Article /Writing a book review is a scholarly job. It requires knowing of the subject, through reading of the book to be reviewed or thorough watching of the film etc. to be reviewed.

A review may give a short background of the subject or area of the work to be reviewed. There it should give synopsis of the work, its strength and weaknesses. Thus a review is an evaluation or a criticism of book, etc.

While reviewing, we must mention the title, author, type of book, publisher, publication year, price, contents, pages, strength, weakness and finally our comments.

Please look at the given format for a book review purpose.

Annex - Book Review Format

A more detailed description of this format can be found in the handouts “How to Get Started Reading a Book to Review it,” and “How to Write Critical Reviews of Nonfiction Works.”

I. Introduction:

A. Introduce your review appropriately. Identify the author, the title, the main topic or issue presented in the book, and the author’s purpose in writing the book.

B. Explain Relationships. Establish your position as the reviewer (your thesis about the author’s thesis). As you write, consider the following questions:

- What type of book is this? (Is the book a memoir, a treatise, a collection of facts, an extended argument, etc.? Is the article a documentary, a write-up of primary research, a position paper, etc.)?
- Who is the author? What does the preface or foreword tell you about the author’s purpose, background, and credentials? What is the author’s approach to the topic (as a journalist? a historian? a researcher?)?
- What is the main topic or problem addressed? How does the work relate to a discipline, to a profession, to a particular audience, or to other works on the topic? Who’s the audience for this book?
- What is your critical evaluation of the work (your thesis or stance)? Why have you taken that position? What criteria are you basing your position on?
C. **Provide an Overview.** What are the author’s basic premises for writing this book? What issues are raised, or what themes emerge? What situation(s) provide a basis for the author’s assertions? List any background information that is relevant to the entire book and should be placed here rather than in a body paragraph.

II. **Evaluate the book.** This is the heart of your book review. You should discuss a variety of issues here:

- How clearly is the book written?
- Did the author achieve his goal? How did he do this or fall short?
- What are the author's most important points? List at least two examples of how the author proved or did not prove points he was trying to make.
- What possibilities does the book suggest for the reader?
- What did the book leave out?
- How does the book compare to others on the subject?
- What personal experiences do you have relating to the subject?
- What did you like best about the book? What did you like least about the book?

Make sure that you distinguish your personal views from that of the author.

III. **Conclusion.** Tie together any issues raised in the review and provide a concise comment on the book and whether or not you would recommend this book to someone else.

There is, of course, no set formula, but a general rule of thumb is that the first one-half to two-thirds of the review should summarize the author's main ideas while the remainder of the report should evaluate the book.

Parajuli, M.N. (y.un.). *Schooling: The Way People See It*

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**Article Review**

Reviewed by Dev Raj Paneru

**Abstract**

Given is the title of a field research work undertaken by Dr. Parajuli, an educationist of Nepalese education system. It focuses and discusses how people perceive and give individualized meaning to schooling or education. This is organized on four key themes i.e. social and employment, everyday skills and knowledge, gender and caste and social relationships. The main argument ruling the theme is that contradictory forces are
operating in educational arena, one, local pressures from below for educational opportunities and improvement and the other, from above, resistance to maintain hierarchy.

Data collected through survey and personal observation as well as informal interactions with the local people are used in the work as the illustrating evidences documented purposefully to support the theme of the dissertation. The data thus show that powerful forces at the local level deny access to schooling to women, low castes and the poor. It is true that access to schooling to these deprived groups has been improved recently. Nevertheless, the discriminatory forces are still powerful illustrating the tension between the agency of these actors and societal structures.

Critical appreciation of the text

The article consists of eight different but coherent sections. They are; background with ethical definition of the schooling. In that, school is defined as a means to reduce poverty, inequality and empower children. (Brown, Halsey, Lauder & Wells, 1997; UNESCO, 1998).

This part also refers to the conflicting theories that draw on schooling critically and change it for being elitist project as cultural capital upon subordinated (Dillabough, 2003; Gewirtz & Cribb, 2003; Jeffrey, Jeffrey & Jeffrey, 2005; Robbins, 2005, 2007)" a mechanism that reproduces structure of relations to reproduce unequal class distribution of structural capital: (Bourdieu & Passerson, 1970/1990, p.188), an intense process of conflict challenging societal process (Levinson & Holland, 1996; Madson, 2006).

