

# **CHAPTER 1**

## **INTRODUCTION**

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## 1.1 Introduction

In this era, Teachers holds the highest position in a person's life. Although a child lives with his/her parents, but s/he spends more time with the teacher. Most of the ideas and knowledge accumulated till the adulthood is shaped by the teachers. From imparting knowledge and ideas to managing an institution, the role of a teacher has changed in the course of time. According to *Dr. Sarvepalli Radhakrishnan*, "True teachers are those who help us think for ourselves"(Chatterjee, 2017). Adding political dimension to the education *Paulo Freire* defined teacher as "a political liberator who plays a central role in the formation of critical individuals and the liberation of the oppressed"(Guilherme & Morgan, 2018). In *Swami Vivekananda's* word, "Teacher is a friend, philosopher and a guide. He is the external teacher who guides and inspires internal teacher"(Maheswari, 2012).

### 1.1.1 Teachers in different Education Systems

From present demographic composition we can clearly find, India has gone through many socio-cultural changes. Each religious group has their own prints over Indian education system. Throughout the entire history of India, here are the notable education systems.

#### 1.1.1.1 Vedic Education System

In Vedic education system the teachers were known as 'Guru', which consist of two words, Gu-Ru. The word 'Gu' indicated darkness and 'Ru' means controller. It means to avoid darkness or ignorance. In Vedas the term 'Acharya' is used for guru. Guru is considered greatest treasure of knowledge.

"Never in the history of education you will find such a close contact between the teacher and the taught. The teacher was the spiritual father, he was is to nurse, when the pupil fell sick, he was to feed, clothe and teach his student as he fed, clothed and taught his son. The student also regarded the teachers as he regarded his parents, king & God. Both were united by communion of life. In fact, they communed together" (Institute of Distance and Open Learning, University of Mumbai, 2018)

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The status of teacher was very high. They commanded full respect and honoured even by kings. Teachers on their part, behaved like true parents and treated their pupils with full compassion. The teacher-taught relationship was cordial and conducive.

#### **1.1.1.2 Buddhist Education System**

Buddhist teachings are accepted worldwide; as teachings of *Buddha* as well as the teachers who spread the knowledge of Buddha were prominent. The teacher himself must spend at least ten years as a monk and necessarily must have the purity of character, purity of thoughts and generosity. Both the teacher and student were responsible to the monastery. But regarding education, clothes, food and residence of the student monk, the teacher was fully responsible. The teacher was also responsible for any treatment of the student whenever he fell ill. Teacher had complete autonomy in all aspects from selection of students to designing their syllabi. When the teacher was satisfied with the performance of the students, the course concluded. Debate and discussions were the primary methods of teaching.

#### **1.1.1.3 Muslim Education System**

Teacher – pupil relationship in Islamic education holds a very crucial position. It considers the teacher as guide (*murshid*), and the student as seeker (*Taalib*). Both are to be sincere in their attitude towards each other. The relationship between the two is to be governed by certain Quranic principles.

According to *Ibn Miskawayh*, in his book *Tahdhib al-Akhlaq* (Refinement of character), teachers as trainers must make an impact on the young educators in terms of desirable knowledge, moral, customs and behaviour, in moulding them into becoming role models within Muslim Community which makes them the acceptable human model within the Muslim community (Institute of Distance and Open Learning, University of Mumbai, 2018).

### **1.1.2 Teacher in present scenario**

In present era, the situation is much more different and complex from above context. Now the school may present in the middle of the town or far away from town, may be residential or non-residential, may be government or private, it may be co-ed school. Everybody choose school according to their preferences, but one thing is common, which everybody wants in all schools; 'Quality'. It may be good infrastructures, curriculum or teachers. When it comes to Teacher, everybody wants an ideal personality, who can manage every situation in the classroom, can shape the pupil's personality and inculcate good values according to the current societal needs. Teaching has become a challenging profession, as it demands not only content knowledge but pedagogical and technological skills also. But we can hardly find such an ideal teacher in real life.

