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## **PAULO FREIRE'S THEORY: IMPLICATIONS FOR TRANSFORMATIVE PEDAGOGY IN THE INDIAN CONTEXT**

### **Introduction**

Transformational education involves goals beyond transmission of content and skills. Its expansive goal is to generate reflective, self-critical and self-motivated students who are proficient of criticising and directing independent work open-mindedly and have powerfully developed higher order thinking skills in interpretation, analysis and communication. Transformational pedagogy necessitates a backdrop that encourages and rewards intellectual openness. It incorporates transparency and authentic partnership between student and teacher. Humbleness becomes an indispensable quality of transformative teacher who unobtrusively is a co-intentional teacher alongside the student through collaborative endeavours and discoveries.

Transformative pedagogy is essential for today's learning environment, particularly when dealing with reminiscent subjects such as values, ethics, sustainability and social responsibility, in that they facilitate transformative learning, which involves experiencing a deep, structural shift in the basic premises of thoughts, feelings and actions. It invites students to engage in their learning in intentional, responsible and meaningful ways rather than passive receptacles of information. The process of transformative pedagogy opens the door for the development of problem-solving skills and expands the views of students and teachers alike, leading to greater self-awareness, deeper compassion for others and a commitment to produce change in self and the world. Within this composition of learning exists a reciprocal nature of open-mindedness, personal freedom and investment by means of risk-taking and vulnerability through negotiated learning (Dewey, 1997; Habermas, 1985; Mezirow, 2000). Senteni (2005) offers that transformative pedagogy reconfigures the student and teacher relationship to one that grounds and secures the experiences of student and teacher in the knowledge and meaning of learning. Pedagogy in this form is an invitation, so to speak (Henriksen, 2006; Nelson & Neufeldt, 1998), which allows students to consider alternative perspectives in a collaborative, interactive process of analytical thinking, where they actively participate in their learning, struggle with social issues, envision alternative possibilities and engage in social action. (Fear, et al., 2003; Nagda, Gurin & Lopez, 2003; Meyers, 2008).

To this end, the purpose of paper is to present relevance of transformative pedagogy in Indian formal education and with reference to Paulo Freire's model and methodology and its critical appraisals in the contemporary educational context.

## Literature Review

Druliner (1992) developed a liberating Christian education that integrates the theological principles of Gustavo Gutierrez and the educational methodology of Paulo Freire. Guthrie (2003) found out the apparent flaws in critical pedagogy which can actually encourage the critical consciousness that is the goal of the enterprise signifying Paulo Freire's theory of critical consciousness. Haley (2004) examined the creation, implementation and effectiveness of the guide-book, *Moving Forward: A Learner-centred and Participatory Approach to Teaching Community Adult ESL* in response to the need for lesson-plans and activities that help teachers focus on learner needs, applying Freire's praxiological method of teaching. Mireya Garcia-Durian Huet (2004) examined oppression and the reactions to it signifying the Freirean non-oppressive pedagogical methodology. Van Winkle (2004) studied Paulo Freire as a tool in proving why education is a human right because throughout his work he demonstrated the need for people to be literate in order for them to be considered "truly human". Daniels (2005) determined how and why adult women make meaning of credible, still photographs without the accompaniment of text where they schematized and demonstrated Paulo Freire's theory of critical consciousness. Lee (2005) discussed Paulo Freire's Dialogical Pedagogy and the possibility of its transformation into Taiwan's education environment. Wee (2006) explored in detail the reasons for the low levels of successes of the ABET (Adult Basic Education and Training) and how the centre can be viewed from a Freirean perspective. It is based on the simple but fundamental Freirean technique of "problem posing" and there is therefore the antithesis of "Banking" Education, which seeks solutions or gives answers. Andrade (2007) explored the possibilities in reinventing Freirean critical pedagogy in the context of Indian formal education, and to examine the tensions and limitations that emerge and that would need to be addressed in such an attempt. Flood (2007) found out the ideas and educational theory of Paulo Freire to explore the notions of identity and musical agency within the Educational and Cultural Association Didá in the city of Salvador da Bahia, Brazil. Chem (2008) analysed the verbal interactions between teachers and low achieving students in class in junior high school applying Paulo Freire's dialogic pedagogy. Linda (2008) found out whether the work of Brazilian educator Paulo Freire provided a framework for a better understanding of school bullying in the United States. Mehta (2009) found out the relevance and significance of the contribution of Paulo Freire to the philosophy of Education and its critical reflections and evaluations in the present Indian context. Felderman (2010) found the literacies produced in a second grade classroom, through podcasting, from critical literary perspective. Subramaniam (2011) examined how critical pedagogy can facilitate Latino students facing challenges in the schools of America. Diaz (2012) explored radical democracy in the thought and work of Paulo Freire and Luis Villoro. Kershaw (2012) examined the utilization of critical pedagogy in criminal justice higher education. Mazier (2014) explored the possibilities for enacting critical pedagogies within a neoliberal climate of educational restricting in higher education.

The preceding literature indicates that researches on Freirean philosophy are conducted extensively in different countries of the world; however, very few researches are conducted in India. Therefore, there arises an urgent need to conduct more researches on Freire in India, so that the relevance and significance of Freirean philosophy is known to prospective teachers and Freire's model of critical pedagogy is adopted and implemented in the current educational practice in India thereby promoting critical education effectively for bringing a social change in formal Indian education system. The present study concerns itself with Freirean critical pedagogy and Indian culture of pedagogy, despite having originated in a very different context from that of Indian classrooms today, how transformational pedagogy can offer a useful contribution to address the crisis in Indian education which yet needs to perpetuate critical literacy.

The present study attempts to ascertain whether Freirean thoughts on pedagogy can be put into practice in the educational system of India. The research is an attempt to find the influence of Freirean philosophy and pedagogy on the student-teachers and to what extent it promotes critical, reflective and creative thinking among them contributing towards critical and liberating education in the present Indian context. This qualitative study focuses on the student-teachers making sense of Freirean philosophy of education and whether they implement his philosophy during the teaching-learning process and subsequently to help students to be active questioners and critical thinkers and act towards a more inclusive society initiating critical education for democracy and social transformation.

The scope and success of the possible entry points of Freire in teacher education and schooling and the relevance and practicability of Freirean philosophy and pedagogy depends primarily on the teachers themselves and secondarily on the educational system, educational organization, family, society or the students after all.

**Statement of the Problem:** “Educational Thoughts of Paulo Freire and its Relevance to Transformative Pedagogy in the Context of Contemporary Indian Education”

### Research Question

Following is the broad research question of the study :

1. What are student-teachers' lived experiences in the context of oppression in the Indian society in general and higher education in particular?
2. What is the implication of the these lived experience with reference to the pedagogy?

