinical Legal Education in India**

In the Indian context, law graduates enter the legal profession without any mandatory training after graduation. In response to this phenomenon, the Bar Council of India has, from time to time, attempted to introduce, albeit unsuccessfully, the idea of a compulsory apprenticeship / pupillage for law graduates with a senior advocate before they are admitted in the Bar. For example, the Bar Council of India Training Rules 1995 required fresh law graduates to work with senior advocates for a year and fulfill certain other criteria to exhibit that they had acquired the requisite professional skills before they could be enrolled as advocates. However, the Supreme Court struck down the rule on the ground of lack of legislative competence, in *V. Sudeer vs. Bar Council of India* (1999) 3 SCC 176.

To a large extent, law graduates, equipped mainly with theoretical and conceptual knowledge of the law, are thrown into the ocean called the legal profession, and are compelled to confront with the tides of social, economic and political dynamics, without being taught the skills or perspective with which they ought to address the same. However analytical, comprehensive and insightful legal education in the law schools and universities may be, law practice is quite a different world altogether. For this reason, clinical legal education has assumed importance in the recent past.

Needless to say, the responsibility of preparing law students for the legal profession – both through skill-building and perspective-building - lies squarely on law schools and universities. In the long run, a strong and consistent emphasis on clinical legal education at the law schools

would invariably lead to enhancing the quality of the legal profession as a whole. Similarly, a clear emphasis on social justice, both in the classroom and in field-based legal education, has the potential to enhance access to justice for the poorest and the most marginalized, in order to adequately address a ‘justice deficit’ to such communities.

Legal education, to be socially relevant, ought to implement the sacrosanct principles enshrined in the Indian Constitution, namely right to life with dignity, right to equality and non-discrimination, and social, economic and political justice for all. As a graduate of the first National Law School established in India, under the leadership of Prof. N.R. Madhava Menon, the author recalls his reiteration of law as a tool for social justice, and lawyers as social engineers. As emphasized by him, the original objectives of setting up National Law Schools were to supply well-trained lawyers to the trial and appellate bar as well as for judicial service so that access to justice is enlarged and the quality of justice for the lay person is improved and strengthened (N.R. Madhava Menon 2012). Undoubtedly, clinical legal education holds the potential for advancement of the social justice agenda of law schools.

### **C. Introduction of Clinical Legal Education into the Law Curriculum in India**

Justice V.R. Krishna Iyer and Justice P.N. Bhagwati, who pioneered the legal aid movement in India, made a significant contribution in forging linkages between legal aid and reform in legal education. An Expert Committee on Legal Aid, established by the Ministry of Law and Justice and headed by Justice V.R. Krishna Iyer, released its report in 1973 (Expert Committee on Legal Aid 1973). Titled ‘Processual Justice to the People’, the report emphasized the need for introducing clinical legal education in order to expose law students to legal issues related to social and economic deprivation and exploitation in society, so that law students may be engaged in public service during their legal education.

The Committee on Juridicare India, established by the Union Ministry of Law, Justice and Company Affairs, Government of India, released its report in 1978. Titled ‘Report of National Juridicare: Equal Justice – Social Justice’, this report affirmed the recommendations of the 1973 report in relation to clinical legal education, and further recommended

that subjects such as law and poverty, and law and society, ought to be introduced into the law curriculum as such subjects would provide academic support to law clinics (Committee on Juridicare India 1978). Its recommendations gave meaning to Article 39A of the Indian Constitution, on legal aid for the needy.

This was followed by the recommendations of the government-established Committee for the Implementation of Legal Aid Schemes (CILAS) under the leadership of Justice P.N. Bhagwati, which led to the concept of Legal Services Authorities being incorporated into legislation. In the 1970s, scholars of law such as Prof. Upendra Baxi have also emphasized the need for socially relevant education, to address the needs of the poor and the marginalized (Upendra Baxi 1979, 9-10). The National Knowledge Commission – a high level advisory body to the Prime Minister of India, constituted by the Indian government in 2005, has reiterated this approach, emphasizing that access to justice constitutes not only access to dispute resolution, but also access to the means for meeting the basic needs and human rights. These recommendations indicate that the trajectory of clinical legal education in India is distinct from that in the West, in that, it has inextricably linked clinical legal education to the quality, quantity, efficiency and access to legal services for the poor and the needy.

The clinical legal education movement in India has two inter-linked arms:

- a) reform in legal education leading to skill-based education (with the legal profession and the legal system as the beneficiaries); and
- b) engaging law students in legal aid work in order to increase their social consciousness and commitment (with the society in general, and the poor and the needy in particular as beneficiaries).

As pointed out by legal scholars, there is no conflict between the two as a complete clinical curriculum must address both professional skills and professional values (Frank Bloch and N.R. Madhava Menon 2008, 42). They opine that clinical legal education is best characterized as ‘justice education’ or ‘socially relevant legal education’ as its primary goal is to educate future lawyers for the benefit of both the profession and society.

## **D. Some Important Strategies in Implementing Clinical Legal Education**

Various law schools and universities have adopted varied approaches to incorporating clinical legal education into their curricula. This paper highlights three important strategies that are often used.

### ***D1. Establishing and Administering a Legal Services Clinic***

The important role of law school based legal services clinics (LSC) (sometimes referred to as a Legal Aid Cell / Legal Aid Centre) in enhancing access to justice for the poorest and the most marginalized on one hand, and simultaneously providing a robust learning experience for the students on the other, is well-established.

LSCs serve various micro objectives such as bridging the gap between law as taught in the classroom and law as it operates at the ground level, and developing communication, research, advocacy, capacity building and other professional skills among the students. Additionally, LSCs also serve macro objectives, such as fulfilling the institution's commitment to social justice, and contributing meaningfully in meeting the demand for quality legal aid services for the poor and the needy.

It is ideal that the LSCs are conceived as student-led co-curricular activities of the law school, under the constant supervision and guidance of faculty that possesses skills and perspectives in implementing law through social action. LSCs in India have initiated activities such as:

- a) Training / capacity-building of varied stakeholders – lawyers, para legal workers, social workers, NGO representatives, and the law school's administrative staff;
- b) Conducting legal aid and awareness camps in nearby slums, labour colonies and villages, with the dual purpose of educating the weaker sections of the society as to their rights as well as encouraging the settlement of disputes through Lok-Adalats;

- c) Undertaking primary and secondary research in the field of legal services with special reference to the need for such services among the poor;
- d) Providing free legal aid for under trial prisoners in collaboration with District and State Legal Services Authorities and government agencies;
- e) Organizing talks, lectures and national conferences on socio-legal issues;
- f) Spearheading campaigns within law school, such as against sexual harassment, ragging and drug abuse;
- g) Adopting a village and providing legal aid / engaging in dispute resolution at the village and making the village litigation-free;
- h) Organizing Lok Adalat / mediation in collaboration with District / State Legal Services Authorities;
- i) Filing applications under the Right to Information (RTI) Act, 2005 and using the responses to file a public interest litigation in court; and
- j) Producing and publishing educational resource material such as posters, flyers and booklets, for creation of legal awareness.<sup>1</sup>

The effectiveness of LSCs' work is dependent on three pivotal aspects:

- The availability of experienced and self-motivated faculty to guide and steer the work of LSCs. Such faculty should have adequate time to devote to the work of the LSC, and should be adequately rewarded for the time and effort invested;
- The willingness and the ability to collaborate with legal professionals, governmental and non-governmental agencies, and various stakeholders of the justice system such as the police, prosecutors and prison officials; and
- High motivation level of students, who are ably supported by the law school through a system of incentives for working with the LSC - by means of providing attendance

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<sup>1</sup> For a detailed discussion, see A Study of Law School Based Legal Services Clinics (2011), published by Government of India and UNDP – India. Retrieved from [http://www.in.undp.org/content/dam/india/docs/a\\_study\\_of\\_law\\_school\\_based\\_legal\\_services\\_clinics.pdf](http://www.in.undp.org/content/dam/india/docs/a_study_of_law_school_based_legal_services_clinics.pdf)

cover, exemptions from projects, extra credits, recognition of the students' work and so on.

### ***D2. Adopting Clinical Methods of Teaching Law***

Apart from the content of clinical legal education, the clinical method of teaching law is of immense importance in advancing the goals of clinical legal education. Clinical methods have the potential to positively impact the teaching of not only legal aid or social justice-related subjects in the law school but also various other 'hard core' law subjects outside the parameters of established clinical courses. However, the content of clinical legal education and clinical legal pedagogy mutually support, strengthen and reinforce each other, and hence, are often discussed together.

