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## A REVIEW OF A COMPLETE GUIDE TO ARTICLE WRITING IN 10 DAYS; A PRACTICAL BLUEPRINT FOR ASPIRING WRITERS BY RAGHAVENDRA KUMAR

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**BEST CITATION** – RADHIKA KAPOOR, A REVIEW OF A COMPLETE GUIDE TO ARTICLE WRITING IN 10 DAYS; A PRACTICAL BLUEPRINT FOR ASPIRING WRITERS BY RAGHAVENDRA KUMAR, *INDIAN JOURNAL OF LEGAL REVIEW (IJLR)*, 6 (1) OF 2026, PG. 508-511, APIS – 3920 – 0001 & ISSN – 2583-2344.

### INTRODUCTION

A Complete guide to Article Writing in 10 days is a concise and practice-oriented handbook aimed at individual seeking to develop article-writing skills within a structured and time-bound framework. The book position itself as a practical blueprint rather than a theoretical exposition, catering to the growing demand for clear, accessible guidance in professional and academic writing. Unlike traditional writings manuals that rely heavily on abstract theory or stylistic prescriptions, this book adopts an applied orientation. It prioritizes process over prescription, emphasizing practical engagement with writing tasks rather than passive consumption of rules.

The book seeks to respond to a common challenge faced by aspiring writers – namely the perception that effective writing is an innate talent rather than an acquired skill. By proposing a structured, time-bound framework, the author reframes writing as a disciplined practice that can be systematically developed through guided effort. This approach is particularly significant in the context of legal and policy education, where students often struggle to translate doctrinal understanding into coherent analytical prose. For students of law, and social science in particular, article writing is not merely a mode of expression but a critical instrument for legal reasoning, scholarly engagement and public intervention.

Furthermore, the book enters an already crowded field of writing guides but distinguishes itself through its accessibility and pragmatic scope. It does not attempt to offer an exhaustive theory of writing; instead, it focuses on equipping beginners with functional competence and confidence. This review critically examines the book's objectives, methodological framework, and overall contribution to the discourse on writing pedagogy. Though, this analysis, the review seeks to enable readers to determine the book's

value within their academic or professional writings journey.

Against this backdrop, this book positions itself as a practical manual aimed at addressing the persistent gap between conceptual knowledge and written articulation. The promise embedded in the title itself underscore the book's central pedagogical claim; that article writing, when approached methodically, can be learned with a defined timeframe.

### CENTRAL ARGUMENTS AND OBJECTIVES

The central argument of the book is that effective article writing is a learnable skill that can be systematically developed through discipline, structure and daily practice. By dividing the learning process into ten-day framework, the author seeks to simplify the writing journey for beginners and demystify the process of idea formulation, drafting editing and publication.

Raghvendra Kumar challenges the commonly held assumption that effective writing is contingent upon inherent talent or long-term informal experience. Instead, the book asserts that disciplined practice, when guided by a clear framework, can enable aspiring writers to

produce coherent and published content within a relatively short period.

Through its 10-day structure, the book emphasizes progressive skill acquisition – moving from idea identification and topic selection to drafting, revising, and presenting a final article. This step-by-step methodology reflects the author's intent to reduce psychological barrier often associated with writing, such as fear of the blank page or uncertainty about structure and coherence.

Another significant argument of the book is its emphasis on process-oriented learning over outcome fixation. Rather than positioning publication as the sole market of success, the author foregrounds consistency, clarity and discipline as essential components of effective writing. The book also seeks to bridge the gap between knowledge and communication. This objective is especially pertinent in the field of law and public policy, where the clarity of expression directly influences strength and practical impact.

The success of the book must therefore, be assessed not on the breadth of its theoretical contribution, but on the effectiveness with which it enables readers to begin and sustain the practice of writing. The book's central argument and objectives converge around a single guiding premise; that writing proficiency can be systematically cultivated through structured practice, clear guidance, and sustained engagement. The book's objective remains deliberately modest and well defined. It does not aim to offer an exhaustive theory of writing or to engage with advance stylistic or disciplinary debate. Instead, it positions itself as a foundational guide, intended to equip readers with functional competence and confidence. This restrained scope strengthens the coherence of the book's arguments, as its structure, content, and choices consistently align with its stated aim of supporting aspiring writers at the initial stage of their writing journey.

