Chapter 1
INTRODUCTION

An Educational Institution has a significant role in providing the learning experiences to their students which take them from the darkness of ignorance to the light of knowledge. The key persons in the institutions who play an important role to bring about this transformation are teachers. National Council for Teacher Education (NCTE, 1998) in its report about the Quality Concerns in Secondary Teacher Education, mentioned that “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage”. This shows the importance of quality of teacher in educational setting.

A Student join Teacher Education programme with certain beliefs, values, commitments, personalities and moral codes from their upbringing and schooling. Teacher education is supposed to help the student teachers to examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning. This has been a central task of teacher education, time,

The competent teachers are required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher’s work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service education programmes. This is most vital in the field of teacher education, as performance is the most crucial aspect of teacher education. Only a competent teacher can implement such policies and ideas that they acquired through practice in the classroom through Teaching-learning process.

We are living in a world where people of different culture, language, religion and ethnic group live together. Therefore their education should match with their needs and resources available in their environment. Schools are the miniature form of the society. The Students belongs to different communities, socio-economic status, and religion and the social profile of teachers who are working there also represent diverse social contexts.
Hence, the education should play the role to empowering the people and at the same time promote to harmonious society based on democratic principles, where everyone feel free and respect each other. Unfortunately the Pedagogy that we follow doesn’t help teacher educators to practice in future profession and also doesn’t gives much hope in this direction. Our present education is suffering from narration sickness (Freire, 1970). Students are treated as empty vessels for filling information. By submerged in the culture of silence, students do not resist to any such acts of the system and remain unable to satisfy the ontological vocation of humanizing himself.

Education should work as an agent of social change instead of reproducing and strengthening the existing class biases and hierarchies. Reproduction and corroborations of existing class bias and hierarchies is a bane of education system, anywhere in the world. Critical thinking remained as a marginalized skill in class-rooms, where the aim and methods of teaching were determined by the system of examination. The traditional Pedagogy promotes the disciplined intellectuals who can be best wielded by the labour market. In this way, they will become the instruments for existing system to maintain status quo. The traditional pedagogy is based on the basic assumptions that teacher has immense of knowledge and the students are void of it. Devoid of social obligations, the pedagogical practices that we follow produce only inorganic intellectuals. Hence we are in need of a pedagogy, which has the capability to overcome inequalities and injustice in the society and inculcate the democratic attitude among the future generations.

Education system in India needs a special reference. In India, the curriculum for school education is prepared by elite wardens of National Council for Educational Research and Training (NCERT) and state boards. In University system a similar kind of elite body, called as ‘board of Studies’ is in charge of curriculum construction. Curriculum preparation of B.Ed. and M.Ed. follow the Universities rule and regulation to frame a curriculum. Thus, nowhere in the education system a participatory curriculum making with due consideration of the Learning needs of students, is permitted. This makes alias curriculum, alien from the view point of the students.

According to Kumar(1990) the students who were living in the plain of Ganga, were taught about the geography of the hilly area and problems of people in Hilly area. The small
kids did not show any interest in those content, because it is totally irrelevant to their daily life, and it also had no contribution to solve their flood and related problems.

Critical Pedagogy serves as an inevitable alternative to the Traditional Pedagogy by breaking the monopoly of school over knowledge, by raising the socio-cultural issues and relating education and school knowledge to life contexts outside the school (Babu, 2007). Critical Pedagogy is a postmodern teaching model that views teaching and learning as a conversation among teachers and their students. Grounded in the social theories of Freire (1970), Critical Pedagogy advocates a shift in the power structure in classrooms by acknowledging that students come to the class with information gathered from their own life experiences. The goal of Critical Pedagogy is to use that knowledge as a bridge to new learning. This results in a change of perception for both the students and their teacher. Critical pedagogues (Freire, 1970) claim that when students and their teachers “know that they know,” the phenomenon of “conscientization” has taken place. After this moment of revelation, one may claim that learning has occurred.

In teacher education programme the pedagogy which is used by the teacher educators is not so different from other streams. Student teachers are supposed to be silent listener, because the curriculum is exam oriented. The curriculum of teacher education programme is well structured through the interference of NCTE and curriculum applicable across the country shame a lot of commonality. There is very little scope for deviation and the iron fist of NCTE make teacher education institutions to strictly follow the prescribed curriculum.

For teaching practices, the student teachers are supposed to prepare wellstructured lesson plan and they should exactly follows it in their teaching practices, whatever the actual conditions may be there, but student teachers are rarely allowed to include something on their own in their teaching practices. This system suffocates teacher’s creativity. So Student teacher’s teaching Practices never consider the learners attitude and interests.

