

Teachers and their Portrayal in Hindi Cinema: Perceiving through the Eyes of Pre-service Teachers

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Abstract

Teaching, a multifaceted endeavour, defies precise definitions, complicating the identification of a universally accepted 'good teacher.' This study delves into the intricate realm of teaching, exploring how media representations, particularly in Hindi films, shape societal perceptions of educators. The research aims to unravel the complex interplay between cinematic depictions and real-world perceptions of teaching. The study's objectives are to identify and analyse education-themed Hindi movies, scrutinize the portrayal of teachers and the teaching profession, explore student-teacher interactions in films, and understand how these depictions influence pre-service teachers' perceptions. By addressing these objectives, the research enhances our understanding of the media's impact on educational perspectives. The study highlights the potential influence of cinematic representations on pre-service teachers, shaping their perceptions of teaching as a noble and responsible profession. The findings suggest that education-themed movies can inspire and reaffirm the career choices of prospective teachers. Incorporating such films into teacher education programmes may enhance the affective domain of pre-service teachers, fostering a nuanced understanding of the teaching profession. The research encourages critical reflection on personal and media-influenced perspectives, aiding emerging teachers in forming well-informed views of their future profession. While focusing on Hindi films, this study lays the foundation for future research exploring the portrayal of teachers in diverse cultural contexts. The identified implications underscore the potential of cinematic representations as pedagogical tools in teacher education. Additionally, the study prompts broader discussions on societal perceptions of teachers, emphasizing the necessity for accurate and diverse media portrayals. This research enriches the ongoing discourse on the interplay between media, education, and societal perceptions. It sheds light on the dynamic relationship between cinematic representations and the formation of pre-service teachers' perspectives on the teaching profession, offering valuable insights for both academia and teacher education programmes.

Keywords: Portrayal, Hindi Cinema, Perception, Pre-service Teachers

Introduction

The notion and nature of teaching is a complex and multifaceted concept that lacks clear and complete definitions. Moore (2004) highlights three distinct forms of excellent teaching: charismatic or communicative teaching, competence teaching, and reflective teaching. The author argues that no single model adequately describes a good teacher, as there are various types of good teachers and

effective teaching practices. Consequently, defining good teachers is challenging due to the absence of a universally accepted definition of what constitutes a good teacher or effective instruction.

McIntyre (2000) further unpacks the idea of teaching as a complex activity, stating that it can be carried out through various methods, such as explaining ideas, demonstrating tasks, enforcing

rules, providing opportunities for self-discovery, allowing learners to experience consequences, or offering informative feedback on performances. This highlights the multifaceted nature of teaching and the diverse approaches it encompasses.

When viewed from a professional perspective, teaching is vaguely referred to as a profession today. However, when judged against the standard definition of a 'profession,' teaching fails to meet the criteria. While some support the notion that teaching is a profession, certain trends have helped move it towards becoming a fully professionalized occupation. Nevertheless, teaching has not yet attained professional status for various reasons, and there have been subtle efforts to de-professionalize it as well.

The narratives and images we encounter shape the meaning and belonging in our lives. Media representations of teachers intersect with our personal experiences and memories of school life, influencing educators' professional identities. In various films, novels, and television shows, teachers have been portrayed in diverse roles, such as saviours, sages, fools, victims, perpetrators of the system, or rebellious agents of change and transformation (Burbach & Figgins, 1993). The depiction of a good teacher in movies often aligns more closely with their relationships with students than with other adults in the school setting. The teacher-student relationships portrayed in films vary in their degree of intimacy but frequently involve challenging or breaking established norms.

Importantly, the image of educators and their profession, perpetuated by mass media, can strongly influence public perception. Popular films play a potentially powerful role in shaping the perceptions and opinions of students, parents, policymakers, and the general public interested in education. Rosen (2004) explored the influence of teacher images from popular films on pre-service teachers' perceptions of their profession. Since cinema is closely connected to the beliefs and behaviours that define human

society, studying pre-service teachers' perceptions may provide insights into how students interpret and understand these movies. In this paper, the researcher aims to investigate the perceptions of pre-service teachers who have watched education-themed movies.