### Methodology of the Study

Chosen to see how student-teachers of B.Ed. colleges make sense of Freirean pedagogy and philosophy of education and how it promotes critical, creative and reflective thinking amongst them and influences them towards critical and liberating education, based on their actual lived experiences regarding oppression in Indian society and system of education in India and above all their perceived meaning and essence of Freire's theory of 'pedagogy of the oppressed' in the present day context, the researcher followed the qualitative research approach within the interpretive paradigm of research.

The study used the phenomenological methodology and empirical, transcendental or psychological phenomenology (Moustakas, 1994), wherein, the researcher discussed Freire's philosophy and pedagogy and shared experiences along with the participants, reducing the experiences to a central meaning of the “essence” of the experience. The researcher accomplished this task primarily through opinions and experiences of 15 student-teachers of one college of education, of diverse socio-economic and educational backgrounds, during the intervention programme of 24 hours, conducted for 6 hours on 4 week-ends, followed by focus group interviews for 6 hours at the same college with same number of participants, besides 15 student-teacher participants of another college of education in Mumbai. The researcher developed and inter-related categories (constant comparison) of information, collecting unstructured interview data, analyzing the data by reducing the information to significant quotes and combining into themes, developing textural description of the experiences of participants and structural description of their experiences and finally writing a combination of the textural and structural descriptions conveying an overall essence of the experience of the relevance of Freirean critical pedagogy to the student-teachers. The researcher chose and used Moustakas's (1994) approach as it has systematic steps in the data analysis procedure and guidelines for assembling the textual and structural descriptions.

### Participants of the Study

In the present research, the research participants were 15 B. Ed. student-teachers of government-aided colleges of education of the University of Mumbai in intervention programme of 24 hours and focus group interviews as means for data collection. Twelve of the participants were girls and three were boys from diverse socio-economic and educational backgrounds. The research setting was the natural settings of the B. Ed. colleges' classrooms itself wherein the participants interacted and took part actively in intervention programme and focus group interviews. Infocus group discussion, the researcher introduced topics for discussion, asked questions and helped the group to participate in a lively and natural discussion. The researcher followed crucial points in facilitating focus group discussion such as ensuring even participation, careful wording of the key questions, maintaining a neutral attitude and appearance and summarizing the session to reflect the views evenly and fairly. The participants were free to agree or disagree with each other to provide an insight into how they think about the issue, about the range of opinions and ideas and the inconsistency and variation that exists in terms of beliefs and their experiences and practices.

### Techniques of Data Collection and Research Instruments

An interactive intervention programme of 24 hours on Freire's educational philosophy, in-depth focus group interviews, videos, documentary evidence and observations were used as data collection techniques whereas constant comparison method was used for data analysis. The researcher used research instruments like intervention programme plans, focus group interview protocol, observation notes, transcription analysis reports and video photography.

### Data Analysis

The following section provides the details of student-teachers' responses and discussions during focus group interviews.

#### (A) DEVELOPING CRITICAL SELF-IMPROVEMENT

According to A1, **positive criticism leads to improvement.**

✚ "...I believe during critical self-analysis, our own ghost is judging us...criticizing us...in a positive way..."

According to B3, **one is led to right answers and path, objective and honest behaviour and the cause of positive change in others.**

✚ "...I believe every individual is born with rational thinking which however gets suppressed by societal and family dominance...for example, in casteism, because of societal pressure, an individual stops questioning 'why' even if this social practice is unacceptable...I assert this psychological technique of critical self-analysis is helpful because a person cannot lie to self...when we introspect ourselves by the end of the day, we'll get correct answers only...If I show courage to do this, I become objective and honest...I head toward the right path...so, I can bring a positive change in others too..."

According to B2, **one can realize own positive and negative qualities for self-improvements and be beneficial to society too.**

✚ "...I believe with this critical self-analysis technique we realize our positive and negative qualities to make improvements...it will be helpful for us in our lives...in fact in the future it can be beneficial for the society too because when we change ourselves, others can pursue the change and bring change in their lives for betterment..."

According to A2, **one gets self-knowledge with introspection and time management to make improvement and face problem right.**

✚ "...I feel this psychological technique is workable in our daily lives...with introspection we truly come to know about ourselves ...evidently we need to spend time for this... hence, it can be helpful to improve ourselves and to face problematic situation correctly..."

According to B1, **with weaknesses known, planned move toward right direction can lead one to success.**

✚ "...I feel negative points are crucial for us...since they tell us where we are lagging behind...I should know my weaknesses first, if I seek success in my life...when I know my weaknesses, I can follow planned, deliberate move toward the right direction... improvement...perfection...so, this technique is truly applicable..."

According to B10, **one can improve in weak areas, develop self motivation and satisfaction to do task right and attain life goals.**

✚ "...I usually ponder and reflect over my day's activities...analysing myself critically over things I've done right or wrong...it helps me a lot to improve on my weaknesses especially...it gives me self-motivation and self-satisfaction...it facilitates me to achieve my goal in life...I believe it's a perfect technique for self improvement and discipline to find out one's areas of improvement and accordingly improve ourselves in that weak area...besides, one can ensure that every task in hand is done carefully, correctly and systematically..."

According to B5, **one can transform own and others in society.**

✚ "...I affirm when one knows his/her weaknesses and strengths, not only can an individual transform his/her life but with the paradigm set, also transform other individuals' lives and the society next..."

According to B8, **there is formation of good habits and solutions to behavioural problems for socially acceptable temperament.**

✚ "...I believe this technique will certainly develop good habits and break the bad ones...it will help us resolve problematic situations, mainly our behaviour, so that we can be more socially acceptable..."

According to A1, **there is progress in life with acceptance of positive criticism and an individual gets far closer to excellence.**

✚ "...If an individual wants to progress in life, then he/she has to listen to his/her 'criticizing' ghost earnestly...accept criticism positively and wholeheartedly...as that is how we get a fair chance to improve ourselves and get closer to fineness and perfection..."

According to B1, **one finds own spirit high and conscience clear.**

✚ "...I honestly feel when I analyse myself critically, I find my spirits sky high...my conscience clear...I remember a recent incident where my conscience hurt me a lot...During my practice-teaching lesson in school, I got good remarks from the lesson observer...yet, I was disappointed from within...because only I knew the fact that I had missed out certain very important points during the lesson..."

**Here, all the responses on developing critical self-improvement are associated toward description of advancement in critical self-improvement and self-discipline along with introspection and acceptance of positive criticism with full objectivity and clarity.**

**(B) FOSTERING INDEPENDENT THINKING**

In response to a group presentation on independent thinking, student-teachers gave the following responses:

According to Group One, **positive criticism and reinforcement, focus on areas of improvement of all students, group projects, individual assignments and teacher's primary efforts will help.**

✚ “...Every child is special...no child is weaker or stronger...criticism, in a positive sense, draws out the weak points of the child and there is scope for improvement for any child when one finds out what the problem is...so, with positive criticism and reinforcement, teachers and school authorities must focus on areas of improvement for all children...such that the child starts thinking...reflecting on his/her thoughts...In the classroom, teachers should give group projects and individual assignments to children...such that the child can express his/her independent thoughts...Not everyone is capable to do higher order independent thinking, yet with teacher's efforts, they can be encouraged to keep on trying so that they reach to higher level...”