#### **AUTHOR AND AUDIENCE**

Raghvendra Kumar brings practitioner -level insight into the subject, positioning the book as a guide grounded in experience rather than abstract theory. The book is particularly suited for students, early – career professionals, researchers, and aspiring writers, including those from law and public policy backgrounds who seek to publish articles but lack formal writing training. Within the broader literature on writing skills, the book distinguishes itself through its time-bound and action-oriented approach. In terms of audience, the background as a writing practitioners shapes the orientation of the book, which prioritizes actionable guidance over theoretical abstraction.

The author does not present himself as intervening in scholarly debate on rhetoric or composition studies: instead, he adopts the role of a facilitator guiding novice writers through the initial stages of the writing process. This practical orientation lends the book credibility among readers who are seeking immediate applicability rather than conceptual depth. As such, the book can be viewed as a preparatory text that equips readers with general writing discipline before they transition to more specialized forms of academic or professional writing.

For students of law and public policy in particular, the book serves as a foundational skill-building resource. While it does not directly address discipline-specific conventions such as legal citation, doctrinal analysis, or policy evaluation frameworks, its emphasis on clarity, structure and logical progression aligns with core competencies required in legal and policy writing.

#### **ACCESSIBILITY AND CLARITY**

One of the book's notable strength lies in its accessible language and straightforward structure. Key Concepts are explained in simple terms, making the text approachable for readers from diverse academic backgrounds, including students of law, public policy, and civil society practitioners. The absence of excessive

jargon enhances readability and practical engagement.

The author's method, while not guaranteed in empirical research or formal linguistic theory, demonstrates methodological coherence. This sequential progress mirrors real-world writing workflows, making the book especially relevant for students and professionals. This stylistic choice reflects the author's broader pedagogical objectives of lowering entry barrier for aspiring writers.

### **ANALYTICAL EVALUATION**

From an analytical perspective, the book effectively achieves its stated objectives of guiding readers towards writing competence within a short duration. The step-by-step method reinforces consistency and accountability. While the methodology is not empirical in nature, it is pragmatically sound, given the book's instructional intent. The focus on practical execution rather than theoretical debates aligns well with needs of first-time writer.

### **CONSTRUCTIVE CRITICISM**

While the book succeeds as a beginner's guide, advanced writer or academic researchers may find the treatment of stylistic nuance and genre-specific writing relatively limited. A brief engagement with discipline-specific writing standards – particularly for legal or policy writings – could have further strengthened its applicability. Nonetheless, these limitations do not detract from the books' core purpose.

One notable limitation is the book's generalist orientation. Although this broad applicability enhances accessibility, it also results in lack of engagement with discipline-specific writing conventions. For readers in field such as law, where writing demands structured argumentation, citation and methodological clarity, the absence of targeted guidance may reduce the book's standalone usefulness.

A second area of critique related to the book's limited engagement with existing writing scholarship. The author's approach is grounded

primarily in experimental knowledge, which lends the text practical credibility. However, the absence of reference to established literature on writing pedagogy or composition theory means that the book remains positioned outside formal academic discourse. A modest engagement with such literature could have strengthened the analytical foundation of the book.

Despite these limitations, it is important to emphasize that the critique arises largely from the book's intentional restraint in scope. The author does not claim to provide an exhaustive or advanced writing manual, and the content remains consistent with this stated aim. The book's strengths lie in initiation rather than mystery, and any assessment must be calibrated accordingly. However, these limitations are best understood as areas for future expansion rather than fundamental shortcomings, the book remains a valuable contribution to beginners.

### **CONCLUSION**

Overall, this book makes a meaningful contribution to contemporary writing pedagogy by offering a realistic and structured entry points into article writing. It fills an important gap between abstract writing manuals and the practical needs of aspiring writers. The book enables readers to make an informed decision about engaging with writing as a disciplined craft and serve as a useful starting point for anyone looking to build confidence and clarity in writing expression.

Ultimately, the book enables readers to make an informed decision about their engagement with writing by offering a realistic and accessible starting point. For those seeking to develop foundational writing discipline and clarity within a defined framework, the book constitutes a worthwhile and practical addition to their journey.

The book primarily contributes lies in its ability to bridge the gap between intent and execution. For Students and early-career professional-



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particularly those in laws and public policy—whose often possess substantive but struggle with articulation, the book provides a functional roadmap for initiating and sustaining writing practices.