Review of Related Literature

The following review provides a comprehensive analysis of existing research on teachers' representation in Indian cinema and its impact on pre-service teachers, using verified academic sources.

Teachers' Representation in Cinema: Rajamohan and Sathiyaraj (2020) in their study 'Teacher Image in Indian Movies: A Cultural Representation' published in the *International Journal of Linguistics and Translation Studies*, analysed how Indian cinema has portrayed teachers over decades. They found significant shifts in representation from idealistic to more nuanced characters reflecting contemporary educational challenges.

Impact on Pre-service Teachers: Schwarz-Franco (2016) in the study 'Teachers in film: Inspiration for autonomous and transformative teaching or a warning against it?' demonstrates how film analysis helps pre-service teachers develop critical perspectives on their future profession.

Educational Themes in Indian Cinema: Mathur (2017) in 'Cinema and School: Indian Educational Documentary and the Teacher Figure' identified recurring themes in Indian educational cinema including:

- Teacher-student relationships
- Educational reform narratives
- Social transformation through education
- Pedagogical innovations

Cultural Context and Educational Cinema: Kumar (2014) in his work *Politics of Education in Colonial India* provides valuable insights into how Indian cinema reflects historical educational contexts and challenges, particularly in portraying teacher-student relationships.

Contemporary Educational Issues: Sharma and Das (2015) in their research 'Inclusive education in India: past, present and future' examine how films like *Taare Zameen Par* have influenced discourse on inclusive education in India.

Professional Development Through Cinema: Vandermeersche, Soetaert and Rutten (2013) in 'Shall I tell you what I think of reading? Researching teachers' media-literary experiences' discuss how analysing teacher films contributes to professional development.

Educational Reform Representation: Srivastava (2016) in 'School Choice in India: Disadvantaged Groups and Low-Fee Private Schools' analyses how Indian cinema addresses educational reform and access issues.

Gender and Teaching in Indian Cinema: Bhattacharjee (2018) in 'Representation of Women Teachers in Hindi Cinema' examines gender perspectives in teacher portrayals in Indian films.

Research Gaps

The chief research gaps as identified were as follows:

1. Limited empirical studies on pre-service teachers' interpretations of teacher films.
2. Lack of systematic analysis of contemporary Indian educational cinema.
3. Need for more research on using films in teacher education programmes..
4. Lack of education themed Hindi movies in the last two decades.
5. Ambiguous image of teachers and teaching as a profession portrayed in films.
6. Student-teacher interactions represented in films unevenly.
7. Lack of information about how pre-service teachers perceive the notion of teachers, the teaching profession, and student-teacher interactions as portrayed in films.

Rationale of the Study

The present study aims to analyse the portrayal of teachers, teaching as a profession, and student-teacher interactions in selected Hindi movies. Indian cinema offers valuable insights into the social milieu in which people live, along with their beliefs, practices, and associated stereotypes about different professions and spaces. Since cinema holds significant power and influence in the minds and hearts of millions of people, it is a worthy subject of academic pursuit. In movies related to education, there are glimpses of both effective and ineffective pedagogy, as well as diverse representations of teachers. Some teachers on screen demonstrate learner-focused and student-centred approaches, facilitating learning, offering support and guidance, which showcases their educational expertise. At times, however, teachers themselves act as barriers to students' learning. Becker, Citron, Lesage, and Rich (1981) assert that "Films are required to reclaim history, offer self-definition, and create alternative visions." By analysing these films through various parameters, the researcher sincerely hopes to contribute meaningfully to the existing literature regarding 'reel teachers' (Nederhouser, 2000), i.e., the image of the teacher, portrayal of the teaching profession, and student-teacher interactions in cinema, by collecting pre-service teachers' views on the same.

Repeated exposure to stereotypical depictions in movies, TV shows, and other media can lead to the development of mental shortcuts, called 'schemas,' about the groups or processes being depicted. When recalling information about a social group, individuals may rely on these schemas, recalling scenes, characters, lines, settings, and actors from various media representations rather than personal experiences (Ramasubramanian, 2005). Thus, it is crucial to examine how the teaching profession and teachers are portrayed or presented within this medium. The portrayal of various education-related

issues and the teaching profession in some of these films has paved the way for widespread public discussion. Analysing these movies on various parameters can lead to a shift not only in the portrayal of teachers but also in educators' practices. This research attempts to bring out a more nuanced understanding of the portrayal of teachers, the teaching profession, the notion of education, and student-teacher interactions in films through an analysis of pre-service teachers' perceptions.