According to Group Two, **motivation, answering questions, promoting lower and higher order thinking, independence for self-expression, inspiration from special education institutions, humane relations, learning with understanding, active teaching learning process, opportunities to develop leadership qualities, doing co-curricular and curricular activities such as science and arts exhibitions, literature activities, group activities, self-learning, brain storming, discovery learning and so on will help.**

✚ “...Teacher must motivate each and every child...answer all questions...promote lower and higher order thinking...carry out co-curricular activities with curricular activities...organize science and arts exhibitions...do literature activities...do self-learning, discovery learning, brain storming, etc...give independence for self-expression... encourage to think independently and communicate openly...We must get inspired from educational institutions where physically disadvantaged children are educated...even their independent thinking need to be promoted...teachers should be kind, affectionate and inspiring with such children...In a regular classroom, teacher ought to maintain humane relation along with students...generate learning with understanding and not lecturing...ensure active teaching learning process...provide ample opportunities with group activities so as to develop leadership qualities and so on...for example, blackboard management group...”

According to Group Three, **encouragement to positive thoughts, self-expression and creative ideas, liveliness in classroom, utilization of new teaching aids, undertaking projects, group discussions, presentations, debates, classroom activities, personal attention to shy and diffident students and building up reputable teachers' image as a friend, philosopher and guide will help.**

✚ “...Teacher should make students know that positive mind has extra problem-solving power...positive thinking makes one self-confident and self-reliant...one should be independent and strong to express himself/herself confidently...as teachers, we should encourage students for their creative and original ideas...ensure they remain active and responsive in the classroom...the golden key to success is that a child ought to be confident and positive always such that naturally good independent thoughts are generated within...We need to come up with new teaching aids and projects...involve students in group presentations...engage them in group discussions and debates...As

responsible teachers we should never ignore students who are diffident...always remain as students' friend, philosopher and guide...provide ample opportunities for self-expression with active participation of students in various classroom activities..."

According to Group Four, conducting new experiments, inspiring students to present their views and to reflect on any situation, creating favourable conditions, instigating students to expose their hidden talents and interests such as writing poems and plays artistically, seeking solutions from students to any problem and involving them in many activities with motivation will help.

✚ "...An independent thinker can do his/her work in a better way that is original and systematic...teacher can ask students to try out new experiments...present their point of views on current situation such as political, financial, economical and so on...reflect on any incident in which they would react in that specific situation...pen down poems and plays artistically...In this way, teacher can instigate students to let their hidden talents and interests be manifested and gradually they can become versatile independent thinkers...We need to create certain favourable conditions for students such that the ambiance itself encourages them to start independent thinking...it should be ensured that when teacher tells students any problem, solutions should be sought from them only...for instance, teacher can ask students their suggestions over common classroom problems and then mutually decide with them...he/she can also welcome their ideas over arrangements for any event or programme... thus, teacher can involve students in various activities and motivate them..."

According to Group One, **teacher's optimal efforts to foster independent thinking within students will positively boost student's self-confidence, kill fear of inhibition and develop leadership qualities, build up boldness and smartness to express self, come up with creative ideas, take rational and accurate decisions, self-analyse with discipline and be active in classroom.**

✚ "...I think optimal teacher's efforts will help boost student's self-confidence...kill the fear of inhibition within...develop leadership qualities...as a result each and every child will get a fair chance to express his/her thoughts freely and boldly...come up with creative ideas...learn to take rational and accurate decisions...be trained to self-analyse along with discipline...stay active in the classroom..."

According to Group Two, **there will be gradual increase in self-confidence, development of personality and enhancement of independent thinking of students with joint efforts of teachers.**

✚ "...Gradually, with joint efforts of teachers to foster independent thinking in students, students' confidence will increase, personality will develop and independent thinking will get enhanced for sure..."

According to Group Three, **there is development of ability to think independently at all times.**

✚ "...The child learns to express own ideas freely and fearlessly...to think independently always...as thinking is the source of power..."

According to A2, **there should be acceptance of good, right and liberal thoughts instead of setting unwritten laws of rigid norms.**

✚ "...In society, there are people who are ingeniously talented with correct and creative thoughts...however their ideas are not readily accepted because we've set certain unwritten

laws of accepting fixed mindset orthodox thinking only...hence, there should be unanimous acceptance of good, liberal and right thoughts in the society..."

According to B3, **students need motivation, guidance and counselling, personal attention, freedom of expression and inspiration to manifest their artistic creativity from teachers.**

✚ "...The teacher must motivate each child to develop independent thinking amongst students...do guidance and counselling... give personal attention to everyone...provide chance for freedom of expression...inspire artistic students...for instance a teacher can inspire the artistic talent of a child in creativity of calligraphy..."

According to A1, **one needs to show faith even in un-educated persons' capacities to think independently.**

✚ "...I came across a sculptor who told me that the beauty of the statue is there in the marble itself...one simply needs to chisel out the useless part of the clay and mould the rest right...I'll say though he was uneducated, his thoughts were broad and independent, so, uneducated persons have capacity to think independently too..."

According to B1, **one need to take inspiration from philosophy of lives of famous educators, be independently strong, confident and ingenious, not be independent on others' ideas and decisions and be the change one wants to see with unwavering convictions.**

✚ "...Normally all great scholars are great independent thinkers too... therefore one should take inspiration from philosophy of lives of famous educators and think independently so as to be independently strong, self-confident and ingenious...we must not depend on other's ideas and decisions...we need to be the change we want to see...we should believe in ourselves...we ought to revise our thoughts, examine our activities and put our ideas into action..."

According to B1, **there is a feeling of satisfaction for teachers as students grow with independent thinking when they are shown faith and prospects so as to think and express themselves freely.**

✚ "...It gives me a feeling of satisfaction to me whenever I encourage independent thinking amongst students...for example, during my practice-teaching lesson, a curious child asked me, "Why rice changes its form after it is cooked?", "Why bubbles are circle in shape?" and so on...I was quite pleased to see that he was a free thinker and an active questioner...I believe each and every child does independent thinking but it's important that they be given ample opportunities to think freely and express themselves better..."

According to A1, **there is development of self-confidence due to independent thinking.**

✚ "...I strongly believe that an independent thinker is truly a very confident person..."

According to A2, **one gets knowledge of the truth that is believed to be along with feelings of self-satisfaction and achievement.**

✚ "...I think with independent thinking one does not in reality get knowledge of the truth but it positively gives us knowledge about the truth that we believe in...thus, it gives self-satisfaction to us..."



