

**EDUCATIONAL STRATEGIES FOR ERADICATION OF INEQUALITY IN INDIAN EDUCATION:
A QUALITATIVE STUDY WITH SPECIAL REFERENCE TO PAULO FREIRE'S THEORY**

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Abstract

There is need to bring change in the formal education system in India which is currently suppressing critical education and thereby perpetuating inequality and oppression. Educational inequalities largely reflect wider societal patterns of oppression, occurring particularly along lines of caste, class and gender. Even when they do enroll in schools, the poor and marginalized fail to receive an education that is equitable in terms of its quality. A crucial problem is that education quality decreases down the social and economic pyramid, and those on the lower end, forced to rely on poor quality government schools, are unable to compete with their peers from privileged classes. This paper discusses the educational strategies for eradication of inequality in Indian education and suggests practical suggestions relating to Paulo Freire's model and methodology. In turn it also stresses on Freirean critical education for social transformation that equips people to understand the gap between the way the world is and the way the world should be, the reasons for this gap, and the means to act to overcome this gap.

Introduction

Every country develops its system of education in view of its specific, cultural, economic, geographical, political and social scenario. Evidently it does not consider global requirements. In some countries, the disadvantaged are kept 'submerged' by the economic, social and political domination of a few, who use the system of education to maintain the 'culture of silence' i.e. illiteracy and ignorance, while in others the advance of technology has adversely affected many people. Today, homes and educational institutions from nurseries to universities are greatly affected by cultural invasion that inhibits the creativity of the individual by curbing their expression. Usually, the false conception of education in extending 'knowledge' to passive students, surround them with a "barricade" which inhibits creativity. The children increasingly View parent and teacher

authoritarianism as inimical to their own freedom. Generally the environment of the home is prolonged in the school as well.

Educational practice need not be seen as 'extension' but as 'communication' where extension is negative in nature and communication positive in nature so that it can create consciousness about the right kind of education, by way of avoiding authoritarian teacher-pupil models, based on actual experience of students and on continual shared investigation, each individual can develop a new awareness of self and begin to look critically at the world through dialogical relationships with others. The teachers can examine issues which students see as significant to their community and then initiating action to influence these events. In view of that, Paulo Freire's concepts and ideas are closely connected to attributes as a teacher and with today's education on execution into own students, classroom and teaching styles.

To this end, the purpose of paper is to present educational strategies for eradication of inequality in Indian education with positive and negative facets with special reference to Freire's model and methodology and its critical appraisals in the present-day context.

Statement of the Problem: Educational Thoughts of Paulo Freire and its Relevance to Student-teachers in Contemporary Indian Education

Listing of Key Terms

▪ **Banking Model of Education**

Banking Model of Education refers to traditional notions of teaching wherein it is assumed that the educator possesses all the information and positions students as empty vessels to be filled by the teacher. The teacher is the subject, the discipliner; the student is the disciplined object.

▪ **Conscientization**

Conscientization refers to a process whereby individuals develop a greater ability to think critically. It is the fostering of critical consciousness, the ability to read one's world more deeply and to ask meaningful 'why' questions for human liberation.

▪ **Culture of Silence**

The dominant culture silences the oppressed through the cultural transmission of discourses in schools and other institutions that support its domination and through ignoring or demonizing other discourses that might challenge its authority. Because the oppressed are not taught the tools of critical inquiry that would allow them to challenge these false representations, they remain passive and silent.

▪ **Dialogical Method**

The dialogical approach to learning abandons the lecture format and the banking approach to education in favor of dialogue and open communication among students and teachers. In this method, all teach and all learn.

▪ **Generative Themes**

A generative theme is a single word or phrase that Freire would famously use to start problem-posing dialogue as part of his critical literacy method. These themes were developed so as to develop ownership among the learners not only of the words themselves but also the political situation surrounding them.

▪ **Inquiry-based Learning**

Inquiry-based learning guides the learner through an experiential process of discovery (from sensorial to abstract) so that information can turn to knowledge that can be applied to achieve a better quality of life.

▪ **Liberating Education**

Liberating education raises students' awareness, preparing them to engage in larger social struggles for liberation. It tries to empower learners to critique and challenge oppressive social conditions and to envision and work towards a more just society.

▪ **Praxis**

Praxis is a complex activity involving a cycle theory, application, evaluation, reflection, and then back to theory. Social transformation is the product of praxis at the collective level.