Over time, we have been exposed to a plethora of cinematic representations of teachers, the teaching profession, and student-teacher interactions. This raises the question: What are movies teaching us about education and the teaching profession? In this study, the researcher endeavours to answer this question. The survey of existing literature shows that while a significant number of studies on the image of teachers in Hollywood movies has been conducted, very few studies have analysed Indian movies from the lens of education and the teaching profession. To address this gap, this study has been undertaken. It will further our understanding of the school milieu and how teachers, notions of education, and interactions are being depicted in cinema, helping us explore the perspectives and angles used to capture the complex, multiple identities of a teacher and similar issues related to education in cinema. In this context, the current study attempts to examine the portrayal of teachers, teaching, the notion of education, and similar issues in Hindi films. Thus, it becomes immensely important for academics and cinematic research to record, study, and reflect on these movies.

Operational Definition of Key Terms

Perception: Perception is the process of 'perceiving' things or events (or) attaining awareness through the senses and thereby enabling the perceiver to interpret and analyse

them to form an opinion, view, or attitude. For this study, pre-service teachers' views about the portrayal of the teachers, teaching profession, and student-teacher interactions in movies are considered as 'perception.'

Pre-service Teachers: A pre-service teacher is an individual pursuing a teacher education programme at an accredited institution. These prospective educators are engaged in academic coursework and practical field experiences as part of their comprehensive training to become licensed professionals in the field of teaching.

Portrayal: The term 'portrayal' refers to the process of conveying a specific representation or description of a person or a thing. It is frequently used in literary, artistic, media, and other contexts where an effort is made to present a particular idea or impression.

Hindi Cinema: Hindi Cinema is the term used to describe the Indian film industry, which is primarily recognized for producing movies in the Hindi language. Hindi Cinema, commonly referred to as Bollywood, features a wide variety of genres and artistic expressions and makes a substantial contribution to the national and international cultural landscapes.

Research Questions

1. Which education themed Hindi movies were released in the last two decades?
2. What is the image of teachers and teaching as a profession portrayed in films?
3. How are student-teacher interactions represented in films?
4. How do pre-service teachers perceive the notion of teachers, the teaching profession, and student-teacher interactions as portrayed in films?

Objectives of the Study

1. To identify and compile a list of education themed Hindi movies released in the last two decades.

2. To analyse the image of teachers and the teaching profession as portrayed in selected Hindi movies.
3. To understand the overall underlying notion of student-teacher interactions being presented in these movies.
4. To gain insight into pre-service teachers' perceptions regarding the portrayal of teachers, teaching as a profession, and student-teacher interactions in selected Hindi movies.

Methodology

Research Design Overview

This study employs an Exploratory Research Design to analyse the depiction of teachers, the teaching profession, and student-teacher interactions in selected Hindi films. Exploratory research design serves as an initial approach to investigate research problems when existing knowledge is limited. It aims to gain insights, formulate hypotheses, and explore potential relationships between variables. Typically, this design uses qualitative methods, questionnaires, or direct observation to collect data. As the foundational step in the research process, exploratory research design helps refine research questions and hypotheses for subsequent, more extensive studies.

Tools for Data Collection

Preliminary Survey – Checklist: A preliminary survey was conducted in the online mode by the researcher to identify the movies which are most watched by the pre-service teachers studying in Delhi. The survey consisted of a list of 10 Hindi movies revolving around the themes of education and teachers. The movies were Super 30 (2019), Hichki (2018), Chalk and Duster (2016), Nil Battey Sannata (2015), Stanley ka Dabba (2011), Do Dooni Chaar (2010), Paathshala (2010), 3 Idiots (2009), Taare Zameen par (2007), and Black (2005).