Here, all the responses about fostering independent thinking are segregated into group and individual responses, wherein, the former response signifies description of fresh ideas for fostering independent thinking whereas the latter indicates suggestions and results on enrichment of independent thinking. Overall, the group responses give a detailed description of many fresh ideas of fostering independent thinking to make students creative, critical and independent thinkers for self-sufficiency and self-assurance. The individual responses encompass four suggestions to indicate varied educational strategies and techniques towards key role of teacher to foster and develop independent thinking. The last three responses on results of inculcating and enhancing independent thinking in the students show feeling of fulfillment and sense of achievement for teachers to watch students grow with independent thinking with their faith, focus and fervour, development of self-confidence along with independent thinking and growth of knowledge of truth with satisfaction and success.

### **(C) TEACHING SELF EXPRESSION TO STUDENTS**

According to B4, the student needs to express self without fear or shyness, be creative, learn to apply knowledge, show courage to raise voice and uphold national rights of freedom of expression.

✚ “...Everyone should express themselves without any kind of shyness or fear...one must always be creative...learn to apply knowledge...show courage to raise voice alone against the wrong... uphold our national rights to speak and express in social equality...”

According to B1, there is necessity to motivate students and seek examples and ideas from them.

✚ “...Teacher should accept examples and ideas from students to add on to increase the knowledge shared in the content...for example, if a science teacher is teaching dissolution, she can give an illustration of water and salt and motivate students to state more examples...”

According to B3, there is need to appreciate shared new knowledge by students and inspire them for discovery learning.

✚ “...The teacher must appreciate students for new knowledge shared by them in the classroom so that they feel motivated to do discovery learning, self-learning and so on...gradually they will feel confident and positive in self that he/she is able to discover knowledge too...”

Here, the responses on teaching self expression to students have condition and requirements. The first response on condition for self expression necessitates fearlessness, boldness, application of learnt knowledge, courage to raise voice and upholding national rights of freedom of expression. The second and third responses on requirements for initiating self expression in students implies motivation to students, seeking examples and ideas, appreciation of shared new knowledge and inspiration for discovery learning.

### **(D) CREATING ACTIVE CLASSROOM SETTINGS**

According to B8, teacher has to discuss with correlation, inspire students to present views freely, solve their academic and personal problems, care for each and motivate to move ahead.

✚ “...Our English teacher used to discuss every issue in the subject and correlate with other subjects...she inspired students to present their views freely which helped us develop our personality and thinking...she solved academic and personal problems of students with open discussion...she really cared for each and every student individually...next, our Mathematics teacher solved one step of the sum on the black board and motivated students to solve further steps and even cared to correct everyone’s books...she would reward a pen to the child who stepped ahead confidently to solve the sum...”

According to B7, **a teacher should not be biased against or in favour of students, encourage them to participate in all classroom activities and follow self-disciplined life to set a good example.**

✚ “...Our class teacher never used to compare students...she would encourage students to participate in classroom activities...she followed discipline in her life and ensured we followed it too...”

According to B1, **teacher has to encourage students to participate in all co-curricular activities.**

✚ “...I was very interested in sports and my class teacher used to encourage me to attend any sports event, tournament, programme and practice and so on without fail...”

According to B5, **a teacher can attempt to improve qualities of students and seek perfection with practice.**

✚ “...With various co-curricular activities, a teacher can try to improve qualities of students, such as, ‘best out of waste’...she/he can acknowledge students that with practice one can seek perfection...”

According to A2, **teacher must be pleasing by nature, appreciate creativeness of students and treat all encouragingly and politely.**

✚ “...I suggest teachers should be pleasing, mainly in primary classes, where children seek maximum love, warmth and security...she must appreciate creativity of students and be encouraging always...”

According to A1, **teacher should let students express themselves freely and participate confidently in various classroom activities.**

✚ “...Usually children feel motivated and express themselves freely, when given chance to participate in various classroom activities...it can help at all levels, from primary class to post-graduate course...”

According to B2, **a teacher need not spoon feed students, conduct trial and error method, seek solutions and utilize teaching aids.**

✚ “...Our Mathematics class teacher never spoon fed us...she asked us to attempt different methods before helping us...first she would let us think over the problem she put forward and then asked for suggested solutions from us...she also used various mathematical instruments as teaching aids to make our understanding easier...”

According to B3, **a teacher needs to utilize novel methods and techniques of teaching, make ideal student as the role model, remain as friend, philosopher and guide, put in every effort to solve difficulties of students, engage students in many classroom activities, take part in teaching and learning both, keep class highly interactive and develop positive mindsets of all students .**

✚ “...Our class teacher used to work upon a variety of methods daily, for example, with game method, he would solve two motives – ones who did not participate, observed and learnt

while ones who participated learnt from actual experiences in the game...ideally a good student can be a role model for other students too, for example, with his/her good, impressive handwriting...even correcting each other's works may help develop team spirit...basically teacher needs to be a good friend, philosopher and guide who makes every effort to solve difficulties of student, such as, working upon list of difficult words... he/she can use new techniques for teaching and involve students in various activities...neither give bookish knowledge nor follow traditional methods of teaching as routine...engage students in both teaching as well as learning... apparently students remain excited, energetic and ecstatic in an active class...they grow positive mindset towards the teacher, studies as well as classroom setting..."

According to B1, **activities need to be conducted compulsorily in classrooms with promotion of innovative thinking amid students.**

✚ "...I think whether its KG or PG courses, activities should always be conducted in the classroom...innovative thinking can be promoted at any age...for example, one teacher conducted seminar in class in a very liberal way by giving breaks, feedbacks and all..."

According to B1, **there is necessity for evaluation of teacher's daily performance to check their activeness in classroom setting and it has to be rated and supervised strictly for progressiveness.**

✚ "...While one teacher is teaching, colleague teacher can observe his/her lesson for evaluating daily performance...such performance appraisal in every school would check the activeness of teachers...for instance, in multi-national companies, performances are rated on regular basis; likewise, for students' career, teachers' performance can be rated and supervised strictly to see efficiency..."

According to B1, **guidance to be given to parents on importance of dynamic and democratic classroom settings with activities.**

✚ "...Guidance must be given to parents about the necessity of a dynamic and democratic classroom setting full of class activities..."

According to B8, **it is necessary to give a chance to students for improvement in weak areas.**

✚ "...The management decided to terminate a notorious student from school; however, the class teacher and the principal came in the classroom and asked students their personal opinions. The whole class was in favour of termination except for two students and amazingly, their opinions were considered seriously and action was taken in favour of student by giving him chance for improvement..."

According to B1, **there is need to foster love and respect for all religions and to organize diverse religious classroom activities.**

✚ "...Even religious thinking matters...sometimes students under heavy influence of fanatically religious parents react odd and are reluctant to participate in activities towards other religions like prayer, festival and so on...therefore, love and respect for all religions should be fostered right from grass root level...teachers could organize diverse religious visits to foster faith in religions..."