▪ **Problem Posing Education**

Problem Posing Education embraces a view of education as consisting of acts of cognition that takes place through dialogue. Students and teachers become critical co-investigators in dialogue with each other.

Literature Review

Druliner (1992) conducted research to devise a liberating Christian education that incorporates the theological principles of Gustavo Gutierrez and the educational methodology Of Paulo Freire. Guthrie (2003)

conducted research to find 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) conducted research to examine the creation, implementation, and effectiveness of the guide-book, *Moving Forward: A Learner-centered 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) conducted research to examine oppression and the reactions to it signifying the Freirean non-oppressive pedagogical methodology. Van Winkle (2004) chose to study 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) conducted research to determine 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) conducted research to discuss Paulo Freire's Dialogical Pedagogy and the possibility of its transformation into Taiwan's education environment. Wee (2006) conducted research to explore 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) conducted research to explore 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) conducted research to find 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) conducted a study to analyze the verbal interactions between teachers and low achieving students in class in junior high school applying Paulo Freire's dialogic pedagogy. Linda (2008) conducted research to find 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) conducted research to find 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.

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 rightly known to everybody and Freire's model of critical pedagogy is seriously 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 Freirean critical pedagogy can offer a useful contribution to address the crisis in Indian education which yet needs to perpetuate critical literacy.

Freirean thoughts on pedagogy can be put into practice in the educational system of India, therefore, 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 do 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.

Objectives of the Study

1. To identify the key themes and contributions of Freirean educational philosophy.
2. To identify how Freirean educational philosophy contributes to the Indian culture of Pedagogy.
3. To identify how Freirean philosophy and pedagogy promotes critical, creative and reflective thinking among student-teachers in the present context in India.

Methodology of the Study

Qualitative research methods are particularly suited to uncovering meanings, people assigned to their experiences (Hoshmand, 1989, Polkinghorne, 1991). The qualitative researcher conducts research

study in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to him (Denzin & Lincoln, 2005, p.3) Chosen to see how student-teachers of B.Ed. colleges, make sense of Freirean pedagogy and philosophy of education and how it promotes and reflective thinking among them and influences them towards critical and liberating education, the researcher follows the qualitative design. The study used the grounded theory methodology wherein the researcher generates an abstract analytical schema of a phenomenon, a theory that explains some actions, interaction, or process. This is accomplished primarily through opinions and experiences of student-teachers during the intervention programme of 24 hours, attempting to develop and inter-relate categories (constant comparison) of information, collecting unstructured interview data and writing a substantive or context specific theory. The researcher follows the systematic grounded theory procedures and techniques of Strauss and Corbin (1990, 1998) to develop a theory that explains process, action, or interaction on a topic in the present research, by presenting the results of analysis using exemplars to illuminate the ultimate theory.

Data Collection

This qualitative study investigates the relevance of educational thoughts of Paulo Freire to student-teachers in contemporary Indian education. An interactive intervention programme of 24 hours on Freire's educational philosophy, in-depth unstructured group interviews, videos, documentary evidence, constant comparison techniques and observations are used extensively.

Techniques of Data Collection

The researcher collects data conducting intervention programme of 24 hours and unstructured group interviews with the participants and maintains observation notes.

Research Instruments

- Intervention programme plans
- Unstructured group interview protocol questions
- Observation notes
- Transcription analysis reports
- Video photography

Research Participants and Setting

The research participants are 15 B. Ed. student-teachers of government-aided colleges of education of the University of Mumbai in intervention programme of 24 hours and unstructured group interviews as means for data collection. Twelve of the participants are girls and 3 are boys from diverse socio-economic and educational backgrounds. The research setting is the natural settings of the B. Ed. colleges' classrooms itself wherein the participants interact and take part actively in intervention programme and unstructured group interviews.

In focus group discussion, the researcher introduces topics for discussion, asks protocol questions and helps the group to participate in a lively and natural discussion. The researcher follows 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 opinions evenly and fairly. The researcher also allows the participants to agree or disagree with each other so that it provides 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.