Second section states how data were collected. It specifies that four villages from one Hilly district in north of Nepal known as named and one Terai (Plain) district Nawalparasi were selected for field observation, and data collection purposes to see the varied pictures of people's understanding about schooling. The observation as stated under this section showed that there was high literacy and learning tradition with Bahun and Chhetri people in contrast to Dalits and Dalit women who showed high illiteracy. This is the section of methodology and it simply presents a brief outlook of the social gap between the Dalits and Bahun, Chhetries as the result of education and no access to
education. It does not though point out why Dalits do not have as high literacy as the Bahuns.

Third section reports that uneducated people regard education as power that enables one to solve all types of daily and long term problems. The quotes of a girl attending school at 8 grade who believed that lack of education is the reason of all types problem justify the meaning attributed to education by them to be problem solver, similarly another adult woman asserted that education is the means to face the modern world, another, third woman simply believed that had she been educated, she could have factually been able to save her husband from dying. In gist this section makes it clear that education is regarded by all "as a step towards the empowerment process eventually leading for better life" (p.33).

Next section elaborates the meaning of school as understood by people to be a means of social status, employment and schooling. The researcher reports that people linked education with socioeconomic outcomes such as awareness, social status and employment. Here is an example quoted by the researcher how people interpreted the meaning of education as "you will be a learned person and people will respect you" (p.33).

Tharu people and uneducated women are reported in this part of the dissertation for their opinion that education saves them from being oppressed besides their preference for earning through non agricultural jobs as the outcome of education. In this way education is regarded by all to be the means and path to status, employment and schooling. This further reveals a fact that education is converting the indigenous knowledge into easy earning knowledge. Though the article draws on the aspirations of local people from education, it has ignored the interpretation part of the qualitative research as it fails to state that the situation based on the observations is an indicator of the fact that unemployment may turn out to be a problem in course of time since all will run after the easy earning jobs different from agro-based work which may lead to poor GDP and hence no work for many.

Another section of this dissertation contains the opinions of the local people about the importance of the education. According to the local women and males, education is a
gearing force that instills in personnel everyday life skills as speak, write and sign at the meetings. Apart from this it enables us to interact with others and so on.

Following is the quotation the researcher has stated in the dissertation from a local person Kunti Devi Chaudhari that will justify the opinions of the people as;

One of the main reasons they want to learn, read and write is to become able to say that I can read and write. They are very much enthusiastic to become able to write their name. While attending some meetings, they want to show that they are literate people. Whenever they go to some offices for some business and if they have to write their names or make their signatures they don't like to say 'I can't sign my name.'

The next section of the same paper further elaborates that education is the chief drive for the elimination of the caste discrimination. It quotes the Dalits and women who feel suppressed due to caste discrimination at the local level along with gender discrimination. The statements of these people are the evidences of adversaries faced by the locals due to lack of education. It accommodates the local Dalit people as the respondents and to accord with the ideologies associated with the education which has been diversely interpreted. For the people living ousted life, it is taken to be a means of hopes and prosperity as well as free life. This is an implication that caste and gender exploitations are the results of lack of education as felt by the minorities and marginalized members within the interiors of Nepal.

The last section ends the paper by making a link between the education and better social relations. An uneducated person is regarded to be low level and has to face stigma as being ignorant and illiterate member whom no one considers.

Besides, local illiterate and old generations think that it has forced the deterioration in discipline and moral values as the quotes justify below:

"Today's youth, particularly those who attend school, are very much irresponsible and careless people." (male, 64, Tharu, illiterate).

My impression in conclusion

The reviewed article above is a masterpiece of qualitative research that premises on a stand point that schooling is diversely interpreted by people from diverse strata and levels. The remarkable feature of the article is that it quotes the individual opinions of the
local people and links them with the theories like culture capital and reproduction theory of school.

Finally, the dissertation is convincing and perfect in terms of theme as it answers its question whether schooling is any kind drive to upward mobility or instead, it is becoming catalyst of social gap.

Thanks

Class work

   Note: Book Review must include the following outlines:
   Title of the book> author> publisher> ISBN if given> page Numbers>
   Published date> price> language. Background in brief> focus of the content>
   summary chapter wise> critical appreciation> conclusion