Questionnaire: A questionnaire was developed by the researcher to record and

study the perceptions of pre-service teachers about the portrayal of teachers, teaching as a profession, and student-teacher interactions depicted in the selected Hindi movies. The questionnaire contained demographic and open-ended questions to give space to the participants to express their viewpoints clearly. The data thus collected would be qualitative rather than quantitative, to enable the researcher to identify commonly occurring themes in the responses which can further be analysed in relation to the objectives of the study.

Procedure for Data Collection

Primary data collection methods were utilized in this study to gather relevant information and derive meaningful conclusions related to the research questions and objectives. An initial survey and questionnaire were distributed online to pre-service teachers enrolled in Bachelor of Education (B.Ed.) and Bachelor of Elementary Education (B.El.Ed.) programmes in Delhi, India. Responses were collected and recorded using Google Forms, a widely used online tool for creating surveys and questionnaires.

This exploratory study employs primary research methods for data collection. First, an online survey was conducted to identify the most-watched Hindi movies focused on education and teachers among pre-service teachers. The survey listed ten such films, and the top four most-watched movies identified through this survey were selected for the study. Subsequently, a questionnaire was developed to gather information on pre-service teachers' perceptions of the portrayal of teachers, the teaching profession, and student-teacher interactions in the selected movies. The questionnaire included demographic questions and open-ended questions centred on the themes of teachers, the teaching profession, and student-teacher interactions as depicted in the films.

Procedure for Data Analysis

The analysis of the data collected through the questionnaire is done from a qualitative

orientation. The items of the questionnaire are analysed in relation to the objectives of the study. Various examples of the participants' responses from the questionnaire are quoted to provide an accurate picture of the pre-service teachers' perceptions regarding the portrayal of teachers, the teaching profession, and student-teacher interactions as represented in the selected movies.

Study Participants or Data Sources

Sample and Sampling Techniques:

The present study uses non-probability convenient sampling technique for choosing the desired sample from the population which is a type of sampling technique that relies on collecting data from population members who are readily available to participate in the study. For the present study, Hindi movies revolving around the themes of education and teachers are the population of movies and the pre-service teachers studying in Delhi, India constitute the population of pre-service teachers.

Identification and Profile Distribution of Pre-Service Teachers:

The pre-service teachers participating in this study were identified through a preliminary survey conducted in teacher education institutions in Delhi. These institutions included Bachelor of Education (B.Ed.) and Bachelor of Elementary Education (B.El. Ed.) programmes. The participants were students pursuing professional teacher training, preparing them for careers in school education.

The demographic profile of the pre-service teachers comprised individuals aged between 22 and 26 years. Of the total participants, 70 per cent were enrolled in B.El.Ed., and 30 per cent were pursuing a B.Ed. degree. The sample represented a mix of urban and semi-urban backgrounds, reflecting diverse educational experiences. Most of the respondents had undergone at least one field-based teaching internship, giving them

practical exposure to the teaching profession.

Justification for the Number 55: The selection of 55 pre-service teachers was based on the principle of purposive and convenience sampling. Initially, a broader call for participation was made among teacher education institutions. Out of the responses received, 55 participants were finalized based on their willingness to engage in the study, as well as their exposure to education-themed films. This number ensured that sufficient qualitative data could be collected while maintaining manageability for thematic analysis.

From the initial 55 respondents, 30 were ultimately selected for in-depth analysis because they had watched all four of the most commonly viewed films. The decision to use this subset was to ensure that comparative insights could be drawn effectively across participants who had seen the same movies.