Data Analysis

In the present study, the primary method of analysis is a continuous coding process, wherein the researcher uses open, axial and selective coding (Strauss & Corbin, 1998) to

analyze the data. During open coding, each transcript was analyzed in sentences or groups of sentences reflecting single ideas. These units were given a code to reflect that idea or concept (Strauss & Corbin). The items under open coding were combined through axial coding into abstract concepts. In selective coding, the concepts were ultimately organized into one central category. Properties or attributes of a category were identified for each of these categories. Codes and categories were sorted, compared, and contrasted until all the data are accounted for in the core categories of the grounded theory paradigm model, and no new codes or categories can be produced, i.e. saturation. Through constant comparative analysis (Merriam & Associates, 2002; Strauss & Corbin), each participant's response was compared and connected to others as categories, properties, and dimensions emerged wherein the researcher engages in a process of gathering data, sorting it into categories, collecting additional information, and comparing the new information with emerging categories. This process of slowly developing categories of information is the constant comparative procedure.

Results

In the present study, the researcher finds dual parallel educational strategies for eradication of inequality in Indian education, which based on Paulo Freire's model methodology are given as follows with practical suggestions.

There are several educational strategies for eradication of inequality in Indian education.

(a) Using Problem Posing Method:

The category of "using problem posing method" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,
 "It's a method in which the teacher takes a problem, describes it and the students think critically over it...every student has different views based on prior knowledge and experience that is acknowledged and made use of to *clear the concepts well.*"

"The advantage of this method is that the *beliefs of students get transformed* and they become *co-investigators of the solution*, thereby, *critical thinking develops.*"

"Problem posing method is *applicable to all students except slow learners.*"

Problem posing education brings interactive participation and critical inquiry into the existing curriculum and expands it to reflect the curriculum of the students' lives. It enables students to bring to the class their experiences, cultures, stories, and life lessons. The learning is not just grounded in the prepared syllabus, the established, prescribed curriculum. Problem posing opens the door to ask questions and seeking answers, of the visible curriculum as well as of the hidden curriculum.

(b) Practicing Freedom:

The category of "practicing freedom" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,
 "Education is a tool to motivate the young student generation to help them *think practically over current situation and to work on it...provide freedom to speak and act and enable students to think critically correct...*It would gradually *lead to social and world change.*"

"As a tutor, I believe in *giving freedom to students to communicate freely* with me...I remember once I responded to a student's study

Teachers should give freedom and motivation to students to think, speak and act critically and practically over current conditions so that they can work to bring change in themselves and others, lead to social and world change for a better living. They should empower students, scaffolding their intellect with life lessons and social awareness and make efforts to break down the walls of their arrested development.

(C) Endeavour for Change in Education:

The category of "endeavour for change in education" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

"Its a busy society where people are *not interested in working of education system.*"

"There is *a lot of negligence towards education* through parents and teachers both."

"The teacher appointed should have *reverence towards the teaching profession*, an all rounder, a knowledgeable person and appreciated by students, parents and society."

"I suggest *practical experiences be given to both teachers and parents* to make them aware that it is essential to upgrade syllabus to stay abreast with the changing world."

"It's a *de-motivating society* which does not appreciate teacher's sincere efforts to change the society...*people lack scientific temper* which need to be inculcated to realize that the topics must be taught in various new ways for better understanding."

"I feel *the future of the child is in danger* because the society consists of parents, teachers and students who do not want any change in the field of education!"

"Parents and teachers want to stay with conventional syllabus-oriented pattern and not open to new teaching methods, so

innovative thinking is not encouraged in the child."

"Teachers should be first and foremost interested and then parents and students to bring about change in education and society."

To initiate change in education, teachers and parents need to keep a positive attitude first, maintain scientific temper, support new teaching ideas and methods, discourage traditional syllabus-oriented pattern, discard indifferent approach towards education, and toil for a well-founded educated life for the better future of children.

(d) Resolve Oppressive Aspects of Education:

The category of "resolve oppressive aspects of education" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

"I suggest children be sensitized of individual power, duty and rights and treated equally well as teacher."

"I think mass awareness need to be generated among people."

"I believe the education system should modify syllabus not confined to books but to its practicability...moral and ethical values be taught relating to daily-life situations."

"I feel the exam system operating in rural areas need strict law and order...I suggest government revise syllabus every two years."

"Technically, admission process and exam procedure need to be changed."

"I think strict laws will prevent schools and colleges from taking undue donations ...government must ensure schools give admission to poor and needy students easily."

"I suggest NCF add subjects relating to life in syllabus besides science and maths."

"I suggest a child be allowed to choose subject as per his area of interest...parents should guide and counsel well for their bright career."

"It's vital that student-centered education is promoted...allow the child to question and express views...every teacher should contribute greatly...social awareness need to be generated among people...strict action for execution of law should be taken."