While traditional teaching method most often consists of the lecture / interactive lecture, clinical legal methods complement the same by placing emphasis on learning by doing, practical application of concepts learnt, and learning by observation in such places where law is in action – the police station, court room, prison and such other places. Experiential learning through interaction with communities forms an integral part. A wide range of clinical methods is available to complement the traditional legal pedagogy, such as simulation techniques, role plays, mock trials, moot courts, case study method, use of audio visual mediums, discussion method, seminar and conference method etc. Additionally the legal aid projects and activities of the LSCs provide a fertile ground for law students to apply their knowledge of law, legal procedures and skills of legal analysis to solve real and simulated issues at the ground level. Field-based work often forms the backbone of a successful implementation of the clinical legal pedagogy.

Of crucial importance is the role of clinical law teachers, referred to as clinicians - in preparing students for field-based work, providing guidance and monitoring during the field-based work, providing academic support to the field-based work through classroom teaching, and reflecting upon and maximizing the learning process subsequently. Scholars have emphasized the need for developing a trained cadre of clinical law teachers in India (Frank Bloch and N.R. Madhava Menon

2008, 45). Additionally, systemic challenges faced by such teachers, such as the teacher's lack of training in pedagogy, lack of experience in law practice, and high student-teacher ratio, have also been highlighted. (Ved Kumari 2003, 127, 138).

### ***D3. Facilitating Internships***

The student internship programme in the law school is aimed at equipping students with acquiring professional skills and values, gaining knowledge and information on law and developing perspectives that are informed in ground realities. In other words, the internships play a key role in shaping the law student as a good human being with concern for social issues, as well as a skilled and ethical professional.

The Bar Council of India Rules of Legal Education, 2008, in Rules 25-27, provide guidelines to law colleges and universities on the issue of internships. The Rules provide for the mandatory completion of a minimum of 12 weeks of internship in a three year course and 20 weeks of internship in a five year course. In a year, internship cannot exceed a continuous period of four weeks. The internships are to be undertaken with non-governmental organizations, trial and appellate advocates, members of the judiciary, legal regulatory bodies, legislatures and the Parliament, other legal functionaries, market institutions, law firms, companies, local self-government and other such bodies as the University shall stipulate. It is compulsory for all law students to undergo internship at least once during the three / five year course with trial and appellate advocates. The internships are aimed at providing exposure to students to contexts where law is practiced either in action (as in the case of courts) or in dispute resolution or in management.

From the students' perspective, internships have become an important method of learning while doing, and they complement the classroom teaching in law. Internships facilitate a more personalized learning environment which many law schools are unable to provide, given the high student-teacher ratio that prevails. Internships have also helped the students in 'building' their resume, in achieving greater marketability in the legal profession, and in securing jobs.

The Internship Cell in law schools and universities plays a crucial role in helping students secure internships in places of their interest, with the objective of preparing them for the legal profession. However, the effort of the Internship Cell would be fruitful only if the students are self-motivated, open to unlearning and learning, willing to introspect their beliefs and perspectives, curious to learn practical skills, and treat each internship as an opportunity to climb up the learning ladder, both in terms of professional skills and values.

### **E. Conclusion**

Clinical legal education is a pedagogical tool aimed at making legal education socially relevant and oriented towards social justice (N.Vasanthi 2012). Clinical legal education connects legal theory, practice, professional skills and values with the cherished principle of access to social justice. The Supreme Court, in *Madhav Hayawadanrao Hoskot vs. State of Maharashtra* AIR1978 SC 1548, has rightly observed that legal aid is not a charity or bounty, but is a constitutional obligation of the State and right of the citizens. While the State is duty bound to fulfill this constitutional obligation, law schools too have a critical role to play, in ensuring that affordable and accessible legal services, including legal aid, are provided to the poor and the needy.

Legal Services Clinic, the use of clinical legal pedagogy and student internships contribute to the overall vision of the clinical legal education in providing students with skill-based, value-based and socially relevant legal education. Clinical legal education is the need of the hour in India. However, its success is largely dependent on the availability of skilled and self-motivated clinicians, interested students and a supportive management in law schools and universities, coupled with the possibility of meaningful collaborations with other stakeholders of the legal system. It has the potential to be a vehicle for realizing the constitutional vision of right to life, equality and socio-economic justice, while, at the same time, providing a holistic and socially relevant education to the law student.

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## **Women in Science: Positioning their Struggles and Negotiations in Social and Institutional Spaces**

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### **Abstract**

*Over the past decade, many of policies and programmes have been implemented to promote increasing participation of women in fields of science and technology across various countries. In India, government has designed various schemes and programmes to promote recruitment, retention and re-entry of women in the field of science and in leadership positions. Due to different outreach programmes, consciousness is slowly building across institutions and academia to be able to facilitate women's access to science career in amidst their struggles. With this background, this paper aims at exploring some of the struggles of women scientists vis-à-vis their social and professional locations. The primary data was collected from a group of women scientists who are presently engage with science career and professions at different capacity. The study explores their social situations and the significance of pursuing a career in science and research. The results indicate that struggle and negotiations are vital to building self-confidence and identity among women scientists, in enabling them to negotiate with different roles in both private and public spaces.*

***Key words: Women in Science, Struggles, Negotiations and Empowerment***

### **INTRODUCTION**

Over the past decade, many of policies and programmes have been implemented to promote the participation of women in science and technology across the globe. In India, government has implemented various schemes with an aim to facilitate women scientists' recruitment, retention and re-entry in the field of science education, profession and research. Because of these outreach programmes, consciousness is built among women scientists and technologists to

pursue science career in amidst struggle. However, much less is known about their nature of struggles in everyday life.

Therefore, this study aims at exploring issues of their negotiations which women scientists' make in relation to their social and professional spaces. Ranjana Kumari's (2012) article, "creating political space for women in South Asia" raised some of the pertinent questions: nature of the current political space that women occupy; how women might redefine this space; what prevents them from occupying a larger space; and the strategies that may explain the long-term absence of women from the political space (p. 78). While drawing inference from these questions, this paper attempts to analyze how do women scientists in India redefine their both social and institutional spaces to enable their participation and access to science profession and research.

Under the 6<sup>th</sup> Five-Year Plan (FYP), the Indian government started a scheme, 'Science and Technology for Women' (S&T for Women) for promoting women in science. One of the important contributions of of this scheme was to consider as to how science and technology can lead to improvement in the life and status of women generally (Sharma & Dhal 2016). With evolving policies such as: S&T policy 2003; Biotechnology Career Advancement and Re-orientation Programme (Bio-CARe) 2010; Science, technology and Innovation (STI) policy 2013; and KIRAN- Knowledge Involvement in Research Advancement through Nurturing (under the 12<sup>th</sup> FYP), significant changes have been observed over the years about facilitating women's access to science education and career (Sharma & Dhal 2016). Though, this has been a subject of inquiry by academics to reflect upon the question of 'access to careers in science and research' by women scientists in India, simultaneously less attention has been given to their individual struggles in various social and institutional spaces.

According to Ann et.al (2008) women's representation in Science, Technology, Engineering & Mathematics (STEM) profession is increasing as scientists, engineers and technologists. However, their question of "access to science career" becomes critical and complicated when they quit their jobs between mid to late thirties (Bilimoria &

Liang, 2014). Consequently, this leads to a trend towards fewer women have access to science education and research at institutions of higher learning (Fox *et.al*, 2009). “It is argued that science is evolved in societies which are sexist in nature and there is sufficient evidence of gender inequality and division with regard to representation and status of women in science professions, institutions and the practice of knowledge construction” (Dean, 2009; Delamont, 1987 cited in Sharma & Dhal).

In India, research studies and reports have reflected upon factors such as: higher concentration of women in junior faculty positions, lower representation of women on advisory committees, gender-differentiated wages, poor infrastructural facilities in educational institutions and inherent challenges faced by women scientists in both public and private spheres are some of the intrinsic reality. These also cumulatively affect women’s minimum access to science education and their lesser participation in science career (Kumar, 2008; Gupta & Sharma, 2009; Bal, 2005; Kurup *et.al*, 2010).

### **Methodology**

The primary data was collected from a group of women scientists who are presently engage with science research and professions in various capacities as science faculty, independent researcher, research officers and technologists. The study explores respondents’ social location and the significance of pursuing a career in science and research in their everyday lives. Data was collected through interviewing 7 women scientists who have been part of various leadership training programmes of the government on women in science and have availed different women scientist’s scheme of government to pursue their passion for science. The paper provides a gender perspective to the empowerment process for women in science in India. Respondents were selected through purposive sampling method and data was elicited in an informal setting through unstructured interviews.