Movies Sample

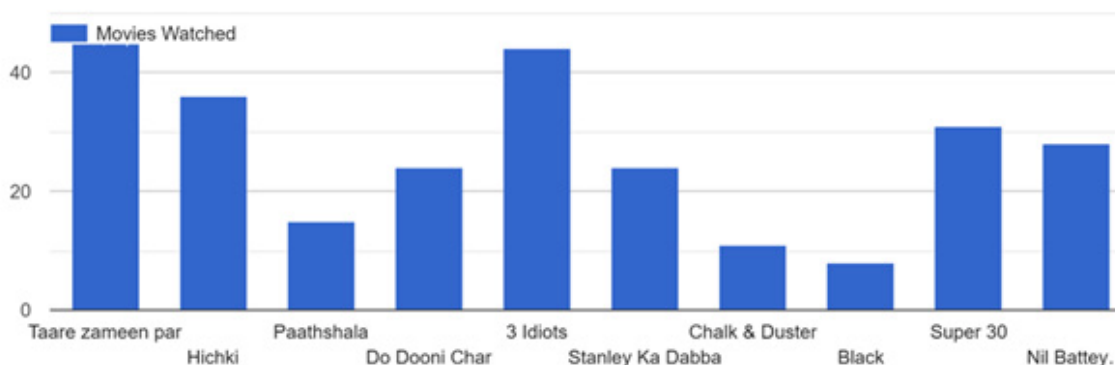
A preliminary survey (online) was conducted to determine which movies (from a list of 10 education themed Hindi movies developed by the researcher) are typically watched by pre-service teachers to select the sample of movies for the study.

The following education themed Hindi movies were included in the preliminary survey:

1. Super 30 (2019)
2. Hichki (2018)
3. Chalk and Duster (2016)
4. Nil Battey Sannata (2015)
5. Stanley ka Dabba (2011)
6. Do Dooni Chaar (2010)
7. Paathshala (2010)
8. 3 Idiots (2009)
9. Taare Zameen Par (2007)
10. Black (2005)

The movies that pre-service teachers watch most frequently were identified using the responses from the 55 pre-service teachers

Please tick the movies that you have watched.



Based on the responses received, the following movies were selected for the present study as each of these movies were viewed by a minimum of 30 prospective teachers (see bar graph):

1. Super 30 (2019)
2. Hichki (2018)
3. 3 Idiots (2009)
4. Taare Zameen Par (2007)

Pre-Service Teachers

Thirty-four pre-service teachers responded to the questionnaire developed by the researcher. Out of the 34 respondents, 30 pre-service teachers were identified who had watched all the four above-mentioned movies. The remaining four respondents had watched either two or three movies out of four selected movies. So, these respondents were excluded from the study. Hence, only those 30 pre-service teachers who had watched all four movies, studying in B.El.Ed. and B.Ed. colleges of Delhi were selected as the sample of the study.

Delimitations of the Study

1. Only four Hindi movies covering the selected themes are included in the study.
2. The present study is confined to the pre-service teachers of B.Ed. and B.El.Ed. studying in Delhi.
3. Sex differences of pre-service teachers are not taken into consideration.

Analysis And Discussion

In this paper, the researchers have applied thematic analysis method for the analysis. Thematic analysis is “a method for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006).

Thematic Analysis of Movies

Movie 1: Super 30 (2019)

Theme: Empowerment through education

Analysis: The movie showcases the struggles of underprivileged students and the efforts of their teacher, Anand Kumar, to provide them with quality education. The film highlights the importance of education in empowering individuals and transforming their lives.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as realistic. The pre-service teachers appreciate the teacher's efforts to cater to the individual needs of the students.

Movie 2: Hichki (2018)

Theme: Overcoming obstacles and challenging stereotypes

Analysis: The movie tells the story of a teacher, Naina Mathur, who suffers from Tourette's syndrome and faces challenges in her profession. The film highlights her determination and perseverance in overcoming obstacles and challenging stereotypes.

Pre-service teachers' perception: The movie is seen as motivational, and the portrayal of the teacher is perceived as empathetic and innovative. The pre-service teachers appreciate the teacher's ability to connect with her students and make learning fun.

Movie 3: Chalk and Duster (2016)

Theme: The importance of teacher-student relationships

Analysis: The movie explores the relationships between teachers and students in a school setting. The film highlights the importance of building trust, empathy, and understanding between teachers and students.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher-student relationships is perceived as meaningful and supportive. The pre-service teachers appreciate the emphasis on building positive relationships with students.

Movie 4: Nil Battey Sannata (2015)

Theme: Empowering students to take charge of their learning

Analysis: The movie tells the story of a teacher, Chanda Sahay, who empowers her students to take charge of their learning. The film highlights the importance of student-centred learning and the role of teachers in facilitating this process.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as innovative and motivating. The pre-service teachers appreciate the teacher's efforts to cater to the individual needs of the students and promote student-centred learning.