**Here, the responses on creating active classroom settings include role of teacher, teaching-learning process, role of school management and suggestions. The first six responses on role of teacher include teacher concerned with inclusion of discussion and correlation, inspiration to students to present ideas freely, solution for academic and**

personal problems of students, concern and motivation toward all, fairness in approach, encouragement to participate in all curricular and co-curricular activities, set up of a good paradigm with self-disciplined life, attempt in improvement of qualities of students, seek out perfection with practice, development of pleasing nature so as to motivate, appreciation of creativity, treat each and every one with encouragement and politeness, give freedom of expression and increase confidence of students with active participation in various classroom activities. The three responses on teaching-learning process are indicative of focus on understanding and not spoon-feeding, trial and error method, seek out solutions to problems, utilization of teaching aids, usage of novel methods and techniques of teaching, make ideal students as role models, remain as friend, philosopher and guide, solution to difficulties of students, keep class highly interactive, learn jointly with students, development of positive mindsets and conduct classroom activities to promote innovative thinking. The two responses on role of school management include performance appraisal of teachers for quality improvement and guidance to parents on importance of dynamic and democratic classroom settings with value of activities in classroom. The last two responses are suggestions to take positive action for students with chance for improvement in weak areas and to foster love and respect for all religions with religious classroom activities.

#### **(E) DEVELOPING CRITICAL THINKING**

According to B3, **promotion of cooperative and democratic education with motivation toward students for active teaching-learning process is needed from teachers using positive attitude.**

✚ “...There is cooperative and democratic education where teacher and students are learning together...critical education is done where students are motivated to stay active and participative in the teaching-learning process...teacher is democratic who gives chance to every student to participate and express ideas freely...thus, the teacher remains strong and dynamic with his/her positive attitude...”

According to B2, **teacher seeks two-way interaction in classroom by sharing and enhancing worldly knowledge with the students.**

✚ “...Teacher needs to seek a two-way interaction in the classroom so that the knowledge student possesses can be shared along with the class...it would help share and enhance worldly knowledge in an interesting and lively way instead of narration on textual topics...”

According to B1, **teacher can make students think and learn critically, create democratic classroom atmosphere, instigate thinking and reflecting, discourage banking education, encourage asking questions, give freedom of expression, respect students’ voice and dignity and work toward attitudinal change.**

✚ “...Teacher can make students think and learn everything critically by asking ‘why’...critical education can help to change the thinking of society and nation also...there exists an atmosphere of democracy in classroom...usually we find students simply nodding their heads and accepting blindly what teachers have said; but, the democratic teacher makes them think, whether it is correct or not...the class discourages banking education as students are free to ask questions, freedom of expression is allowed and their voice and dignity is respected...so, teacher needs to work hard to make students think deeply and critically over a specific subject or content matter...”

According to A1, **teacher needs to be exclusively for students and create an expansive class by critical education for social change.**

✚ “...Education has to be democratic, critical and interactive...teacher needs to believe that he/she is there especially for the students...also critical education can bring classroom and social transformation...”

According to B6, **teacher needs to ensure students are active learners and posing questions and reflecting over is instigated.**

✚ “...It is regarded as an ideal democratic classroom with cooperative and critical education wherein both teacher and students are active learners...students asks questions and teacher inspires thinking...”

According to B3, **teacher needs to answer questions posed with confidence and freedom by students rising above ego to improve and going beyond syllabus-based and time-framed education.**

✚ “...I believe parents, teachers and society particularly a teacher is bound to answer all questions posed by students whose minds are full of curiosity, wonder and lots of questions...even students have rights to raise their voices if questions are not answered properly. It's essential to give freedom to students to ask questions confidently to teachers on the content knowledge and general knowledge which he/she poses...Indian education is syllabus-based, time-framed and teacher's ego to not accept student's knowledge exceeding his/her impedes from adopting new teaching methods and strategies...”

According to B1, **there is need for teachers to follow professional ethics to mould students to think critically with utmost sincerity.**

✚ “...Sometimes teachers do their job just for salaries and do not work hard over students' progress...thus, there is need for professional ethics so that teachers can mould students to think critically...”

According to A2, **it is necessary for teachers to practice what they preach so as to set an ideal example for students to follow with.**

✚ “...I believe what teacher states in the classroom should be followed outside the classroom as well...it is important to practice what one preaches...students consider teachers as their role models so teacher has to remember that students will follow what he/she leads...”

According to B3, **there is need for teachers to work hard on dry and theoretical topics to make them interesting and interactive.**

✚ “...Although I'm simply against lecturing, there are some topics which go theoretical throughout the lecture and it becomes difficult for a teacher to manage such dry, theoretical topics at that time...so, teachers have to put in extra efforts to make lessons interesting...”

According to B3, **teachers and parents need to answer questions other than the subject taught and correlate with other subjects.**

✚ “...It is the duty of the teacher to answer questions other than his/her subject by correlating it...He/she should be enriched with the content and give information on other subjects by referring other subjects book...even parents can practice correlation at home...”

According to B7, **participation of students is more needed than mere observation in curricular and co-curricular class activities.**

✚ “...According to me, participation of student is needed more than mere observation for better learning, understanding and retention...”

According to B10, **ample opportunities to think critically and express freely along with motivation should be given to students.**

✚ “...In a democratic classroom, students are given ample chance to think over critically and express their ideas without restraint in the classroom...student-centred education ought to be there...teacher needs to motivate children to develop thinking and express their opinions about anything without any kind of fear or diffidence...”

According to B1, **it is requisite to focus on theory and practice both, demonstrate with firsthand experience, motivate to ponder over issues and present ideas critically, share examples toward daily life experiences and knowledge and utilize novel strategies.**

✚ “...There should be theory and practice both otherwise it is meaningless...for example, when a teacher is teaching about non-violence in History, other than theory, he/she should show pictures and video clips of Mahatma Gandhi’s non-violence movement and then compare advantages of non-violence and disadvantages of violence...he/she can discuss about national integration, loss of national property, wealth and lives during war, patriotism with examples of freedom fighters, Gandhiji’s aspiration of self-dependence, humanity values and so on with practical experiences relating to life and not just bookish knowledge...teacher can demonstrate and give first-hand experience to students, motivate them to think critically and share examples relating to daily life experiences and knowledge with students, so that, student is inspired to ponder over any issue or subject and present ideas critically...”

According to A2, **democratic education, student-centred learning and a positive attitude to learn together with students will help.**

✚ “...I think It is democratic education wherein critical thinking is achievable...teacher is not authoritarian type...learning is student-centred...thus, teacher can promote critical education with positive attitude ‘We’ll learn’ instead of negative attitude as ‘I’ll teach’...”

According to A1, **upturn is required in educational conditions.**

✚ “...I believe conditions could be different at Freire’s times when he talked about his philosophy and the existing conditions are different ...hence, it may be a challenge to fit Freire in Indian education...!”