## **FORMS OF STRUGGLES: WOMEN'S ACCOUNTS OF EVERYDAY LIFE**

The “pipeline theory” as a pre-dominant framework explains that gender disparity in science and engineering begins at a very early stage for women in particular, prior to starting college (Schreuders et.al 2009; Didion, 1995; American Association of University Women (AAUW) 2010 cited in Grossman & Porche, 2014). Women often encounters leakage points at various stages of their career right from their school education. The leakage points for women often begins at societal level, further it gets extended to the institutional sphere. Those who choose to go for science career their struggles and negotiations begin within the institution of family.

When I spoke about barriers, all the respondents narrated their experiences of societal barriers while pursuing career in science studies. One of the challenges which influence the decision-making of women was prioritizing their family over career. All the respondents are in the age bracket of 35 to 55 years and expressed that in their early career, they had faced enumerable challenges about managing family decision and the science career simultaneously. One of the respondents had visualized her problems of managing science career and work prior to her marriage and motherhood. She narrated,

“despite marrying a scientist and living in a joint-family system, I decided to withdraw from work to raise my two girl children. However, I have kept my passion for science alive by availing women scientist’s scheme funded by the Department of Science & Technology. Although, I had joined work as a science teacher in a private institute, still couldn’t manage both work and the family”.

Other respondents who was an engineer replied that “I had to make a choice for my career before my marriage as I was asked to choose my family over career”. Many feminist thinkers have argued on how ‘femininity and science’ share the relationship of contradiction (Hartman & Hartman 2008 cited in Grossman & Porche, 2014). These above case notes reinforce similar relationship when women scientists face difficulty to sustain their careers at an age when both career and family

need substantial time of a person. Absence of any form of organised childcare system posed further challenges to manage both (Gupta & Sharma, 2009: 248). These narratives revealed that in India, family as an institution plays an important role in determining women's career in science. Women in a nuclear-family setup often face break in career because of the pressure of bringing up children in absence of the support of the extended family, on the other hand, it was observed that women in a joint-family sometimes have felt a limited autonomous decision-making capacity among women even at the time when one wishes to re-engage with her career. Abha Sur's chapter on women scientists working at the C.V Raman's laboratory, Bangalore, primarily argues that how culture, society, family and political movements have impacted the lives of women scientists in India (Sharma 2010).

Other intersecting factors such as geographical location, nature of occupation of the spouse, economic condition of the family, social location and age of the respondents act as invisible barriers for women scientists to be able to negotiate between science career, family and care giving responsibilities. One of the respondents shared her experience of struggle:

I completed university degree and soon got married. Since beginning, I was looking for a spouse from a similar field of engineering so that I could continue my career. I got married to a person from the same disciplinary background, however I had to forgo my career since after my marriage. The obvious regions were both spouse cannot work in the same company and limited jobs were available in certain sectors like garment industry and in a specific geographical location. Further, I was advised to go for family in absence of a job. Meanwhile, I got disconnected with the existing professional network even to update myself in my area of work.

The narrative shows that both professional and geographical remoteness also restrict women's mobility to explore career possibilities in the field of science. Many respondents feel professional network plays an important role in shaping one's career particularly in science and technology sector. Absence of a network also hinders

women scientist's access to career at the time they face career break due to marriage and family. Gender based discrimination existing within the family, inherent bias towards girl child in some cases has contributed for their break in career.

“After my marriage, I was staying with my in-laws and it was difficult on my part to convince my in-laws to pursue career since I was a post-graduate in biology. I soon became mother of two daughters. As our society is biased towards son, my in-law's family always made me feel more responsible towards raising my two daughters and taking care of the family.” Other respondents had also faced similar situation in the family.

In such a social situation, family feels women's access to science career or further education is a matter of privilege and women tend to lose their right to decision-making when families still believe that girl children are burden for them. There are similar case studies, which indicate that the existing social structure barred many women to take up a balanced view of science career and family simultaneously.

Further, respondents revealed that how economic condition of the family also governed their career in science. Women attributed that financial uncertainties of the family in absence of a primary breadwinner was the primary reasons for them to take a break in their career. Therefore, they themselves had to support their families by doing different non-technical jobs such as: working as managers in private firms. Work-life balance has been a continuous struggle for all working women however, for women in science this question comes immediately after completing their higher education. Some women also feel vulnerable about their access to science career even when there is financial affluence in the family. One respondent narrates that it was difficult for her to convince her in-laws family at the time of re-entry into science career because they were financially well off.

“It became difficult for me to convince my family and spouse to avail women scientists' fellowship scheme to pursue my career in science. Since the fellowship money was not much none of my family members liked the idea of re-starting my career once

again by leaving children at home. With much persuasion, I convinced my family members the importance of my career in science and completed the project.

Several other research studies also have reflected the existing conflict between family and science as separate institutions. To quote Linda Grant and her co-workers (2000), “both family and research are ‘greedy institutions’ requiring the undivided loyalty of their member” (Benckert & Staberg, 2010, refer Sharma & Sunita 2016). Therefore, science as an institution needs to create an inclusive culture for women to participate in science. Socio-cultural conditions are inherent challenges of every society which are differently faced by women in diverse circumstances. To overcome such situations, organisations not only need to formulate women-friendly policies but also social institutions need to change from within. As per sociological perspective, culture, structure and agency share a dialectical relationship with each other. For instance, “structures impact the power of individuals to act (i.e. their agency)” (Hussenius et.al, 2016). Therefore, unless there is a change within structures it is difficult for women to engage with science studies and career.

### **INSTITUTIONAL BARRIERS: HOW DOES IT LOOK AT WOMEN IN SCIENCE?**

The absence of women from science can't be explained only by reflecting socio-cultural barriers which they encounter in their career path. Moreover, it is important to look at their everyday life in scientific institutions and culture and how they critically engage with science to overcome the institutional barriers. One respondents narrated that:

“I have faced marginalization in my own discipline as the PhD topic of my research does not directly deal with “hard science” or “experimental science”. I am doing the research on gender auditing of chemistry text books and using survey methods to understand various existing practices and culture of studying

chemistry. It has also been a real challenge for me to work on this topic as it involves much of feminist readings.”

This case analysis shows a deep division between scientific research and non-scientific research. Women scientists often deal with such discriminations within their peer community if they choose to work in areas of women in science. Though, transgressing disciplinary boundaries allows individuals to carry out innovative work, in science studies “transgressions also constitute risks and compromises” (Bull 2016: 4).

Despite national efforts to encourage women scientists, they face a host of barriers and one of such obstacles include lesser opportunities for them in leadership role (National Science Board 2003, cited in Cortina et al. 2007). During a group discussion, number of issues pertaining to leadership question were surfaced among which one of the significant questions was how women scientists at different stage of their career critically engage with leadership question in science. Women scholars who are currently pursuing doctoral research primarily address these realities through their academic pursuits by publishing their research papers in indexing journals. At the middle management level, many respondents feel that the leadership issue differs and becomes critical once someone holds certain position in any organization.

One respondent shared, they have more than 16 hours of teaching in a week in addition to other administrative responsibilities. Having much of work load, one’s own research publication is getting neglected. Balancing between different roles within the department is another dimension in which women scientists are constantly engaging with.

A woman scientist shares her experience of balancing between multiple roles in the professional sphere:

I work in a research institute where 40 percent weightage is given to various academic engagement including consultancy work, undertaking projects and invited lectures. Often, I struggle to acquire those 40 percent weightage for many social

and professional reasons. For instance, every project requires a team for its execution and in my institute, I am least included in the team of men.

The everyday struggles of women scientists in their workplace are explaining the nature of work culture that continues to exclude and isolate women scientists to access information and opportunities. Past studies have found that such negative climate may have adverse psychological and professional ramifications for women scientists in their career. Such marginalization faced by women in science may take multiple forms in relation to their job satisfaction and negative implications for leadership positions (Kanter, 1977 cited in Cortina et al. 2007).

Another respondent under the study shares her experience as follows:

I am currently the head of the department, hence engaged with various administrative responsibilities. I must earn professional credit as per the Annual Appraisal Index for my promotion and challenging to prove myself in leadership position. There has been a constant challenge for me not only to acquire professional credit but also to prove myself as an effective leader. Further, I am facing enormous challenges as a department head just because I am a woman leader from middle-management level.