Movie 5: Stanley ka Dabba (2011)

Theme: The importance of empathy and understanding in teaching

Analysis: The movie tells the story of a teacher, Stanley, who forms a bond with his students and helps them overcome their struggles. The film highlights the importance

of empathy and understanding in teaching.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher is perceived as empathetic and kind. The pre-service teachers appreciate the teacher's ability to connect with his students and provide them with emotional support.

Movie 6: Do Dooni Chaar (2010)

Theme: The challenges faced by teachers in the Indian education system

Analysis: The movie explores the challenges faced by teachers in the Indian education system, including the pressures of meeting targets and the lack of resources. The film highlights the need for reforms in the education system.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher is perceived as hardworking and dedicated. The pre-service teachers appreciate the teacher's efforts to provide quality education despite the challenges faced.

Movie 7: Paathshala (2010)

Theme: The importance of teacher training and professional development

Analysis: The movie highlights the importance of teacher training and professional development in improving the quality of education. The film showcases the impact of a well-trained teacher on student learning outcomes.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as motivating and passionate. The pre-service teachers appreciate the emphasis on teacher training and professional development.

Movie 8: 3 Idiots (2009)

Theme: Challenging traditional teaching methods and promoting student-centred learning

Analysis: The movie tells the story of three friends who challenge traditional teaching methods and promote student-centred

learning. The film highlights the importance of innovation and creativity in teaching.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as innovative and enthusiastic. The pre-service teachers appreciate the teacher's efforts to promote student-centred learning and challenge traditional teaching methods.

Movie 9: Taare Zameen Par (2007)

Theme: The importance of identifying and addressing learning disabilities

Analysis: The movie tells the story of a teacher, Ram Shankar Nikumbh, who identifies and addresses the learning disabilities of his students. The film highlights the importance of empathy and understanding in teaching.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher is perceived as empathetic and kind. The pre-service teachers appreciate the teacher's efforts to identify and address the learning disabilities of his students.

Movie 10: Black (2005)

Theme: The importance of teacher-student relationships in overcoming challenges

Analysis: The movie tells the story of a teacher, Debraj Sahai, who forms a bond with his student, Michelle McNally, and helps her overcome her challenges. The film highlights the importance of teacher-student relationships in overcoming challenges.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as empathetic and motivating. The pre-service teachers appreciate the teacher's efforts to connect with his student and provide her with emotional support.

Overall, the pre-service teachers perceive the movies as inspirational, motivational, and realistic. They appreciate the portrayals of teachers as empathetic, innovative, and motivating. The movies are seen as promoting student-centred learning, empathy, and understanding in teaching.

The pre-service teachers also appreciate the emphasis on teacher training and professional development, as well as the importance of identifying and addressing learning disabilities.

Analysis of the Four Commonly Watched Films

The four films that all respondents had seen were *Super 30* (2019), *Hichki* (2018), *3 Idiots* (2009), and *Taare Zameen Par* (2007). These films were analyzed based on three parameters:

Portrayal of Teachers

Super 30: Anand Kumar is depicted as a selfless and visionary educator who fights against systemic barriers to help underprivileged students. His commitment to student success resonates deeply with pre-service teachers.

Hichki: Naina Mathur challenges stereotypes associated with disabilities in teaching. She embodies resilience and creativity in pedagogy, inspiring the participants to consider inclusivity in classrooms.

3 Idiots: The role of Dr. Viru Sahastrabudhe represents rigid and outdated teaching methods, while Rancho symbolizes a student-centred, innovative teaching approach.

Taare Zameen Par: Ram Shankar Nikumbh is portrayed as an empathetic and transformative educator who nurtures creativity and individuality among students.

Student-Teacher Interaction

Super 30: The teacher-student relationship is based on mentorship and guidance, demonstrating how strong teacher support can uplift disadvantaged learners.

Hichki: The interactions highlight a shift from rejection to acceptance, emphasizing how teachers can build trust and confidence among students.