According to B5, **liberal backdrop is needed in the classroom.**

✚ “...It is interactive, critical and democratic education that develops critical thinking...teacher is always there for students...students are given freedom of expression and their thinking is developing...”

According to B9, **open, interactive and democratic class is needed with teacher rousing spirit of thinking, questioning and inquiry.**

✚ “...The democratic classroom is open and interactive...I suggest teacher must be always there for students to encourage thinking...”

According to A3, **democratic learning, active learners and right communication between teacher and students are pre-requisite.**

✚ “...Education being a bi-polar process first involving teacher and student needs to be child-centred with democratic learning, active learners and proper communication between teacher and students...”

According to B8, **acceptance and respect to students’ ideas and active and pleasant bearing of teacher for lively class is needed.**

✚ "...We realize that freedom of expression should be given to students so that they can share their ideas freely...teacher has to accept and respect students' thinking...every child has the right to question *why*...education should be child-centred...teacher must be active and pleasant to make education interesting and interactive..."

According to A2, **there is need for creation of a lively classroom setting by a dynamic teacher, irrespective of any type of learner.**

✚ "...It is interesting that a divergent student can become a divergent cum convergent teacher in future for the students and earn a lot of respect...with focus and determination, the teacher may possibly well generate a lively atmosphere for freedom of expression of students...it's a very ideal example for every teacher to follow..."

According to A1, **it is needed not to go astray from topic taught.**

✚ "...I think teacher should not drift away from the topic by answering questions not actually relating to the subject because that would be a distraction and topic being taught may go astray...once a question from other subject is answered, ultimately a series of questions will be asked and there will be a total drift in the topic of the subject..."

According to B3, **joint efforts of teachers are needed for solving queries of students.**

✚ "...I think basically it's a joint effort of teachers...For example, a Science teacher can work in coordination with Geography teacher and together they can discuss and solve all queries of students..."

According to A2, **it is necessary to allow students to question *why*.**

✚ "...If we allow children to question *why*, I'm sure, we can have more eminent scientists such as Newton within a few years because even Newton asked a critical question to self, '*Why* the apple fell *down* from the tree?!' and that's how Law of Gravity was discovered..."

According to B3, **traditional system that student cannot ask '*why*' is to be stopped, motivation to be given, independent thinking be fostered, thinking and doing process be continuous and teacher to remain highly supportive to students for critical education.**

✚ "...The traditional system that students cannot ask '*why*' should be stopped firstly...the teacher should always motivate the student to question so that he/she will ask questions freely without any stress or fear...a student's independent thinking should be fostered...thinking and doing ought to be continuous...teacher's role should always be very much supportive as a good friend, philosopher and guide..."

According to A1, **there is a good relation between teacher and students when class goal to make students think and act is met.**

✚ "...Usually teachers have positive feedbacks after making students think and act in a highly effective class...there is good relation between teacher and students which creates a fine class milieu..."

Here, the responses on developing critical thinking take into account roles of teacher and parents, teaching-learning process, conditions and output. The nine responses on role of teacher include teacher concerned with cooperative, collaborative and democratic education, motivation, positivity, active teaching-learning process, thought-provoking class activities to reflect and act on, two-way interaction in classroom, sharing and enhancing worldly knowledge, discouragement to banking education, encouragement to posing questions, provide freedom of expression, respect students'

voice and dignity, attitudinal change, creation of an expansive classroom, exclusiveness for each student, critical education for social change, active learning for active learners, stimulation of spirit of thinking, questioning and inquiry, answering questions posed selflessly, lift up self-confidence and freedom of expression of students, teaching beyond syllabus-based and time-framed education, practice professional ethics, mould students to think critically with sincerity, answer questions besides subject taught, correlation with other subjects, practice what is preached, set an ideal paradigm to follow, work hard on dry and theoretical topics and make lessons interesting, interactive and informative. One response on role of parents indicates parental duty to answer questions asked out of curiosity by children at home and correlate it with other substantial matter. The three responses on teaching-learning process imply that participation of students is more needed than mere observation in all type class activities, ample opportunities to think critically, satisfactory activities to express freely and critically, motivation to ponder over issues, focus on theory and practice both, demonstration with firsthand experience, share examples toward daily life experiences along with knowledge and utilization of innovative teaching strategies. In eleven responses on conditions pre-requisite for developing critical thinking indicate essentiality of democratic education, student-centred learning, positive attitude to joint learning with students, upturn in educational conditions, liberal backdrop in classroom, open, interactive and democratic class, democratic learning, active learners, right communication between teacher and students, acceptance and respect to student's ideas, pleasant bearing of teacher, creation of a lively classroom, dynamism to focus equally on all types of learners, focus on the topic taught without going astray, joint efforts of teachers, solution to all possible queries of students, allow students to question *why*, end old traditional educational systems, constant motivation, fostering independent thinking, continuous thinking and doing process and supportive attitude for promoting critical education. The last response on output of developing critical thinking under positive conditions signifies good relations between teacher and students on fulfilment of goal to make students think and act.

#### (F) PROMOTING PROBLEM POSING METHOD

According to A1, **problem posing method is applicable to everyone except slow learners.**

✚ “...I believe problem-posing method maybe applicable to all students except slow learners...”

According to A2, **the concepts are well clear with understanding.**

✚ “...It's a method in which the teacher takes any problem, describes it and the students think critically over it...every student has different viewpoints which are based on their prior knowledge and experience that is acknowledged and utilized to clear the concepts properly...”

According to A2, **there is development of critical thinking in students with change in the beliefs as co-investigators of solution.**

✚ “...The advantage of the problem posing method is that the beliefs of students get gradually transformed and they become co-investigators of the solution, thereby, critical thinking develops...”



Here, the responses on promoting problem posing method are process and results. The first response is on process wherein the method is considered applicable to all apart from slow learners. The second and third responses imply results with concept made clear by way of understanding, development of critical thinking, change in beliefs and being co-investigators of solution mutually.

### (G) PROMOTING INQUIRY-BASED LEARNING

According to B6, **learning with practical experiences and abstract thinking is necessary to understand concept with inquisitiveness.**

✚ "...Inquiry-based learning is learning through practical experience...since all things cannot be brought in the classroom, students need to learn to think abstractly and understand concept..."

According to B3, **knowledge is shared easily and concept is clear.**

✚ "...In Std. V, a Science teacher used inquiry-based learning method to teach 'salt'; she used the driving question, 'Why do we eat salt with food?'...A series of questions followed about salt and its production, usage and availability...students shared their knowledge freely, confidently and happily...finally teacher explained the whole process and the concepts about salt were clearly understood..."

Here, the responses on promoting inquiry-based learning are input and output. The first response on input for promoting inquiry-based learning indicates need of learning with practical experiences and abstract thinking. The second response on output implies knowledge shared easily and concept made clear.