Past research has shown that “the translation of scientific qualification into professional scientific occupations remains low” for women in science in a similar sense, negotiations differ for women scientists when they enter professional scientific occupations (Ellis 2003: 12). It can be interpreted that women while pursuing scientific qualifications it often takes individual action to map their career path. On the other hand, women scientists who are in the middle-level of their career have been constantly struggle for balancing between different responsibilities within the workspace.

Many women scientists covered under the study replied that there has been a constant tension among them about how to manage their office

on everyday basis. They stated, “there is gender division in the institution where we are working, therefore our effort is always about living and challenging these gender divisions in many ways”.

One respondent shared her embodied experience to be working in a research institute as:

“Freedom and decision-making are lacking in my institute. Now I prefer working independently to grow in the institute and in my career. Gender discrimination is subtly operating within the working culture of many scientific institutions.

The above case notes suggest that women scientists often work in an autonomous manner to overcome some of the gender related barriers that embody the culture of scientific institutions. Women do not often feel part of the dominant organizational culture what is referred as ‘unwritten rules’ or ‘indeterminacies’ by Delamont (1989) to be able to gain knowledge of how to progress in any organization (Ellis 2003, 16).

### **Discussion and Conclusion**

The results indicate that struggle and negotiations are investable parts of women scientists’ location, both in social and professional spheres. These struggles in everyday life plausibly enabling them to negotiate with different roles in both science career and society. The study shows a way forward towards institutionalization of gender proactive policies in culture and practice of science. The above narratives allow us to understand, to what extent science engages with some of the feminist’s questions. For instance, women scientists who are in their early career define “leadership role” primarily in relation to their research. They shared that “women scientists of younger generation are aware of their struggles in academics, hence they are more prepared. The interrelationship between women, science and leadership invokes many complex issues such as: the structure of the workplace and the nature of work which can be dealt through further qualitative research.

The obstacles discussed in the paper have been experienced by women scientists mainly working in scientific research institutions and can be

assumed to be applied to other institutions and disciplines as well. It can be argued that number of women entering science profession does not always guarantee advancement in science profession. Therefore, women wishing to work and grow in science-based profession plausibly face obstacles in terms of nature and culture of scientific work and in terms of the organizations in which scientific work is undergoing (Ellis 2003). Women scientists in research establishments have resorted to their individual way of organizing the scientific work to be able to advance in a working culture where there is lesser representation of women in scientific positions. Some respondents have stated: there are a few women in scientific positions in their institutions; therefore, women often face challenges in isolation. Since women are not been represented in large numbers in many scientific institutes, there is also an absence of the culture of communication, networking and group formation among women scientists within institutions. The physical environment of a scientific establishment, lesser representation of women scientists in workplace and the nature of scientific work to be carried out in laboratories have significantly contributed for women's isolation in science (Ellis 2003).

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**'BOUNDRIES' BLURRED:  
Relationship of the 'Teacher' & the 'Taught' in the context of  
changing media environment**

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*With the pace of change in 21<sup>st</sup> century everything is becoming obsolete by 'minutes' or 'seconds' and not by 'years' or 'months'. The changes are in all the spheres of life including education. Technology is the buzzword that is narrowing the World. The micro is under equal pressure as macro. The teacher and the taught are undergoing socio-psychological changes getting influenced by outside environment. The traditional wisdom of "gurudev bhava" has commercial connotation today. The paper examines the role of teacher/ technology and media in the educational process in the overall context of changing media scenario. Media influences the interaction of individuals in the society and so of the teacher and the taught. Today while Western education system has taken a leap with new media technologies, Indian scenario demands for an afterthought. But there is no doubt that change is inevitable. The contribution of the present teachers in higher education becomes more crucial. They are the ones who set the parameters for the future teachers. **The paradigm of education is neither 'teacher-centred' nor 'learner-centred' but is becoming 'learning-centred'**. The boundaries like other ones (geographical, social, cultural, physical as well as psychological) between the 'teacher' and the 'taught' is getting blurred.*

**Introduction**

The challenges at the macro level has to be handled with systems approach, the micro issues can be addressed with more individual-centredness and are quicker and easier to handle.

The present teacher has the responsibility of not only completing the specified curriculums but also to teach learners *learn by themselves*. The teacher's work of identifying, locating, processing and disseminating information besides inculcating knowledge in his/her students is Himalayan task. And S/He has to address it sooner or later because the world is changing at a faster pace.

### **Backdrop**

The time is rushing in 21<sup>st</sup> century and probably at the fastest pace history ever witnessed it. Everything is becoming obsolete by 'minutes' or 'seconds' and not by 'years' or 'months'. The changes are in all the spheres of life leaving nothing untouched. Technology is the buzzword that is bringing world closer and together. Education is no exception to the rule.

Higher education too like other spheres of life is facing immense pressures of Globalisation, Liberalisation and Privatisation. Commercialisation of education, global partnerships and competitions, pressures of vocationalisation, limited resources and ever increasing demands, countering new technologies are few of the devils to be countered.

Indian education system including higher education system with its oriental traditions got replaced with British model. Today with more than 200 Universities and University like institutions, it is trying hard to handle the 'demand' incorporating Open learning programmes through seven Open Universities and 40 Universities with Departments or Schools of Distance Education. Yet the pressure is enormous.

Though in the past higher education was an opportunity for the privileged minority, today the complexities are much more. People want to retool themselves for new careers, many want to aspire for mental stimulation and educate themselves for the sake of education and there is enormous demand for providing knowledge to the existing workforce.

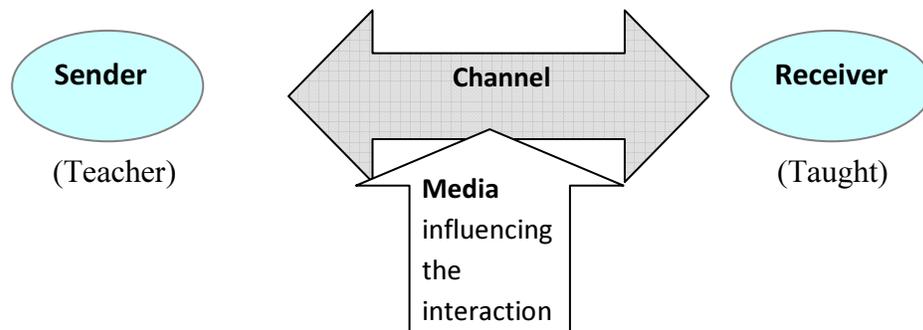
The micro is under equal pressure as macro. The teacher and the taught are undergoing psychosocial changes getting influenced much more

than the earlier, by the external environment. The traditional wisdom of "*gurudev bhava*" has commercial connotation today. The 'taught' being 'buyer' of education expects the teacher to deliver the 'goods'. And unlike *gurukul* system where it's the duty of the teacher to donate wisdom, today the teacher in the institutional set-up is worried about his/her pay scale and service conditions. Today the economics has much more to do in teacher-taught relationship.

This paper in the light of the above elaborated 'backdrop' intends to examine the role of teacher/ technology and media in the educational process. The media scenario has been greatly influenced by advancement in telecommunication technologies where information superhighways and high connectivity is making 'virtual reality' way of life.

### **Media in Education/Communication**

Any communication process consists of fundamentally three elements. Sender, a Receiver and channel/ medium that facilitates the interaction conveying message. The range of medium can to face-to-face interpersonal communication to mass dissemination of messages. The 'media' plural of 'medium' reaches the masses with the interface of technology. And today advancement in technology is making communication much faster than any point of time in the past.



Conventionally communication process in the classroom is teacher-centred where teacher is the 'Giver' and the students are passive 'recipients'. With the learner-centred approach and participation of 'taught' in the process of learning the communication process becomes

truly interactive. Media influences the interaction of individuals in the society and so of the teacher and the taught.

### **Technology in the Classroom**

The 'technology' known most commonly to the classroom instruction (not 'education') is Blackboard. Depending on the discipline, other things (charts, models, photographs, printed materials or audio recordings) enter the scene. The use of video, slides, computers in the classroom is still occasional considering national perspective. Indian educational scene still depends largely on face-to-face component.

Contrary to that a recent survey of college computing services reported by Daniel Panici (1998) revealed that one of four colleges (in United States) use electronic mail (E-mail) and use of other communication tools such as computer simulations, multi-media materials, CD-ROMs, the Internet and the World-Wide Web (WWW) is on rise.

This may not be relevant to Indian education situations today where there are still thousands of non-electrified villages and hundred of colleges without even a single computer. Even if the institution acquires 'technology' there remain problems of trained personnel who are ready to work at the 'educational' rates/ time and commitments. But that does not mean the situation is going to remain the same.