3 Idiots: The film contrasts traditional authoritarian student-teacher dynamics with modern, open-ended mentorship.

Taare Zameen Par: The relationship between

Nikumbh and Ishaan showcases how personalized instruction can help students overcome learning difficulties.

Impact on Teaching Perception

Pre-service teachers saw these films as affirming their choice of profession.

They identified key takeaways, such as the importance of student engagement, the need for educational reform, and the role of empathy in effective teaching.

Some respondents critiqued the overly idealized portrayal of teachers, noting that real-world constraints may limit such levels of personal attention.

Reflections on Responses and Films

From the analysis, it is evident that these movies have left a profound impact on pre-service teachers. Many participants expressed admiration for the dedicated and student-focused educators portrayed in these films. They saw the characters as role models and felt motivated to incorporate similar pedagogical approaches in their future classrooms.

However, some respondents also pointed out the need for realism in cinematic portrayals. While films inspire, they sometimes gloss over the structural challenges teachers face, such as limited resources, rigid curricula, and societal expectations. Thus, while these portrayals are inspirational, they should be balanced with an understanding of real-world teaching dynamics.

By integrating reflections, this study provides a deeper contextual understanding of how media shapes perceptions of teaching. The discussion underscores those cinematic portrayals, while dramatized, can be used effectively in teacher training to stimulate discussions on educational values, methodologies, and the evolving role of teachers in society.

Objectives based Discussion

The three main objectives of the study are:

1. To analyse the image of teachers and the teaching profession as portrayed in selected Hindi movies

The selected movies were inspirational in nature and substantially reaffirmed the decision of pre-service teachers in choosing teaching as a profession which agrees with the findings of the study conducted by **Webb and Kapavik (2017)**. The portrayal of teachers in these movies was perceived as realistic and described as Empathetic, Innovative, Motivating, Passionate, Hardworking, Dedicated, Patient, Kind, Understanding, and Enthusiastic - attributes which are commonly associated with a child-friendly facilitator rather than an authoritative teacher. A sense of 'breaking the norm' was observed in the pedagogy adopted by the teachers depicted in the movies. The responses reveal that teachers should be cognizant of the individual child's needs, and therefore provide care, support, and facilitation as per the requirement of the learner. The respondents mention that teachers "should nourish the capabilities of students", "support students in their life inside and outside the school", "make efforts to connect with the child at a deeper level", and "facilitate the students to reach their highest potential and to enable them to become a resource for society in general."

2. To understand the overall underlying notion of student-teacher interactions being presented in these movies

The characterization of the student-teacher interaction in the movies was described as motivating, inspiring, friendly, meaningful, supportive, and positive. The unrealistic nature of these depictions was pointed out by a participant, as such situations are rare to witness in real life, and thus the participant termed aforesaid student-teacher interactions as 'ideal.' The 'complicated' aspect of the student-teacher relationship is also highlighted

wherein the learners are not comfortable with their teacher initially, but later a cordial and friendly bond is formed between them. It was also observed that there was a difference in student-teacher interactions for different teachers, as can be clearly understood from the following response: "In some scenes where the teachers were authoritative, classroom environment was cold and passive but, in some scenes, where the teachers were empathetic and kind, the classroom interaction was democratic."

3. To study pre-service teachers' perceptions regarding the portrayal of teachers, teaching as a profession, and student-teacher interactions in selected Hindi movies

Many pedagogical practices shown in the film were found worth adopting in real classrooms by the emerging teachers, such as using innovative and child-centred approaches, catering to the individual needs of the learners, connecting knowledge to the real world, and collaborative and peer learning.

The general stereotypes of teaching being a low-paying profession of less repute could be observed in the movies. Additionally, the traditional image of teachers who are authoritative, 'meek dictators' (Kumar, 1991), givers of knowledge, only bothered about completing the syllabus in the prescribed time using conventional methods and believe in punishment as the only way to improve grades, performance and maintaining discipline were still widespread.

Various notions about the teaching profession prevalent among the prospective teachers could be identified, such as teaching is a challenging profession that demands a lot of effort and energy of the teachers, but it is underrated, underpaid, and not much respected in the society. Many respondents defined teaching as a 'noble' and 'responsible' profession that has

the "ability to make or break the lives of many children." One of the participants accurately noted that "there is a difference between a good teacher and a knowledgeable person. Not all highly knowledgeable people who are engaged in this profession are good teachers as they are unable to understand the needs of their students."