When we look around, there are many teachers who motivates the students, personally guides them, makes the learner's learning easy and contrary to that, there are teachers who does exactly opposite of this. There are couple of videos on internet which shows the standards of our teachers. *RanjitsinhDisale* awarded as the Best Teacher of the World in 2020, while there are teachers who spells 'Future' as 'Phuture' in our country. In cinemas also we can find both type of teachers as the representation of teachers in cinemas are not always homogeneous. We can find teacher as a motivator, a sarcastic person, a strict idealistic person etc. Sometimes it seems like the character has been portrayed incorrectly or in an exaggerated manner.

## **1.2 What is Cinema**

Cinema can be defined as an audio-visual media to depict a story which is based on cultural sequences of a society,(Pattnaik, 2006). Cinema is also a form of art, the seventh art along with photography, architecture, literature, play, painting, and music, (Mahmood, 2013).A cinema (feature film) is a combination of audio and video through which we see ideas, stories, perception, feelings or beauty. As it is packed with many features at a single time, and shows a fictional story most often, strongly attracts viewers.

### 1.2.1 Cinema as an inseparable part of our life

Every human being wants to spend a qualitative time, and for this, different ways are adopted. Among the different forms of art, cinema holds a special position in the society. The increasing numbers of movies produced shows how we are connected to the cinema. Adoption of hair-styles, fashion and dialogues from movies are common in Indian context. Earlier the ratio of truth and fantasy in cinema was 4:1, which shows the stories portrayed in the movies have taken from real life incidents. But now the scene is reverse, in most of the movies the portion of fantasy is much larger than the truth. It shows how the growing demands of movies accelerates the creation of fantasy. These fantasies often attract movie-lovers, which creates a hustle in cinema halls.

## 1.3 History of Hindi Cinema

Following the screening of the *Lumiere*<sup>1</sup> and *Robert Paul* moving pictures in London (1896), commercial cinematography became a worldwide sensation. The first film released in India was *Shree Pundalik*, a silent film in *Marathi* by *Dadasaheb Torne* on 18 May 1912 at *Coronation Cinematograph, Bombay*. But, as the cameraman was a British man named *Johnson* and the film was processed in London, many argued that *Shree Pundalik* was not the first Indian movie. Later one-year *Dadasaheb Torne*, in 1913, produced *Raja Harishchandra*, a silent film in *Marathi*. *Bombay* was the centre of cinema, which resulted naming the *Hindi Cinema* as *Bollywood*, portmanteau of “Bombay” and “Hollywood”(Wikipedia, 2013). Thousands of films have made in Bollywood but very few have gained international recognition, and among those few only 5 movies have been nominated for Oscar till now. It was *Danny Boyle's Slumdog Millionaire*, which won Oscar in 2008. The *Bollywood* or *Hindi Cinema* have gone through many phases over the decades. 1940s – 1960s is regarded as the Golden age of Hindi cinema. In this time films were explored social themes, primarily dealing with working-class life. Later, in 1970s, it dominated by musical romance films and masala films<sup>2</sup>. It experienced stagnation during late 1980s due to increase in violence, a decline in musical quality and a rise in

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<sup>1</sup> Auguste and Louis Lumiere were manufactures of photography equipment, who produced their first short film in 1895.

<sup>2</sup> Masala films are combination of different genres like action, comedy, romance, drama, melodrama and musical.

video piracy. But during the 1990s it backed to its track as it linked to economic liberalization. After that, it has continuously recognised worldwide due to growing NRI<sup>3</sup> communities overseas.