As rightly mention by Freire (1970), the classroom in teacher education also suffer from narration sickness. Teacher education considers student teachers to be container for filling the methodological and pedagogical content, very similar to the Freire (1970) banking model of education. Teacher education converts student teacher of knowledge, the
performance aspects of pedagogy, methods of teaching, Understanding the psychology of students and evaluation process were undermined. The process of teacher education is thereby produced to a process of ‘learning’ where democratic values and the power of teacher education to transform the society does not get its due share. The constructivist strategies in teacher education should be practiced in such a way, that the student teachers will be able to construct new pedagogical and educational practices, according to contextual needs. Without modification and changed pedagogy and educational practices cannot survive the test of time. To cure the disease the need of the hour is to equip the student teacher to view critically about the teacher education practices. Here is where the importance of Ferierian legacy in teacher education. Critical Pedagogy in teacher education helps student teachers to view their educational surrounding critically to develop the education practices as best fit the students and their context. This is the background in which the present study explores the potential of critical Pedagogy promoting democratically oriented student teachers with essential learning skills that prop up them in their prospective profession.

1.1 NEED AND IMPORTANCE OF THE PRESENT STUDY

The existing teacher education programme serves the need of the existing hierarchical society, where resources are unequally distributed and there is very little scope for social justice and democratic practices in education. The existing teacher education programme strengthen the concept that teacher is the only source of knowledge and transact the knowledge in the classroom. So the teaching learning process goes unilateral for the disadvantage of students (Babu, 2007). But the teaching learning process, like in any other stream, should be two way process, in teacher education as well. It should provide opportunity for teacher to interact students, with due respect to each other and both should be responsible for knowledge creation. In such a situation both will get the benefit of it.

Keefe (1997) illustrate that learning refer to cognitive, affective and psychological Behaviors that perform as relatively stable indicators of how people perceive, interplay with, and respond to, their environment in learning situations. Curry (2000) defines learning as individual consistencies in perception, memory, thinking and judgment across any stimulus condition. Learning is an important component of the cognitive activities of any individual, and it enables them to understand basic necessities of life, and to adapt to adopt themselves in a new environment. Learning takes place through the learning skills. Hence
the learning skills are very important for every individual. Learning skills reflect more situational, specific competencies required for effective performance on a variety of tasks (Kolb, 1984; Boyatzis & Kolb, 1991 and 1995). Learning is one of the crucial things that lead to successful education in which students are expected to acquire skills and knowledge necessary for their adoption to the world. Hence the central mission of educational institutions is to facilitate the student’s learning. Educational institutions play a vital role to develop the learning skills among the learners. Here the teacher is the key component for promoting and developing the learning skills among the learners. For this, teachers must have good teaching skill as a precondition.

In the context of teacher education, the student teachers should possess good learning skills, otherwise they will not be able to inculcate the good learning skills among their future students. Teacher education is very important for shaping the future of a nation. Therefore, teacher’s competency is necessary prerequisite. Good Learning skills enhance the teaching competency, leading to improving potential of the teacher to promote the skills of student teachers in inculcating better teaching skills in their prospective students.

The Critical Pedagogy helps the learner to develop the critical consciousness (Freire, 1970) through the critical consciousness of the teacher. The critical consciousness promotes the student teachers to think critically about their own status in the society, about the content which they are learning in teacher education programme, and its relevance to their life. These critical and analytical thinking enable the student teachers to develop the good Learning skills. Good learning Skills always helps to improve the academic achievement. Through the critical consciousness, Student teachers will be able to analyze the body of knowledge, their sources and finally become innovative, also it helps them to understand, and how can they contribute to the existing knowledge. Our present teacher education system has little importance for critical and innovative thinking. The education system has more emphasis on examination system, where the student is tested for their inorganic Intelligence.

Learning skills cater to the cognitive domain of the teacher educator. Equally important is the values that teacher maintains in the classroom. Any amount of intellectual abilities will go in vein, if the student is not allowed to enjoy the democratic values he / she is entitled
to. Democracy and freedom is not something to be given with, but something to be taken from. Unfortunately our education system is too authoritative, for which the role of the teacher education is very high. Denial of democratic practices in teacher education resonates in total education system through the effect of it to percolate in the total system through its products ie. Teachers.

Democracy means government by the people and for the people, resulting in political equality, freedom of expression, liberty, social and economic justice (Laski, 1967). According to Sen (2009) “in pursuit of justice, not by reference to some kind of ideal, but in very practical terms, comparing the impact of particular policies, and reflecting on the way things are done in the name of impartiality and fairness.” Constitution of India had mention the basic component of democracy as JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity, FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

According to Dewey (1916) “aims of education should be oriented towards preparing young people to be active participants in all aspects of democratic life”. Educational institutions are the place where the learner can learn the concept of democracy and practice it. A closed classroom climate is one where teachers use authoritarian classroom strategies, maintain singular control of the classroom and curriculum, and either avoid controversial topics or present limited perspectives on these conflicts (Berman, 1997). These undemocratic environment suppress the creativity of the learner, they could not develop the ability to work in cooperation. They will become introvert, because they did not get the chance to express their feeling, and the teacher is not equally treating to their learners.