Teachers can create learning situations that help students to be critical observers of their environment, teach them to value difference, change the wording of issues, recognize injustice and take action to question injustice, critically evaluate and modify curriculum, materials and teaching strategies and generate awareness.

The effect of resolving oppressive education incorporates a deep commitment to changing how educators conceptualize and engage in curriculum, pedagogy, classroom management and school culture. Also institutional structure and policies must be transformed and perspectives on education that do not conform to explored.

(e) Promoting Inquiry-based Learning:

The category of "promoting inquiry-based learning" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

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

"In Std. V, a Science teacher used this 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 and students shared their knowledge freely... finally teacher explained the process and the concept was clear about salt."

Inquiry is not merely 'having students do projects' but rather strives to nurture deep, discipline-based way of thinking and doing with students. It is crucial to recognize that inquiry-based teaching should not be viewed as a technique or instructional practice or method used to teach a subject. Rather, inquiry starts with teachers as engaged learners and researchers with the foundational belief that the topics they teach are rich, living and generous places for wonder and exploration.

For inquiry to be effective requires significant intellectual investment on the part of teachers to design learning tasks that are connected to the disciplines, to their students' lives, and to the world, while focused toward clear and achievable learning targets to develop understanding, intellectual interest and engagement with students.

(f) Fostering Independent Thinking:

The category of "fostering independent thinking" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

"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 a 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 freely and reflecting on her thoughts." "Teacher should motivate every child...answer all questions...promote lower and higher order thinking...carry out co-curricular activities with curricular activities...organize science and arts exhibitions...conduct literature activities...do self learning, discovery learning, brain storming, etc...give independence for self-expression ...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* with students...generate *learning with understanding and not lecturing*...ensure *active teaching learning process*...provide *opportunities with group activities to develop leadership qualities* and so on...for example, blackboard management group."

"Teacher should make students know that the 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 confidently...as teachers, we should encourage children for their creative and original ideas...ensure they remain active and responsive in the class...to achieve success in life a child should be confident and positive always so that naturally good independent thoughts are generated within."

"An independent thinker can do his work in a better way, that is far original and systematic...teacher can ask students to try out new experiments...present their point of views on current situation such as political, financial, 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 talent and interest out and gradually they can become versatile independent thinkers."

"We create certain favourable conditions for students so that the ambience itself encourages them to start independent thinking...ensure that when you tell students any problem, seek solutions from them only...for instance, teacher can ask students their suggestions over common classroom problems and then mutually decide with them...teacher can also welcome their ideas over arrangements for any event or program... thus, teacher can involve students in various activities and motivate them."

It is not always easy task to influence students' thinking, but there are techniques a teacher can use to encourage independent thinking. During group discussions or team exercises, the teacher can ask higher order questions instead of just direct recall or knowledge questions. This encourages the students to think on their own about concepts. Students can also be lead to be inquisitive of set theories and ask why things happen the way they do. On an individual basis, students can be asked to explain results, and defend conclusions. The teacher can also make sure that all students contribute to team brainstorming and problem solving sessions.

A teacher will know that she has been successful in fostering independent thinking when her students starts asking lots of questions and they voice their opinions from independent thoughts that have originated in their thought processes.

(g) **Expressing Self:**

The category of “expressing self” emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

“Everyone should *express themselves without feeling shy or fear...one should always be creative... learn to apply knowledge... raise voice* individually against wrong... *keep our rights to speak and express ourselves* freely as we are equal.”

“Teacher should *take examples and ideas from students* to add to knowledge to the content...for example, if a science teacher is teaching dissolution and gives an illustration of water and salt, she could motivate children to give more examples.”

“The teacher should *appreciate for new knowledge shared by the student* in the class so that the child feels motivated to do discovery learning, self learning and so on and gradually feels confident and positive that, *'I can discover something too!'*”

The teachers and parents should not invade the child's liberty by suppressing her voice or imposing themselves on her. Instead, they must consider her rights to speak and raise voice seriously and inspire her to express herself confidently with new way of learning like self-learning, discovery learning, brain-storming and so on.

(h) **Favouring Active Education:**

The category of “favouring active education” emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

“My class teacher used to ask questions, answer questions, even took ideas of students...*discussion was done* but teaching aids were not popularly used in school.”