#### 1.4 Teachers in Cinema: from a Sociocultural perspective

In movies portraying a teacher plays an influential role on society. Unlike any other profession, Teachers always interacts with children and youngsters, who are the future of our society. In a movie, plots are shared according to the story of the movie. Generally, we can find that, in most of the movies, if there is a plot of teacher, they have very less screen time. There are very few movies have been made keeping Teacher in the lead role, and there we can find heterogeneity in the Teacher character. Movies like *Agneepath*(2012)<sup>4</sup> kept the position of teacher above all, by packing the character with high moral values. Dinanath Chouhan, the father of the lead character, always shares his philosophy, moral values with Vijay to encourage him and fight against evil. As a father, audience can observe, he is preparing his son for future but as his role is not only limited to a good father, we can find that he is trying to gather whole villagers to fight against the evil. In “*Humnesunathaekhai Bharat*”<sup>5</sup>, Sunil Dutt beautifully clears the doubts of children in a poetic manner, which shows the duty and role of a teacher in shaping student minds. Contrary to that, in *Haraamkhor* (2015), the character is portrayed as a village tuition master, who abuses students, keeps physical relation with girl student, which not only disturbs, but puts a severe negative perception about tuition teacher also. From such movies, it is found that the portrayal of teachers has changed drastically. It’s not only about portraying the teachers as a good human being, but also updated with technological skills and social needs also. In *Nil Btety Sannata* (2015), the principal, is a combination of good moral values and sarcastic personality. He motivates the children, spreads good moral values as well as punishes the children if they found late in prayer; and also teases students on the basis of their exam results. Whereas *Ram Shankar Nikumbh* from *Taare Zameen Par*, and *Ms. Naina Mathur* from *Hichki* are the lead characters who stands against the system

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<sup>3</sup> NRI- Non-Resident Indian, people of Indian birth, descent or origin who live outside the Republic of India.

<sup>4</sup>Agneepath (2012) is the remake of Agneepath (1990)

<sup>5</sup>“ Humnesunathaekhai Bharat” is a song from movie Didi, 1959, Directed by K. Narayan Kale

and colleagues to bring the target students to the main stream. These are the characters which may not be seen in schools generally, but the directors have put their vision, “How should be a Teacher character”.

### **1.5 Statement of the Problem**

“A study of Portrayal of Teachers in Hindi Cinema”

### **1.6 Rationale of the Study**

We generalise things according to our observation. The more repetition of a particular type of action happens, the more our belief concretises to generalise it. Teacher is one of the most powerful character of our society as they shape the future of our nation through their profession. We can find that over the years our perceptions about teachers have changed as the role of the teachers, demand of society has changed. So, there is a need to check how the “Teacher” character has portrayed in Hindi Cinema.

### **1.7 Objectives**

Following objectives are formulated for the present study:

To study how teachers are portrayed in Hindi Cinema.

To find out the changes in portrayal of teachers in Hindi Cinema.

### **1.8 Research Questions**

Following are the research questions formulated for the study:

How teachers are portrayed in Hindi Cinema?

Is there any change in portrayal of teachers in Hindi Cinema?

If yes, then how the portrayal of teachers in Hindi Cinema has changed.



## **1.9 Operational Definitions**

Following are the required definitions of the study.

### **Hindi Cinema**

Hindi Cinema, often known as Bollywood and formerly as Bombay cinema, is the Indian Hindi-language film industry based in Mumbai. The term is a portmanteau of “Bombay” and “Hollywood”.

### **Purposive Sampling**

Purposive Sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon.

## **1.10 Methodology**

### **1.10.1 Sources of Data**

There are two sources of data.

#### **a) Primary Sources:**

The movies taken as sample are the primary sources of data.

#### **b) Secondary Sources:**

Movies reviews from various sources, e.g., from movie reviewers, review sites, are the secondary sources of data.

### **1.10.2 Data collection procedure**

#### **a) Data collected from primary sources**

The researcher has watched following movies.

1. Mohabbatein
2. Main Hoon Na
3. The School
4. Black
5. Taare Zameen Par
6. 3 Idiots
7. Nil Battey Sannata
8. Aarakshan
9. Stanley ka Dabba

10. Chalk N Duster
11. Hichki
12. Haramkhor
13. Blackboard vs Whiteboard
14. Super 30

**b) Data collected from secondary sources**

The researcher has collected reviews from The Indian Express, Times of India, IMDb, Hindustan Times, wordpress.com, Film Companion, First Post and Odisha Bytes.

### **1.11 Delimitation of the Study**

Following are the sample delimitations of the study:

**Time Period**

Bollywood Movies released after 01.01.2000 and before 01.01.2020 will be taken as sample.

**Type**

Bollywood Movies portraying “Education System” or “Teacher” as the lead character will be taken as sample.

### **1.12 Chapterisation**

The dissertation is chapterised into four chapters. Chapter 1- Introduction, Chapter 2- Review of Related Literature, Chapter 3- Findings, Chapter 4- Conclusion.