### **Purpose & Perspectives**

Daniel Panici (1998) quoting numerous other sources elaborates on how new media technologies in education benefit teacher and the students by providing access to enormous quantities of information available through Internet and various on-line databases, easing the limits of time and space for educational activities, increasing access to more and better resources, improving student-teacher and student-student interaction, enabling students to be active within the learning process, accommodating different learning styles, and enhancing the ability of institutions to stimulate experimentation and innovation.

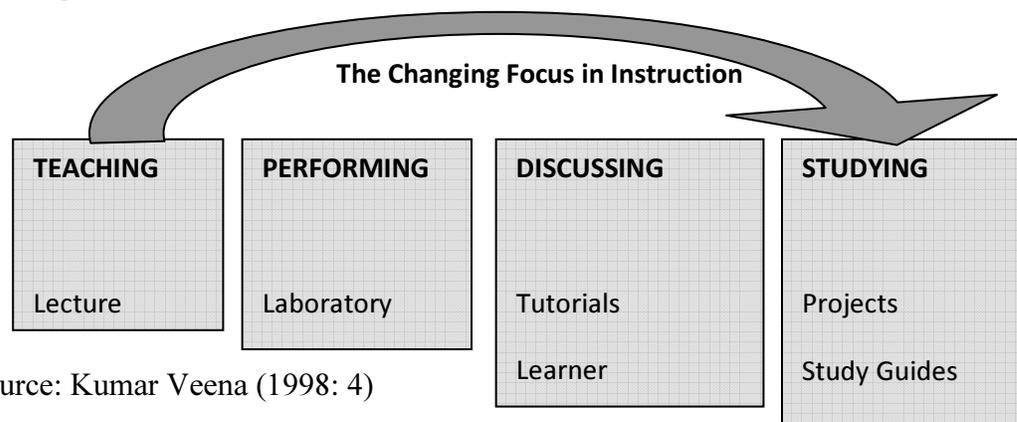
National Policy of Education 1986 *interlia* stated, “Higher Education provides people with an opportunity to reflect on critical social, economic, cultural, moral and spiritual issues facing humanities. It

contributes to national development through dissemination of specialised knowledge and skills. It is therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it also has a key role to producing teachers for the educational system...".

In this connection the role, importance and expectations from the present higher education system are beyond its scope. And therefore the contribution of the present teachers in higher education becomes all the more crucial. They are the ones who set the parameters for the future teachers. **The paradigm of education is neither 'teacher-centred' nor 'learner-centred' but is becoming 'learning-centred'**. The boundaries like other ones (geographical, social, cultural, physical as well as psychological) between the 'teacher' and the 'taught' is getting blurred. The teacher is required to learn from the learners as well as from the external environment. The learner is constantly comparing and checking out on what is 'learnt' outside classroom with what is taught by the teacher. Again the definition of the classroom is changing and boundary being defined again.

### Challenges & Possibilities

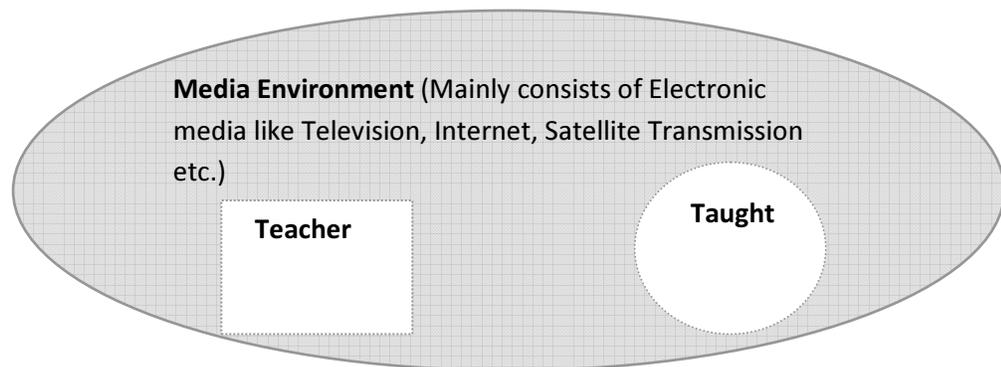
"Challenge of Education: A Policy Perspective" Government of India (Ministry of Education, August 1985) policy document noted that "application of new technologies can convert education institution into 'learning' rather than 'teaching' institution with vast implications for curricular and instructional methods". It emphasised on importance of role of teacher demanding innovative work and environment related to teaching.



Source: Kumar Veena (1998: 4)

The learner profile- the ones seeking education- is dramatically changing. The learner of today knows much more, have grown with technology much more than the teacher. Their areas of experience, avenues of learning, and expectations from the education system are much different from their forefathers. The challenges at the macro level have to be handled with systems approach, the micro issues more individual-centred which are quicker and easier to address. The teacher can make the beginning.

The days of the teacher-completing his/her curriculum are gone. S/he is expected to do much more. Kumar (1998) rightly points out that the teacher in the information age has not only to complete the specified curriculum but also the additional responsibility to teach the learners how to *learn by themselves*. And in this process it is imperative for every teacher to be at ease with *technological tools*.



The teacher's work of identifying, locating, processing and disseminating information besides inculcating knowledge in his/her students is Himalayan task. In the competitive media environment media literacy, critical appreciation and ability to 'help oneself' are the areas where the teacher and the learner both work parallel, except that the role of the teacher is vital in the process. Today the teacher has the highest degree of 'pressures' than any time in the history of education. The challenges are technological as well as psychological. The possibilities are immense. It the teacher of today who will decide about relevance of education for future.

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**To be successful in life what you need is education.**

**Jawaharlal Nehru**

## **Gulzar School of Film Education**

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*Films are always considered to entertain audience. But there are films which besides entertainment motivate people and influence them too. Film makers now days produce films to mint money and join the crore clubs. Sensitivity and moral values have been thrown out of the screen plays. There are very few films which strike a chord with audience and stay with them forever. Films are said to be the reflection of a director, his ideology, and his perception are the steering wheels of a film. Can it be said that now day's film makers lack compassion.*

With the turn of century and advent of new technologies there has been a sea change in film making process. Periphery (How - storytelling) has evolved but it is the core (What - story) that still attracts audiences to theatre. Hrishikesh Mukherjee, Gulzar and Basu Chatterjee are three film school branches of Bimal Roy School. They have taken herald forward of Bimal Roy productions after his death in 1965. This paper intends to examine the films directed by Gulzar as a medium of education. Data collection is based on secondary material like books, articles and films. Primary data has been collected through an interview with film scholar and author Shoma A. Chatterji.

### **Auteur's Mark**

Scene opens in Panchgani where Mahendra (Naseeruddin Shah) has come to meet Sudha (Rekha) in her school where she teaches. Sudha advises a confused Mahendra– “Dekhiye jo sach hai aur sahi hai wo hi keejiye” (Do whatever is right and fair). This one line summarizes Gulzar's film journey. In his three decades of film making career, Gulzar always honestly followed his heart and stood by what was right. Gulzar, the film maker was never marred by the commercial values of film making. Albeit his films largely had commercial stars and “He was

able to extract their career's ideal performances from them which fetched them national awards", said (Chatterji, 2017).

A prodigy of Bimal Roy, his film making career began in 1971 with *Mere Apne* which was based on a story by Inder Mehta. Largely, all his films were adaptations of literary pieces (initially he was criticized for the same), but auteur's mark was visible in all his cinematic oeuvre. Not all his films belonged to the mainstream commercial cinema but neither could he be regarded as an art house cinema (or parallel cinema) film maker. Perhaps, for three decades he preferred to tread a middle path between the glamour of commercial cinema and the aesthetic values of art cinema. His first three films: *Mere Apne*, *Parichay* and *Koshish* clicked at the box office. "But it wasn't commercial success that placed him among the best film directors of Bombay. The sustained quality of his work and his poetic sensibility, more than anything else, set him apart from the crowd", mentions Chatterjee, 2007. According to Gulzar "a director does not completely own the medium of film. Directors are dependent on many people. Film making is all about handling people; handling machines is much easier. You can change camera lens or decide on a different individual and you need to encourage all of them to believe in the concept of the film. This is not always easy" (Kabir, 2012).

A closer look at his work reflects how passionate was he as a film maker and how meticulously he used to weave his craft. What sets him apart from his contemporaries is firstly, his *knowledge of literature* – he was highly influenced by Bengali literature and legends like Rabinder Nath Tagore, Saratchandra Chattopadhyay, Premchand, Mirza Ghalib; Secondly, *appreciation of art* - his visits to Paris and Italy inspired him and especially Michelangelo, he went on to write a story about his painting 'The Last Supper'; Thirdly, *narrative presentation* – he used flashbacks profusely which was supported by dialogue and visual hooks; Fourthly, *portrayal of human relations* on celluloid – "Human beings, much more than just ideas and concepts, exist at the centre of Gulzar's cinema" (Chatterjee, 2007).