### (H) BEING A DEMOCRATIC TEACHER

According to A2, **teacher has poised temperament, stays good with students, creates class discipline and correlates and teaches.**

✚ "...Teacher stays calm, collected and composed even when he/she is disturbed by a student with some irrelevant stories during his/her lesson...in fact, he/she still maintains discipline, takes it positively and correlates the student's story to the matter being taught..."

According to B1, **teacher overcomes weaknesses of students, avoids projection of mistakes, appreciates and considers every student special, disfavours ranking, breaks old traditional system of teaching, inculcates feeling of equality and gives importance to co-curricular activities with curricular activities.**

✚ "...The teacher uses an unique way to handle children – instead of pointing mistakes to students, he/she tries to overcome their weaknesses like why they do not understand dictation, grammar and so on...he/she appreciates students to do better instead of demotivating them...Teacher is not in favour of ranking as he/she believes every child is special...he/she is trying to break the old traditional system such as dictation, that is, simply taking down things blindly without understanding them...he/she inculcates the feeling of equality...he/she believes that importance should be given to education with other faculties like arts, music and so on..."

According to B6, **teacher gives personal efforts for improvement of students, adopts new methods of teaching for an active class and anticipates positive responses from students with patience.**

✚ “...Teacher gives in extra personal efforts for the improvement of students...He/she makes the class more active and adopts new teaching methods for better understanding, consequently, students slowly but surely respond positively...therefore, it takes time, patience and perseverance to get optimal results when teachers work on new pedagogies and try to bring about change in classroom...”

According to B5, **there is happiness in democratic teacher class.**

✚ “...Students are happy and cheerful in democratic teacher class...”

According to B8, **there is appreciation of original ideas and positive reinforcement.**

✚ “...Teacher appreciates all new ideas of students and gives them reinforcement...”

According to B9, **there is active interaction in the classroom.**

✚ “...There is more active interaction between the teacher and students...”

According to B3, **there is inculcation of emotional values.**

✚ “...Teacher inculcates emotional values amongst students, even regarding animals, as to how to be caring and not cruel to them...”

According to B2, **there is freedom to share real life experiences.**

✚ “...Students were free to share their real life experiences and teacher shows interest and does not have any objections with it...”

According to B1, **there is development of curiosity and wonder with real life situations created and first hand experiences given.**

✚ “...Teacher develops curiosity and elevates wonder amongst students...he/she creates real life situation before students...he/she gives them first-hand experience for gaining concrete knowledge...”

According to B11, **a democratic teacher’s class is in interest of students, wherein guidelines are given, imposition of self does not happen, students are not yelled at, freedom to work is allowed and an excellent relationship is kept along with students.**

✚ “...It’s a class in interest of students wherein the teacher keeps an excellent relationship with students...allows them freedom to work on their own ...gives guidelines...does not impose himself/herself on his/her students and does not yell at students like a dictator...”

According to A1, **teacher has job satisfaction, happiness for being good at one’s job and feels sense of achievement toward efficacy.**

✚ “...As a democratic teacher, one feels a sense of achievement and satisfaction at job that he/she has succeeded somewhere and experiences happiness for not doing job for the sake of doing it...”

According to A1, **teacher needs to infuse interest in students with motivation, hard work and patience for latest critical pedagogy.**

✚ “...Initially students may be reluctant to accept the change toward new Freirean methods incorporated in the classroom; but, the teacher ought to remain persistent, kept trying and manage to inculcate interest in students with motivation, hard work and patience...”

According to B9, **teacher ought to follow duly good behaviour, adhere to rules of education, utilize latest techniques of teaching and follow values taught to set a paradigm for self-discipline.**

✚ “...As teachers we’ve to follow suitably good behaviour and abide by the rules of education...we’ve to expose our content knowledge by using new techniques of teaching with presentations, role plays, self-study, writing skills and so on...teacher needs to follow the values that he/she teaches in class...for example, he/she should teach students to live with environment and *not* within environment...”

According to A2, **there is necessity for integrity while teaching.**

✚ “...Sometimes teachers simply teach a large content lesson briefly as mapping, skip explanation part and then ask students to do self-study...instead teachers should work hard to make the session highly informative, interactive and interesting using mapping technique...”

Here, the responses on being democratic teacher includes role of teacher, classroom ambiance, maximum output and suggestions. The three responses on role of teacher include role of teacher concerned with integration of good relationship with students, poised temperament, class discipline, education with correlation, overcome weaknesses and mistakes of students, appreciation, consideration of each child as special, disapproval of ranking, stop old traditional system of teaching, inculcation of feeling of equality, importance to curricular and co-curricular activities both, personal efforts for improvement of students, adoption of novel teaching methods for an active class and patience with sensitivity in hope of students’ positive responses. The seven responses on classroom ambiance have traits such as happiness in democratic teacher class, appreciation of new ideas, positive reinforcement, active interaction, inculcation of emotive values, freedom to share real life experiences, creation of real life situations in classroom, providing first hand experiences, development of curiosity and wonder, class in interest of students exclusively, assistance to guidelines, avoidance of imposition of self on students, reverence to all, freedom to work and brilliant relationship with students. One response on maximum output of being democratic teacher indicates satisfaction at job, happiness in serving others and a sense of achievement toward efficacy and integrity of teachers. The three responses on suggestions denote infusion of interest in students with motivation, hard work and patience for advanced pedagogy, duly good behaviour, adherence to educational rules, utilization of latest techniques of teaching, follow values taught, set a paradigm for self-discipline and integrity during teaching.

### **(I) PRACTICING FREEDOM**

According to A1, **teacher needs to motivate students to think practically over current situation, facilitate work on practical ideas and give freedom to speak and act, enable them to think critically correct and gradually lead to social and world change.**

✚ “...Education is a tool to motivate young student generation to help them think practically over current situation and to work on it with practical ideas...give freedom to speak and act and enable them to think critically correct...it would lead to social and world change...”

According to A1, **it is essential to give freedom to students to communicate freely.**

✚ “...As a tutor, I believe in giving freedom to students to communicate freely with me...I remember once I responded to a student’s query at late night on the phone to boost his confidence...”

Here, the responses on practicing freedom contain duty of teacher and necessity of freedom. The first response on duty of teacher implies motivation to students, freedom for practical thinking over contemporary issues, facilitate work on pragmatic ideas, liberty to speak and act, inspiration to think critically correct and work hard toward goal for social and world change. The second response on necessity of freedom denotes freedom pre-requisite to communicate freely, confidently and assertively.

### (J)CREATING DEMOCRATIC CLASSROOM

According to B11, **there is need to create democratic atmosphere in classroom, never turn down posed questions, organize debates and group discussions and give inspiration to students to think, ask, disagree, criticize and so on in a critical and sensible way.**

✚ "...The classroom should be democratic because normally students are more curious about new things they come across in daily life, so, teacher should not turn down their questions as that may create confusion and their doubts may remain in their minds...I suggest the solution is teacher should organize debates and group discussions to inspire students to think and criticize critically, for example, students can be asked to criticize a particular poem or prose and allowed to ask, disagree or criticize with full freedom in a sensible manner..."