“Our Maths class teacher *never spoon fed us...she asked us to try out different methods before helping us out...first she allowed us to think over the problem she put forward and then asked suggested solutions from students...she also used various mathematical instruments as teaching aids to make understanding easier...*”

“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...indeed she cared for every student individually...*”

“Our Maths 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.*”

“Our class teacher *never used to compare students...she would encourage students to participate in classroom activities...she followed discipline in her life...*”

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

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

The teacher can motivate students in active interaction, inspire constructive suggestions, bring about freedom of expression, make effective use of teaching aids, keep the class alive by student participation in every teaching-learning activity such as presentations, projects, co-curricular activities and decision-making and so on.

(i) Creating Democratic Classroom:

The category of “creating democratic classroom” emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

“I believe classroom should be democratic because this is the age where usually students are more curious about new things they come across in daily life, so, *teacher should not turn down their questions* because 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 freedom in a sensible manner.”

“My classes' student attempted an algebraic expression in a different way and although his answer was correct, he was given zero marks by his school teacher simply because teacher insisted that he has to solve the problem according to the method he had taught and none else. So, there is *need for teachers to appreciate students for thinking and doing something independent and creative*. 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 becomes a very dilemmatic problem to deal with such kind of dominating teachers.”

“I feel *teacher should not take it as a personal offense and keep grudges when a student disagrees or criticizes or questions critically in the class...as B. Ed. students, even we remain under anxiety since internal assessment marks are in the hands of teachers; but, we do not stay passive and convey our message to them anyway...*”

“Normally student's mentality gets disturbed when one teacher gives freedom and another does not, so, *all teachers should give equal freedom to every student.*”

“Mahatma Gandhi has quoted that, 'The future of the world is shaped in the classroom'...from today's discussion we can say that - *The future of the better world is shaped in the critical and democratic classroom.*”

Teacher need to ask questions, challenge assumptions, respect children, and understand the great role she plays in shaping minds and society and to teach in a way which conveys fairness, respect and sensitivity to students, while maintaining the teacher's authority. She must allow the student to ask questions (within limits) and to express opinions which are firmly founded on relevant supportive material.

Additionally, the teacher needs to use a methodology which challenges the student to creative and critical thinking, since those cognitive processes serve to stimulate more mature moral thinking. Frontal lecturing with

Little discussion and much verbatim transcribing need to be discouraged whereas meaningful learning across the content areas empowering children to think for themselves is encouraged.

(J) Dealing with Corporal Punishment leading to Suicide:

The category of “dealing with corporal punishment leading to suicide” emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

“I feel students *need not live out of fear of teachers* in the school and fearlessly inform the parents about the emitted physical punishment...even parents should not fail to *notice change in their child's behaviour* and find the cause of stress of their child...”

“One cannot blame the education system alone in cases of corporal punishment or molestation; instead, *take apt action against the individual responsible* once it comes to their knowledge, otherwise, the student and school reputation both are in danger.”

“Teacher should *take into consideration mentality of the child...making a child soft target by teachers is a shame* and it could lead him to depression, resulting to suicide...the teacher should *focus on child's strengths and weaknesses* and *work on areas of improvement* and seek solutions to his problems instead of targeting him...”

“I suggest student's progressive report be given regularly to parents for transparency and to *coordinate improvement of every child* with them.”

“I think image of the child gets spoilt when teachers discuss about his ill-performance in the staffroom which causes *halo effect that leaves a negative impact on the child.*”

“*Relationship of children with their parents* is very important so that the child talks and confides in them...in fact, parent's role is vital than teacher's role for intimacy...”

“In our practice teaching lessons, we've been taught how to teach children, but, it's also necessary to *teach B. Ed. students how to create discipline and control in class.*”

“*Our mindset needs to change* which allows teachers to follow the traditional way of hitting children for the sake of discipline.”

“*The view that discipline means students remaining silent in the class must change...* when a teacher does activity in the class, there is bound to be little chaos because of student curiosity but that is unnoticed and simply class silence is taken into account.”

School is the place of learning. Here, the present of the child is moulded in such a way so as to carve her bright future. The teacher must consider her students as her own children, and treat them as lovingly and caringly as possible. She should applaud a student's achievements, and help her to overcome her shortcomings by motivating her to pursue her interests. A teacher should be there to guide a student to become responsible, educated and a well groomed citizen of a country. Children learn more by seeing. They imbibe whatever is presented to them. Discipline can be instilled by behaving in such way in front of kids and not with act of brutality at all.