Besides that, unconventional portrayal of women, artistic use of semantics and pertinent nature shots became his trademarks. Chatterjee, 2007 shares one interesting anecdote in his book about

Gulzar's perfectionist attitude. He was so meticulous about his craft that during the making of Parichay, he had asked Hrishikesh Mukherjee's brother Chhotuda, a sitar player to be on the sets so that the actors could get the posture right. In one scene, Sanjeev Kumar's posture was not appropriate. Gulzar asked Chhotuda to correct the same. What he said astonished Gulzar – “Yeh film hai, sab chalta hai (It's only a film. We need not be so finicky)”. He asked Chhotuda to leave and he began taking sitar lessons himself.

### **Undeterred Gulzar**

Nine of his sixteen released films were made in 1970's when the nation was undergoing a civil and political turmoil. With burgeoning unemployment and rampant corruption, there was discontent among the public. During this time, Hindi film industry witnessed the meteoric rise of the writer duo Salim-Javed who capitalized on the angst among the public in their scripts and paved the way for the angry young man. While Gulzar's contemporaries were making formula films, and Salim-Javed went on to become the most expensive script writers of their time, he held his ground firm with the honesty of middle of the path cinema. In his book titled 'Written by Salim-Javed', Chaudhuri, 2015, mentions that the only writer who could come close to the aura of Salim-Javed was Gulzar though he is multifaceted and is known for directing off-beat films. In fact, in one of the scenes in Kitaab (1978), Gulzar depicts the influence and fascination about formula films. Babla (Master Raju), a school boy who is on the run from his sister's home to be with his mother, asks his new-found friend Tilu on a stationary train.

Babla: Tu picture dekhta hai? (Do you watch films?)

Tilu: Haan (Yes)

Babla: Roz? (Every day?)

Tilu: Roz nahi, hafte mein ek bar (Not every day, once a week)

Babla: Sunday ko? (Every Sunday?)

Tilu: Kal dekhega, yahi time, Sunday ko, 9 se 12 (I will watch tomorrow, at this time, 9 to 12)

Babla: Acha tune Sholay dekha? (Did you watch Sholay?)

Tilu: Dekha (Yes)

Babla: Aur Dharamveer? (And Dharamveer?)

Tilu: Dekha (Yes)  
Babla: Uska gana suna na? (Sing to me a song of it?)  
Tilu: Hum Banjarao ki baat mat pucho jee...  
Babla: Acha aur koi gana aata hai? (Do you know any another song?)  
Tilu: Nahi (No)  
Bable: Sholay ka? (Any song of Sholay?)  
Tilu: Ek tere ko sunata hun. Arey Oh! Kaliya. Tera kya hoga? Kitne addmi the??? ...

In the formula films of that era, songs were added to break the monotony but in Gulzar's cinema, songs were a part of the narrative and delivered a strong message to the audience. Songs like "Haalchaal theek thaak hai, sab kuch theek thaak hai, kaam nahin hain warna yahan aapki dua se baaki theek thaak hai (Everything is just fine here, we are unemployed but by God's grace, everything is fine here) from Mere Apne (1971); "Salaam kijiye aali janaab aaye hain, yeh paanch saal ka dene hisaab aaye hain (Salute His Highness, who has arrived to give an account of the past five years) from Aandhi (1975) clearly reflected the state of affairs. Aandhi was being promoted as the story of former Prime Minister Late Mrs. Indira Gandhi but Gulzar categorically had denied any such similarity. Zia Us Salam, 2018 remarked that Aandhi had run for 20 weeks, prior to being banned. But later, "Gulzar was ordered to reshoot the heroine's drinking and smoking scenes and emphasize the film had no biographical elements".

Around the same time, his pet project Devdas got shelved by the producer after the first shooting schedule. Upset with the same, Gulzar launched his own production company – Meghna Movies in partnership with Pranal Mehta just to make his kind of movies. He did not want to succumb to the money-minded producers, so he entrusted Mehta with his production company's business and he concentrated on the creative part. Unfortunately, after two films, Kinara (1977) and Kitaab (1978), the partnership collapsed and Gulzar was left with heavy debts. But he made a comeback in 1980 with Angoor and Namkeen in 1981. Bombay film industry was changing tremendously, and it became difficult for Gulzar to find financiers for his middle cinema. So much so that his film Libaas (1993) could not ever be released because the producer had backed out at the last moment.

## His “Other” Side

“He is the subject; he is the Absolute. She is the Other” (Beauvoir, 2011). Hindi films too echoed the same. In the Hindi film industry, men usually call the shots; therefore, their gaze is visible in their work too. Gulzar in conversation with Nasreen Munni Kabir (2012) shared “It was not the era for women to work behind the camera. Even the idea of women acting in films was initially frowned upon by society. Who would take directions from a woman? The male ego could be a factor. There was no Indira Gandhi working behind the camera”.

In one of her online interviews (Saran, 2012) Meghna Gulzar shares that her “father always had that feminine side to him and it always showed in his work”. Gulzar wanted to remake Devdas only because he felt none of the film makers had done justice to Paro and Chandermukhi’s role and had focused more on the growth of Devdas (Chatterjee, 2007).

In *Aandhi*, in first half of the film, a reluctant J.K. (Sanjeev Kumar) asks his wife Aarti (Suchitra Sen) not to join politics and rather be at home. But she leaves her home and stands for the Municipal elections. However, in the concluding part of the film, a mellowed down JK tells Aarti that “It’s good that you are leaving politics and coming back home. But don’t come back because you are losing in the election. Your defeat can’t be my victory. I can’t see you as a loser neither at home nor outside. Whatever you do, you should do it with complete surety and faith”. Gulzar shared “If you have watched ‘*Aandhi*’ closely, you would have seen that besides (Sen’s) character, there was no other female character in the entire film. I had to orchestrate that she was the only woman. Why a woman can’t play a character like that? An active strong one who is not confined to the house, who is active outdoors” (PTI, 2018). On other hand Shoma a Chatterji, 2017 pointed out that, “in beginning, his films smacked of patriarchy specially ‘*Kitaab*’ which was a loose adaptation of a Bengali story Pathik by Samaresh Basu. He clearly pointed out that if the married woman is ambitious and career-minded, family can go for a toss especially where her little brother was concerned”.

“Mausam stands out as a milestone in the annals of Indian films dealing with prostitution. Mausam is not only about prostitutes and prostitution. It is about love and remembrance, about poverty and exploitation, about affection and hope” (Chatterji S. A., 1998). Even his other films, Mere Apnea, Meera, Khushboo, Namkeen, Ijaza, Machos and Hu Tu Tu are a testimony of his feminine side. In film the Ijjazat, portrayal of women was so sensitive that one would end up sympathizing with both women vying for Mahendra’s love. “It remains one of my favourite films till today – purely for the grace and humaneness with which Papi dealt with infidelity and extra-marital relationship” (Gulzar, 2004). Such representation of women was rarely found in his contemporaries’ films; also, they were largely making male-centric films. Though Gulzar did not always make women-centric films but women always held a significant position in his narrative. Sanjeev Kumar once said to Gulzar “Har baar kehta hai yeh film meri hai, magar hoti aurat ki hai!” (Each time you say this film is mine, but the story is always about the woman!) (Gulzar, 2004). Negative women were hardly present in his films leaving couple of instances in Meera and Achanak. His portrayal of women was inspired from women in Saratchander Upadhyay’s stories.

Gulzar’s oeuvre reflects his personality that has been shaped from his life experiences; he witnessed the partition and had a very lonely childhood. His early professional experience with Bimal Roy and Hrishikesh Mukherjee and his eagerness to learn, shaped his understanding of cinema. In the year 1999, he made his last film Hu Tu Tu which when was released was not the version he had made. It was mercilessly tampered with and later, after its release, some scenes were chopped off by the producer. After this episode, he could not muster the courage to direct a film again. He had been mentoring many young artists in the industry. Bombay film industry lost an honest film maker to commercial viability. But Gulzar the lyricist, poet and writer continue to blossom with his honest efforts and righteous attitude.

