

Stanford



Shiven Jain

- Undergraduate, Anthropology
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Bio

BIO

Throughout my academic journey, I have sought to reimagine education as a collective act of meaning-making rather than a transactional exchange of knowledge. At Indus International School Pune, I collaborated with the English department to redesign our pedagogical framework: students alternated as instructors, teachers assumed the role of facilitators, and classrooms became dialogic spaces for co-construction. What began as a localized experiment now informs learning models across fifteen schools—a testament to the transformative potential of student agency when institutions make space for it.

This commitment to humanized learning permeates my broader work. Through IKKIS: The Podcast, I engage with actors, historians, and critics to examine postcolonial cinema as a site of resistance and reclamation. As the founder of the International Youth Philosophy Initiative (YPI), I convene interdisciplinary seminars with peers from 37 countries, using literature, aesthetics, and critical philosophy to counter apathy and reanimate ethical inquiry.

Research forms the cornerstone of my intellectual life. For instance, my paper, *Reclaiming Sociocultural Agency: The Resurrection of India and Africa in Postcolonial Cinema* (The Schola, 2024), investigates narrative reclamation in the aftermath of cultural subjugation. I similarly approach media and cultural criticism as modes of activism: as Director of Content Development at RAYS Magazine, I lead initiatives that interrogate and reframe portrayals of mental health in popular culture, overseeing bimonthly publications rooted in accessibility and literacy. My essays for *Film Companion*, *Youth Ki Awaaz*, and *Flick Deposit* likewise aim to navigate—and, where necessary, dismantle—the ideological scaffolding of mainstream cinema.

To me, leadership and mentorship are natural extensions of intellectual agency. As a Teaching Assistant in English Language and Literature, I have conducted over 150 seminars exploring the intersections of language, politics, and aesthetics—facilitating sessions on figures such as Patrick Chappatte, Audre Lorde, Henrik Ibsen, and Chimamanda Ngozi Adichie.

Across research, pedagogy, media, and mentorship, my work is undergirded by a singular conviction: that education, if it is to remain ethical, must center not merely the transmission of knowledge, but the reclamation of voice, the recognition of alterity, and the radical possibility of collective transformation.