Findings And Results

The study focuses on the image of the teachers, portrayal of the teaching profession, and student-teacher interactions as depicted in selected Hindi movies. The study also seeks to understand the perception of pre-service teachers who have watched these movies. The responses of 30 pre-service teachers who had watched all the selected movies – *Super 30* (2019), *Hichki* (2018), *3 Idiots* (2009), *Taare Zameen Par* (2007) – were analysed. The participants belonged to the age group of 22-26 years old. Seventy per cent of the participants had done Bachelor of Elementary Education (B.El.Ed.) while 30 per cent of the candidates had done Bachelor of Education (B.Ed.). Eightysix per cent of the respondents agreed that such education-themed movies are inspirational in nature, which is also concluded in the study conducted by Webb and Kapavik (2017). It was found that these movies played a significant role in reaffirming the decision of prospective teachers in choosing teaching as a profession, as a large proportion of the participants responded positively. The portrayal of teachers in these Hindi movies was perceived as realistic by more than half of the respondents, and the character of the teacher was described by keywords like empathetic, innovative, motivating, passionate, hardworking, dedicated, patient, kind, understanding, and enthusiastic. All these attributes are commonly associated with a child-friendly facilitator rather than an authoritative teacher. The on-screen character of the teacher was also seen dealing with their own life struggles. The responsibilities of teachers towards their

students as perceived by prospective teachers after watching the movies were that the teachers should be cognizant of the individual child's needs, and therefore provide care, support, and facilitation as per the diverse requirements of the learners. While characterizing the student-teacher interactions illustrated in the movies, most of the prospective teachers described these as motivating, inspiring, friendly, meaningful, supportive, and positive. The ideal and unreal nature of these depictions was also pointed out by a participant. Many pedagogical practices shown in the film were found worth adopting in real classrooms by the emerging teachers, such as using innovative and child-centred approaches, catering to the individual needs of the learners, connecting knowledge to the real world, and collaborative and peer learning. The general stereotypes of teaching being a low-paying profession of less repute could be observed in the movies. Additionally, the traditional image of teachers who are authoritative, 'meek dictators' (Kumar, 1991), givers of knowledge, only concerned about completing the syllabus in the prescribed time using conventional methods and believe in punishment as the only way to improve grades, performance and maintaining discipline were still widespread. Many respondents defined teaching as a 'noble' and 'responsible' profession that has the "ability to make or break the lives of many children."

Conclusion

Based on the findings of the study, it can be concluded that education and teacher-themed movies positively motivate prospective teachers and improve their attitude towards the teaching profession. It was also found that these movies substantially reaffirmed

the decision of the emerging teachers in choosing teaching as a profession. The movies were motivational and inspirational. The portrayal of teachers in these movies was perceived as realistic by the majority, although a participant highlighted the unrealistic depiction of the student-teacher interactions in these movies.

An important implication of this study is indicating how such education-themed movies can be useful for teacher education programmes. UNESCO (2019) also talks about the importance of films in teaching and learning. Integrating movies revolving around the themes of teacher and education in teacher preparation programmes can substantially help in developing a positive attitude of the emerging teachers towards the teaching profession. In addition to cognitive and psychomotor development, these movies can boost the development of the affective domain of pre-service teachers. Such movies can enhance the learnings of trainee teachers by providing rich experiences which concretize otherwise abstract classroom situations. This study can act as a starting point in critically reflecting on the teachers and the teaching profession. While filling out the questionnaire, pre-service teachers were given an opportunity to look at the movies through a pedagogical lens, which can serve as an essential gain for the future teachers. The critical analysis of the selected movies and the characters portrayed in them will aid emerging teachers to succeed and prosper as efficient teachers themselves. The study concludes that encouraging the emerging teachers to review their own thoughts and perspectives on teaching, as well as media portrayals of teachers can considerably facilitate them in forming a well-informed overall image of teachers and the teaching profession.

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