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**Educating the mind without educating the heart is no education at all.**

**Aristotle**

## Book Review

### लीळा पुस्तकांच्या by Neeteen Rindhe

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*Well, we read books all the time. We read books for fun, for knowledge, for reference, for entertainment, as a part of our syllabus, as critics so on and so forth. In this process of reading we come across books in variety of Genres; Satire, Health, cook books, Autobiographies, Fiction, Sci-Fi, Encyclopedias, Trilogies, Fantasy, Children Books, Health etc. But if I tell you that there is one more Genre of books called BOOKS ABOUT BOOKS, you might be pretty surprised! Well this BOOK RVIEW that I am going to present to you all is written by A TEACHER in Chetana College of Mumbai City. What took me by surprise was that someone could think about this as a unique genre!!! We keep reading books all the time, but nobody thought of writing a book about book. The most intriguing part of this book is that most of the books mentioned in this book are about other than Marathi language books. I am sure the whole idea was to introduce the Marathi Readers to books from other languages across the world. So I thought why not review this book and make educationist and teachers know about this wonderful book. I am indeed honoured to review this book.*

#### GENERAL INFORMATION ABOUT THE BOOK:

Name of the book: लीळा पुस्तकांच्या

Author: Neeteen Rindhe

Publisher: लोकवाङ्मय गृह प्रभादेवी

Year: 2017

Cost: Rs 250

Pages: 189  
Chapters: 23

**GENERAL INFORMATION ABOUT THE BOOK:** The book says what makes books so important since the inception of books in the 14<sup>th</sup> Century it has been an integral part of all modern societies. The preservations of book required two types of people: BIBLIOPHILE means lovers of books and BIBLIOMANE means mad about books; in short all this book collection and the concept of creating libraries around the world required this type of people.

Also the main objectives of the book are to gain knowledge and information about a serious subject. But today books have been limited for creative leisure activity and in slang language 'time pass'. The problem is that the numbers of BOOK LOVERS are dwindling day by day.

**“The book is like the spoon, scissors, the hammer, the wheel. Once invented, it cannot be improved. You cannot make a spoon that is better than a spoon... The book has been thoroughly tested, and it's very hard to see how it could be improved on for its current purposes.”** says famous Italian Novelist, **Umberto Eco**.

This goes to prove that books are important part of any society. The ambits of books require writer, publisher, designer, calligrapher, photographer, distributor, reader and distributer. It is a very large and complex world of books.

In the introductory part the writer has also explained that how Marathi books, writers and publishing world has been transformed in last hundred years. A.K. Priyolkar, in his book, **मराठी ग्रंथाचा आदर्श संग्रहालय** in 1958 had given detailed information about the word incunabula in **Marathi which means book printed before 1501. Some of the other books which are land mark in reading of Marathi Literature are पुस्तकांची दुनिया:नव्या वाचकांचा वाटाड्या** by Bhanu Shirdhankar, **निर्णय सागरची अक्षरसाधना** by P. B. Kulkarni and **मराठी**

**प्रकाशनाचे स्वरूप: प्रेरणा व परंपरा** by Sharad Gogate are extremely important in the history of Marathi literature.

The Books that are discussed in this book are as follows:

<b>Sr No.</b>	<b>Name of the books</b>	<b>Author</b>
1	Unpacking My Library	Walter Benjamin
2	The Book about lost book	Stuart Kelly
3	Cassanova was a book lover	John Maxwell Hamilton
4	The Library at night	Albert Manguel
5	The Library	Zoran Zivkovic
6	Nobokov's Butterfly	Rick Gekoski
7	If on a winter's night a traveler	Italo Calvino
8	Paris Enigma	Pablo De Santis
9	The six walks in fictional Woods	Umberto Eco
10	Proust's Overcoat	Lorenza Foschini
11	The Club Dumas	Arturo Perez Riverte
12	The Man who loved books too much	Allison Hoover Bartlett
13	At Home with Books	Estelle Ellis
14	The book on the Book Shelf	Henry Petroski
15	Marginalia	H J Jackson
16	Front Covers	Alan Powers
17	Defining the World	Henry Hitchings
18	How to talk about books you have not read	Pierre Bayard
19	This is not the end of the Book	Umberto Eco, Jean-Claude Carriere
20	The Groaning Shelf	Pradeep Sebastian
21	A Passion for Books	Harold Rabinowitz
22	The Unexpected Professor	John Carrey
23	Hitler's' Private Library	Timothy W Ryback

### **The Highlights of the Book:**

In this book more than 50 books are mentioned, needless to say one book of each author has been highlighted. The books are in English but

some of them have their origin in European nations. Along with this main book some other books are also mentioned which can give readers a delight. Some of the important books and the writers that need to be mentioned are as follows:

### **Unpacking the Library by Walter Benjamin**

This book discusses how Benjamin was a great connoisseur of books, he was a great reader, he had great wisdom and he was a great translator too. He had written a book, “**UNPACKING MY LIBRARY**”. He was a bibliomaniac, books were his entire universe. In 1940 during the Nazi regime he started sensing danger to his life, so he decided to leave France and go to America via Spain. Before he left he handed over his entire collection of books to his friends and he left France. He took along with himself a briefcase in which there was a very valuable manuscript which was very dear to him. The Spanish police did not give him entry into Spain and he had a fear of getting caught by Nazis. So he committed suicide. Till date nobody could find his briefcase and that valuable manuscript.

### **Hitler’s Private Library by Timothy W Ryback**

It was indeed very intriguing to know that Hitler was surrounded by books all his life, books travelled with him all his life including the Brelin bunker. The first piece of furniture that entered his Munich Apartment was indeed a book shelf. He read Montesquieu, Kant and Rousseau were some of the writers that the future Fuhrer read. Hitler's friends from his early years always associated him with books and stressed that it was a "deadly serious business" for him. One thinks of those heavy yet largely unread thinkers, those busts of Schopenhauer and Nietzsche that the Führer liked to surround himself with, the great encyclopedias that he consulted constantly. He had bad grammar, poor pronunciation and deficiencies in education. Indeed Ryback has presented a detail information how with pencil he always underlined

the ideas generating genius and leadership. He also had Autobiography of Mahatma Gandhi which he did not read.

### **The man who loved books by Allison Hoover Bartlett**

The man who loved books is a compelling narrative set within the strange and genteel world of rare-book collecting: the true story of an infamous book thief, his victims, and the man determined to catch him. The protégé of the book Gilkey is an obsessed and unrepentant book thief who stole credit cards all his life to buy rare books from book fairs, stores, and libraries around the country. Ken Sanders is the self-appointed "bibliodick" (book dealer with a penchant for detective work) driven to catch him. The writer describes how the world of literary obsession and examines how craving for books lead to innumerable heart touching circumstances in the life.

### **The Book of lost books by Stuart Kelly**

This book describes about how renowned writers work has been lost in this world because nobody took care of their creative writings. He discusses how Aeschylus had written 80 dramas but only 7 are available the rest is lost. **Agathon** was a renowned dramatist but not a single of his work is available. Kelly also says that the famous drama, **Ashwaghosh of Kalidas** is also last. He further states that because of relentless efforts of **Sankritayan, Vees Davis, Maxmuller, Koshambi** that they translate the Buddha Literature in English, Marathi and Hindi that we are able to read it. Huen Ttsang and Fa Hein took the Pali and Sanskrit Manuscript to their country and preserved them. They really did a great favour by doing so.

### **Casanova was a Book Lover by John Maxwell Hamilton**

Casanova Was a Book Lover: And Other Naked Truths and Provocative Curiosities About the Writing, Selling and Reading of Books is a book that describes in 18<sup>th</sup> Century how Casova being a Ladies' man also was a lover of book and he also translated **Homer's Eliot in Italian**. He would insist that he be identified as a writer. The book also describes, Art of Marketing, Artless Thank You's -- A Guide to Good Book Behavior, Inglorious Employment, Literary Luck, Best Stolen Books, Dear Mr. Politician, Please Don't Write, A Guide to Good Book Behavior tells you what to do and not to do when you friend writes a book. You'll learn the etiquette of writing an autograph if you are an author.

### **The Library at Night by Alberto Manguel**

Inspired by the process of creating a library for his fifteenth-century home near the Loire, in France, Alberto Manguel, the acclaimed writer on books and reading, has taken up the subject of libraries. "Libraries," he says, "have always seemed to me pleasantly mad places, and for as long as I can remember I've been seduced by their labyrinthine logic." In this personal, deliberately unsystematic, and wide-ranging book, he offers a captivating meditation on the meaning of libraries. He is a Greta anthologist, translator, novelist, editor and novelist. You can feel every bit of his specialty while reading this book.