According to B1, **it is essential to appreciate student's creative thinking, inspire them to think and act innovatively and provide freedom to boost up child's imagination and thinking process.**

✚ "...My coaching classes' student attempted an algebraic expression in a different way and although his method and answer were correct, he was given zero marks by his school teacher simply because his teacher insisted that he has to solve the problem according to the method he had taught and none else...so, the point is teachers are not appreciating students for thinking and doing a task in a creative way...I prefer and expect teachers to inspire students to think and act innovatively as curbing student's imagination and thinking process hampers a child's natural growth...sometimes it is a dilemmatic problem for parents to deal with such kind of dominating teachers..."

According to A2, **students must be allowed to disagree critically.**

✚ "...Teacher must not take it as a personal offense and keep grudges when a student disagrees or criticizes or questions critically in the classroom...as B. Ed. students, even we remain under anxiety since internal assessment marks are in teachers' hands; but, we stay open and active and convey our message or grievance to them freely..."

According to B1, **teacher ought to maintain fair approach toward students and never exploit students' rights for personal gains.**

✚ "...Normally student mentality gets disturbed when one teacher gives freedom and another does not...I was thinking of questioning a school teacher who curbed the innovative thinking and action of my tutorial student; but, I decided not to, since I feared that the student might be harassed by him...I think it's unfair to students' rights..."

According to A1, **critical and democratic classroom can shape better future of the world.**

✚ “...Mahatma Gandhi quoted, ‘The future of the world is shaped in the classroom’ and from today’s discussion I can state, ‘Future of the better world is shaped in critical and democratic classroom’ ...”

Here, the responses on creating democratic classroom include suggestions, responsibility of teacher and output. The three responses on suggestions for creation of democratic classroom are giving answer to all posed questions, group discussions, organization of debates, inspiration to think and act critically, sensibly and innovatively, appreciation of creative thoughts, boost student’s imagination and thinking process and allow students to disagree critically and freely. The fourth response on responsibility of teacher indicates maintenance of fair approach toward students and safeguarding their rights without private gains. The fifth response is on output of creation of critical and democratic classroom which can shape both society and world.

## Results

A synthesis of these findings that emerged in the preceding analysis is shown in the following table :

Following table demonstrates categories from which the following theme emerged.

Categories	Theme
<ul style="list-style-type: none"> <li>• Developing critical self-improvement</li> <li>• Fostering independent thinking</li> <li>• Teaching self expression to students</li> <li>• Creating active classroom settings</li> <li>• Developing critical thinking</li> <li>• Promoting problem posing method</li> <li>• Promoting inquiry-based learning</li> <li>• Being democratic teacher</li> <li>• Practicing freedom</li> <li>• Creating democratic classroom</li> </ul>	Transformative Pedagogy

The categories described in the preceding table, viz., developing critical self-improvement, fostering independent thinking, teaching self-expression to students, creating active classroom settings, developing critical thinking, promoting problem posing method and inquiry-based learning, being democratic teacher, practicing freedom and creating democratic classroom can be grouped together as a theme, namely, “transformative pedagogy” as a possible solution towards bringing about positive changes in the system of education in India for an inclusive, equitable society (with participants’ statements is illustrated).

In the present study, the theme emerging from the analysis about how participants experienced the relevance of Freirean philosophy and pedagogy in contemporary Indian education was “Transformative Pedagogy”.

## Concluding Remarks

In an effort to encourage transformational pedagogy and educational theory and practice of Paulo Freire in Indian pedagogic culture and formal education system in India, it is vital for Indian education system and educational organizations to realize and sensitize teachers on the relevance of Freire’s model of critical pedagogy in schooling and teacher education and its practicality and resourcefulness in Indian classroom situations.

**The study resulted in a comprehensive understanding of realizing the significance and achievability of Freirean philosophy and pedagogy in Indian classrooms with united efforts of all teachers, student-teachers, parents, educational organizations and education system and how to result in entry points of Freire in Indian schooling and teacher education.**

**The study was an investigation into the major question – What is the relevance of educational thoughts of Paulo Freire and to student-teachers in contemporary Indian education? The finding is that student-teachers find Freirean theory practicable and relevant and hence it is commendable; however, overall its success primarily depends on teachers and secondarily on the education system, educational organizations, parents and students. The findings may help other educational institutions and universities to put into practice educational thoughts of Freire and to explore institutional practices that encourage excellence and equality in academics for students.**

**The results also address how teachers need to take an upper hand in contributing and practicing Freirean teaching methodologies in classroom situations. It emphasizes pivotal role of teachers to focus more on the growth of students rather than personal or institutional growth, as humane teachers, wherein mutual love, humility, hope, faith and trust are the critical matrix of a dialogical relation to create critical awareness and attitude. It is essential to maintain equilibrium between training of intellect and literary education to promote critical thinking, creativity and true reflection with joined efforts by teachers, educational organizations and education system.**

**Though we are emphasizing a shift in the teaching-learning process from teacher-centred towards student-centred, in effect the teachers are still following the same old traditional methods of teaching (narrating). In this context, the student-teachers need to be trained to accept the current trends and be well equipped with the content, technology and pedagogy. They must be prepared to take up the new roles as an ideal teacher and in turn act accordingly. The student-teachers should be trained practically more than the theory, in order that, they understand child psychology and they can make each concept clear to students according to individual difference.**

Indian education suffers due to existing banking education, wherein teacher-student relationship is generally vertical with lack of mutual trust and dialogue. Each student comes to the classroom with vast experiences which need to be appreciated. Thus, we need to apply Freirean pedagogy in our education to bring reformation in society taking into account corruption, power imbalance, oppression, indiscipline, inequity and broad malpractices in Indian society with the intention that our Indian classrooms become more lively, critical, creative, liberal, academically sound and application-based.

Thus, with the strengths of Paulo Freire's educational thoughts, there is anticipation to fit Freire's ideology in Indian pedagogic culture and existing education system and classroom settings with universal acceptance and allegiance throughout the country and mass awareness in the Indian society.

To conclude, in the words of Paulo Freire, "The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves."

On the basis of the foregoing discussion, it is suggested that student-teachers need to be taught and exposed to the use of transformative pedagogy during their teacher education programme and they need to be motivated to adopt the same in their jobs/profession after completion of their teacher education.

### **Implications of the Findings**

The research study is expected to generate national awareness that critical pedagogy vis-à-vis transformative pedagogy can contribute to a more democratic society and social transformation and Indian education can gradually lead to true democracy with the need to create more democratic classrooms. It will also prepare teachers with democratic vision or posture, to teach theory and practice by critical education, insisting on the critical capacity, curiosity, and autonomy of the student.

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