**I. John Mohan Razu, *On the Way to Critical Praxis*: *Field Education as a Relevant Theological Pedagogy at the United Theological College, Bangalore***, Bangalore: United Theological College,2002, pages 256.

In recent times we witness the earnest turning back of the scholarly world to the field of praxis-oriented theology. The relevance of such an approach is highly appreciated at all levels. It is a need of the hour to bring congruence between theological education and ministerial formation, especially at the bachelor level of theological studies (BD and BTh). This is what is exactly aimed at in this pioneering work, O*n the Way to Critical Praxis: Field Education as Relevant Theological Pedagogy at the United Theological College, Bangalore*, edited by I. John Mohan Razu, who is a professor and chairperson of the Department of Theology and Ethics, and the former Dean of Field Education at the United Theological College, Bangalore, India. The editor’s experience and competence in the field of education add colour and vitality to the work. It is a carefully crafted work and the book as a whole tries to bring out the rich theological insights of theory and practice.

The work under review has basically two parts. The first part deals with the theoretical reflections wherein the articles discuss about the field education programme held at the United Theological College, its background and the way it gradually evolved in the form of effective field education. The second part beautifully brings out the experimental reflection. It deals elaborately with the Indian social context into which the students are introduced and concrete issues they have to grapple with in the exercise of their ministry.

The world is the place where we meet God, because it is the place where God meets us in the person of Jesus Christ. The book deals with Field Education aimed at initiating the students into a systematic, critical and creative theological reflection in the Indian social context. A contextualised and praxis-oriented theology can originate only from an existential encounter with the concrete life situations of the people. In other words, the programmes aim at integrating the practical aspects of theological education into its ministerial programme. It is a two level action reflection programme which challenges us to broaden our horizons of thinking and involvement both in church and society. Further, it is envisaged that such a programme would motivate the students to be faithful to the Gospel of Jesus Christ and to be responsive to the contextual needs. In short, Field Education, being the primary focus of the whole book, enables the students to develop a critical praxis based on concrete life situations in order to shape a welcome emphasis in theological and ministerial perspectives.

# **Benzes Thomas**