### **The Groaning Shelf by Pradeep Sebastian**

The book is written by an Indian writer in which he describes that how the writer was a BIBLIOMANE and how lately he was trimming his library by distributing books to his friends. He has also said how to handle books by making your hand dry and using the talcum powder. He says," You don't value books unless it is missing from your shelf and the shelf starts groaning about it". He has explored in his book topics like how to arrange books in cupboard, binding of books, some rare bookstores of world, books based films etc. it's nice to know that such wide range about books has been explored.

## **WHY SHOULD ONE READ THIS BOOK?**

1. You should read this book because this is great compilation of great books, all in one. You would get glimpse of all the great books and then one could decide which book to read in detail. Indian diaspora may not even know about such great books all together at one place.
2. The Marathi readers get to know about so many books. May be they are not able to read because of language issue, but here Neeteen Rindhe has provided great deal of translation from its original version which would be a delight for the readers.
3. This book also provides a great deal of Information about Marathi printing, editing and distribution from 1935. It's a delight for researcher who is doing research in this area.
4. This book also shows us the other side of the some infamous personalities like Hitler Casanova, John Gilkey who were lover of book. This shows that love for books are equal all across the spectrum of society.
5. Whether you consider yourself a bibliomaniac or just someone who likes to read, books like **A Passion for Books** will provide you with a lifetime's worth of entertaining, informative, and pleasurable reading on your favorite subject--the love of books.
6. The book **लीळा पुस्तकांच्या** also re assures that whether E books come or soft copies of books come, the but the reading culture will neither die nor end till the thirst of knowing the experiences of common man remains a matter of curiosity.
7. Great books attract all kinds and come to fascinating destinies of their own, as Nabokov's Butterfly amply demonstrates in this book. Here, noted author and rare book dealer Rick Gekoski - whose vocation led to the BBC radio series titled Rare Books, Rare People, - profiles twenty editions of major books that have passed through his hands and made publishing history, as they have become the legends of rare book collectors.

8. One must also consider that this books contain a book **How to Talk About Books You Haven't Read** tells us that Non reading is a genuine activity and with so little time and so many books, he argues, it is better to spread the net wide and settle for a general sense of the multitude. These way at least literary discussions are spread among common gentry. Literature professors, librarians, and readers all over the world are talking about books they haven't read, it's not likely they will admit to it.

When I was writing this review I browsed the Internet, I came across a series of 100 books which only considered and had content about BOOKS. One that I would like to mention is that about a book titled **Weird Things Customers Say in Bookshops** by Jen Campwell. It is a book which is hilarious and funny and has stored in the pages questions like 'Did Beatrix Potter ever write a book about dinosaurs?' to the hunt for a paperback which could forecast the next year's weather; and from 'I've forgotten my glasses, please read me the first chapter' to 'Excuse me... is this book edible?': here is a book for heroic booksellers and booklovers everywhere.

I would like to put on record that this review has left me rich in experience, richer in knowledge. So HAPPY READING!!!!

**The only important thing in a book is the meaning that it  
has for you.  
–W. Somerset Maugham**

## Book Review

### **Edu Nation -the Dream of An India Empowered**

**Dr. Sunayana J Kadle**

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**Edu NATION- the Dream of An India Empowered** is a book written by Dr. K.M Vasudevan Pillai. It is a story of an educator who battled all odds to educate, empower and enhance lives.

**About the Author: Dr. K. M Vasudevan Pillai** is the founder and CEO of the Mahatma Education Society in Mumbai, established in 1970. He is a pioneer, an entrepreneur and a social reformer with a vision and a staunch believer that education is the only means to bring about change and transformation of the society. He has created over 50 educational institutions which provide quality education at all levels from pre -primary to post graduation. Apart from this, the institutions offer several professional degrees in Engineering, Architecture, Bio-technology, Information technology, Business management etc. Through his untiring efforts and deep sighted thinking, he has tried to bring about social and economic change in the society.

The book released in March 2010 has drawn considerable attention to the path breaking and untiring efforts of Dr. K. M. Vasudevan Pillai and Dr. Daphne Pillai in the field of education. On Monday the 28th June 2010, Dr. K. M. Vasudevan Pillai presented his book **EduNation** to the Hon. Union Minister, HRD, Government of India Mr. Kapil Sibal. On the 15th September 2010, His Excellency Governor of Maharashtra, Mr. K. Shankaranarayanan granted them an exclusive audience at Raj Bhavan, Mumbai.

**The book is of 221 pages in all in. There are sixteen chapters in all.** Every chapter is written in a simple language and content and thoughts shared therein are convincing and motivating to the reader.

The author in the **first chapter -Concept of Empowerment** tries to explain the concept by referring about India's freedom struggle and the

concept of empowerment then. He compares the vision of Gandhi and Nehru in their efforts for empowering India. He differentiates between being Literate and being Educated. He further mentions that India is the only country with largest youth population and if the youth are educated and opportunities for their education are created surely, we will have an empowered nation as education facilitates better decision making and sharpens analytical abilities of people. There is a need for young generation to realize the dream of an Empowered India. Here he has **coined the word EduNation**.

**In the second chapter the way of educated nations**, In the beginning he mentions that every child who is born in India needs to be educated and it is possible for government to do so with the taxes collected. In this chapter he has shared his experiences about the educational system in Switzerland, Australia, United States of America and China and the new innovative techniques and policies adopted by these countries is quite an interesting read. China in spite of its population has been able to provide the right kind of education and in the right way to its children, which is possible for India too.

**The third chapter is about Educational Re-engineering in USA- A case study** wherein he explains about the changes in the education system and policies in USA bringing about liberal approach wherein students could choose their own elective subjects. He quotes a part of Obama's speech, who was not the president then about value of education.

In his fourth chapter **Indian Education: Mistakes owned are mistakes rectified**. The Indian situation has been well analyzed by the author, which exposes the glaring inadequacies of the Indian education system. He explains that post- independence there should have been several schools opened for education of the children and poverty illiteracy population growth could be curbed. He further brings about the glaring mistakes done by the government as far as policies in education and allocation of funds for education and building new institutions. He says that proper planning was not done and thus there was financial crisis everywhere. He has listed the facts and figures of the situation then which is very disheartening to read.

**Chapter Five to chapter sixteen** is like an autobiography wherein the author narrates how he has started his journey to empowering India challenging old ideas and creating new concepts to bring about change. All these chapters give a detailed description of how Dr. Vasudevan Pillai went ahead with his vision of an EduNation. He narrates about his family and then how he came to Mumbai and quit his job as a teacher to begin a small school in a shed in Chembur and then the struggle and untiring efforts that have been put in by the author for four decades to reach out to lakhs of students to educate them by starting over more than 50 institutions. He has explained throughout how he has fought against all odds and tried to seek and grab opportunities to fulfill his vision. He has investigated situations in a positive manner and seen for opportunities where other people don't. He has very well explained the potential of Private – Public sector partnership and how it has helped him to fulfill his goals. In chapter ten, He has explained his thoughts on the Dynamics of Institution building- The four-way management –Material, Financial People and Growth. It is interesting to read his thoughts which are very much convincing. In the later chapters he explains about the 21<sup>st</sup> century education and the role of the teacher. He has given several points and speaks about Mentorship, Parent involvement, Examination system, Evaluation of students-Grading, the Curriculum, Fees, Vocational Education etc. and then emphasis on importance of Values.

At the end of the chapters he has listed the quotes on values by eminent personalities-Gandhi, Nehru, Rabindranath Tagore Albert Einstein etc...

In a nutshell, EduNation, 'The Dream of An India Empowered' is an unusual piece of work. The language is simple lucid and with a pace so easy to understand. While reading the book the reader is exposed to several ideas and motivated by the hard work, pain and struggle and the entrepreneurship skills of the author. A real lesson to learn. The author exposes the obvious shortfalls of the Indian education system with examples and quotes proper facts which is very convincing for all of us in the field of education. He also explains how things work in progressive countries and through examples of spirited entrepreneurship from the author's own life provides an invaluable resource for all those interested in shaping a vibrant and progressive

India. The book is an invaluable resource for all those interested in tapping into India's vast human capital-Government looking at reforms; entrepreneurs looking for real-time management truths; institution-builders wanting to get their foundations right; educator's intent on getting parents, teachers, students and philanthropists. The book is an essential reading for anyone and everyone who believes that an India well-educated is an India empowered, an India poised to lead the global march.

**“The potential that is to be awakened with this vision of education is not only the scientific and management skills that are critically needed in the 21st century, but also that we will be seen as larger than ourselves, capable of working for a more progressive humanity”**

**Dr. K.M. Vasudevan Pillai**