John Dewey (1916), Ivan Illich (1971), Paulo Freire (1970), and Sadgopal (2000) all critiqued the authoritative, essentially anti-democratic mode of education that has become a pervasive mainstay of the modern educational system. These progressive educators have posited, in turn, alternative ways of understanding and practicing progressive pedagogy, in which the learners learn best when they take on a responsibility for their own learning.

Critical Pedagogy promotes the democratic education, where every learner feels free to express their opinion and thought. At the same time teachers are also supposed to treat every
learner equal and always provides the equal opportunity to each learner to express their feeling in the classroom. Democratic attitude is very important component of the personality for successfully living in the harmonious society. Through the democratic attitude, learners will develop the good cooperation skill, they start realizing the importance of every person and their contribution. It helps them to perform in the group. It also enables them to become cooperative, and develop the good team spirit. According to Freire (1970) “an authentic democracy can only be achieved through a liberating education, not a dominating or domesticating one. The more the people participate in the process of their own education, the more that people will participate in the process of defining the kind of production, in which they wish to engage.”

Teacher education is not an exception to Frerian vision of participatory education. Only through a participatory teacher education process the student teachers will be able to view themselves as a producer of knowledge in teacher education. Critical pedagogy gains a vital position in teacher education practices that value freedom and respect the democratic rights of the student teachers.

The vision of teacher educators that promote learning skills and democratic values along with achievement is a postmodern phenomenon. It needs a dismantling of the present system to have a new breed of perspective teachers. These new breed of teachers should have the capability to view their educational surrounding critically to develop the education practices as best fit the students and their context. These well equipped and prospective practitioner of Critical Pedagogy will have a multiplier effect on society, because teacher education institutions will inculcate the components of Critical Pedagogy in their student teachers, these well equipped student teachers, when they become the practitioner, will use those skills in their educational practices. Hence the whole society will get the benefit of the Critical Pedagogy. This is the context in which the investigator proposes the mediation of Critical Pedagogy to restructure existing classroom practices in teacher education systems. If Critical Pedagogy found to be effective in promoting Learning Skills and Democratic Attitude, it would be a great leap for the progressive teacher education programme. Here is, where the present study finds a vital place in the contemporary research related to teacher education.


**1.2 STATEMENT OF THE PROBLEM**

The present study is entitled as “EFFECT OF A MODEL BASED ON CRITICAL PEDAGOGY ON LEARNING SKILLS, DEMOCRATIC ATTITUDE AND ACHIEVEMENT IN EDUCATIONAL PSYCHOLOGY OF B.Ed. STUDENTS”

The investigator had developed a teaching model based on the critical pedagogy as conceptualized by Freire (1970) and operationalized by Shore (1992, 1993) with due consideration of the contextual realities of the classrooms in which the model has to be implemented. The developed teaching model is a flexible model, because Critical pedagogy itself opposes the rigid and well structured system of education. The intention is to test the effectiveness of this teaching model on the Learning Skills of the B.Ed. students, on their Democratic Attitude and on their academic achievement in Educational Psychology paper.

**1.3 DEFINITION OF THE KEY TERMS**

1. **Effect**

Cambridge advance learner dictionary defines effect as result of a particular influence. In research effect refers to the causal effect of a given treatment on outcome variables of interest.

In the present study the effect of a model based on critical pedagogy on, learning skills, democratic attitude and Achievement in Educational Psychology were explored.

2. **Model**

Stockburger (1996) define model as representation containing the essential structure of some object or event in the real world. A model of teaching is a description of a learning environment. The descriptions have many uses, ranging from planning curriculums, courses, units, and lessons to designing instructional materials as books and workbooks, multimedia programs, and computer-assisted learning programs. (Joyce and Weil, 1980).
Since the present study is focusing on developing a model in teaching a more specific definition is warranted. Hence the investigator define model as a plan or pattern that can be used to frame the instructional materials and to guide the students in the classroom.

3. **Learning Skills**

Boyatzis and kolb (1995) A skill is a combination of ability, knowledge and experience that enables a person to do something well. A learning skill defines a generic heuristic that enables mastery of a specific domain. It has two components, a domain of application and a knowledge transformation process. Kolb (1984) Learning skills reflect more situational, specific competencies required for effective performance on a variety of task.

The definition of Learning Skills cited above, provided the guideline for domains of Learning Skills, which can be reliable and measurable. Hence the investigator define Learning skills as the skills that make learning possible and effective.