While handling students, it must always be kept in mind that they are like flowers. They have to be nurtured with great care to help them blossom and spread their fragrance. It must also be borne in our mind that corporal punishment is not only physical abuse but mental abuse whose after-effects are dangerous to a child.

There is also an educational strategy that however promotes inequality in Indian education.

(a) **Favouring Passive Education:**

The category of "favouring passive education" emerges from the data coded. Illustrative quotations from the participants are included in each category.

According to the participants,

"My class teacher used to teach and we were simply listening and being taught... there was *neither lively interaction nor effectual teaching-learning process...*"

"*Teaching aids were not popularly used in my school.*"

"Our teacher *barely worked upon co-curricular activities...he was a passive teacher who taught only theory...*"

"There was *clear favoritism in our class...teacher never encouraged average students to participate and always gave ample opportunities to clever students ...*"

"My Math class teacher used to *teach us only those examples which were there in the textbook...she used to hold the textbook in her hand and solve the sum directly from the textbook and then asked us to copy it as it is...she was unable to give knowledge as she could not express and explain it well...no one raised any question though...*"

"My class teacher used to solve a sum from the textbook itself and then asked us to solve the rest ourselves...*we used to copy the sum blindly as she never discussed core steps...once after solving the sum on black board she sat and even took a catnap!!...*"

"In my class, although teaching skills of our class teacher were good, simply teaching was there...*there were no activities or projects conducted besides theory...*"

"I could not understand Geography taught in the class, so, I did not fare satisfactorily in exams; instead of guiding me well, the teacher teased me...I finally decided to do self learning...*it was disappointing to be left helpless by my teacher...*"

"We were treated as mere objects hence there was *hardly any student input.*"

Obvious problems with passive education are student relies on expert teaching and synthesis of information, does not teach constructive knowledge acquisition, fails to integrate self-directed or self-regulated approach to information, learning is closed to feedback, shrinks questioning and decision-making and so on.

Passive education assumes that the teacher is a dedicated master of a given subject, and not necessarily a good teacher. The students merely record the verbose and grandiose knowledge of the teacher's wisdom without challenge. There is no collaboration in the learning process and therefore ultimately there will be little or no retention of knowledge on the part of the student. The students become inert when they are not allowed to participate in co-curricular activities, active dialogues, debates, workshops, projects, group presentations and all simply because teachers are busy in completing the syllabus or remain indifferent towards work. As a result, students become shy, meek and passive spectators while teacher simply narrates.

Conclusion

The student-teachers were in consensus that with Freirean pedagogy and philosophy of education, teachers could be aware of the fact that education is not reducible to mechanical method of instruction and learning is certainly not a quantity of information to be memorized and instead of simply transferring facts and skills from teacher to students, the teachers could invite students to think critically about subject-matter, doctrines, the learning process itself, and their society. Someday Freirean democratic classroom would be generated in the present Indian classroom situation and the teachers would follow Freire's methods and pose problems derived from student life, social life, and academic subjects, in a mutually created dialogue, thus, with educational philosophy of Freire, inequality in education can be removed.

It is increasingly important to induce Freire's dialogical methodology in the classrooms today, to promote a spirit of inquiry and critical thinking and to create a more democratic classroom. Thus, through this research the teacher will realize the importance of the implementation of dialogical method as an active, critical and criticism-stimulating method that creates a critical attitude, nourished by love, humility, hope, faith and mutual trust. Accordingly, the researcher attempts to prove that only dialogue truly communicates and teaching cannot be done from the top down but only from the inside out, by the learner himself along with the collaboration of the educator. The research study also endeavours to make viable the importance of generating a more critical, liberating and inclusive classroom.

This research study was an investigation into the question - whether educational thoughts of Paulo Freire are relevant to student-teachers in contemporary Indian education and Freirean philosophy and pedagogy is practicable in the present context of Indian education system. The research finding is that, it is highly recommendable; however, its success depends primarily on the teachers themselves and secondarily on the education system, educational organization, family, society and the students. So, it would be judicious to state that, realizing the probable relevance and practicability of Freirean philosophy and pedagogy in our prevailing Indian classrooms, with united efforts of all the teachers, student-teachers, parents, society, education system and educational organization, it is pragmatic to make the prospective entry points of Freire in our teacher education and schooling.

Policy Implications of the Findings

The research study is expected to generate national awareness that critical education 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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