4. **Democratic Attitude**

Thurston (1929) define the word “Attitude” as: “the degree of positive or negative effect associated with some Psychological object”, by Psychological objects means any symble pharse, slogan, person, institution, ideas or idea towards which people can differ with respect to positive or negative effect. Democracy is not only a process but rather an attitude and something out of selfperception. The preamble of the CONSTITUTION OF INDIA had mentioned the basic component of democracy as-Justice, Liberty, Equality, Fraternity.

The definition of democratic Attitude cited above, provided the essential domains of Democratic Attitude. It is the result of various attitude of a person towards democracy. Hence the investigator define the Democratic Attitude as Attitude of student-teachers towards democratic principle and practices in day to day life.
5 Achievement in Educational Psychology

Achievement is the score obtained by a student in a test. The test is a written test, which call for the testing of knowledge, understanding, application and creativity. Educational Psychology is a core course for the B.Ed. programme in India. It draws contents from introduction to psychology, Learning, growth and development, individual differences, personality etc. with special references to its application to educational setting. Hence the investigator define the Achievement in Educational Psychology as the marks obtain by the students in a test conducted, based on the syllabus of Educational Psychology.

6 B.Ed. students

The graduate students who were pursuing the teacher education programme for getting the Bachelor of Education degree certificate.

1.4 OBJECTIVE OF THE STUDY

The purpose of this study was to assess empirically the effectiveness of an instructional model based on Critical Pedagogy on Learning Skills, Democratic Attitude and Achievement in Educational Psychology of B.Ed. students.

The objectives of the study are listed below:

1- To test whether there exist any effect of an instructional model based on Critical Pedagogy on Learning Skills of B.Ed. students, after controlling Intervening variables selected for the study. The intervening variables selected are Learning Skills pretest, Democratic Attitude pretest, Achievement in Educational Psychology pretest and Intelligence.

2- To test whether there exist any effects of an instructional model based on Critical Pedagogy on Democratic Attitude of B.Ed. students, after controlling Intervening variables selected for the study. The intervening variables selected are Democratic Attitude pretest, Learning Skills pretest, Achievement in Educational Psychology pretest and Intelligence.
3- To test whether there exist any effects of an instructional model based on Critical Pedagogy on Achievement in Educational Psychology of B.Ed. students, after controlling Intervening variable selected for the study. The intervening variables selected are Achievement in Educational Psychology pretest, Learning Skills pretest, Democratic Attitude pretest and Intelligence.

1.5 HYPOTHESES OF THE STUDY

The following hypotheses guided the course of study.

1. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling pretest in Learning Skills.

2. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling Democratic Attitude.

3. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling Achievement in Educational Psychology.

4. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling Intelligence.

5. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling Learning Skills.

6. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling pretest in Democratic Attitude.
7. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling Achievement in Educational Psychology

8. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling Intelligence.

9. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling Learning Skills.

10. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling Democratic Attitude.

11. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling pretest in Achievement in Educational Psychology.

12. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling Intelligence.

1.6 METHODOLOGY

Sample selected for the study

The sample for this study consisted of 62 students enrolled in B.Ed. course at Rama Degree College affiliated to University of Lucknow. Two intact sections of B.Ed. students of the
college, participated in the study. One section was randomly assigned as treatment group (n=32) and another one as control group (n=30).

**Instrumentation**

Four standardized tools were used for the present study to collect data from the B.Ed. students. They were:

1. Learning Skills Inventory
2. Democratic Attitude scale
3. Achievement test in Educational Psychology
4. Raven’s Standard Progressive Matrix

The instruments Learning Skills Inventory, Democratic Attitude scale and Achievement test paper in Educational Psychology were developed and standardized by the investigator with the help of the research supervisor. Raven’s Standard Progressive Matrix instrument is already standardized and it is adopted for study.

**Design**

Quasi-experimental design was used in this study. Two groups were selected for the study. One group was experimental group and another one was control group. Experimental group received treatment of the instructional model based on Critical Pedagogy. The control group was treated with lecture cum demonstration method. All the tools were administrated to both the group before the starting the treatment. Outcome variables also were tested after the treatment. The design is precisely given in the following table:

<table>
<thead>
<tr>
<th></th>
<th>1-Pre test</th>
<th>2-Treatment</th>
<th>3-Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>X</td>
<td>Instructional model based on critical pedagogy</td>
<td>X</td>
</tr>
<tr>
<td>Control group</td>
<td>X</td>
<td>Lecture cum demonstration method</td>
<td>X</td>
</tr>
</tbody>
</table>

**Statistical techniques used**

*Descriptive analysis:* Visual Descriptive-(Graphical representation of data.) Measures of Central Tendency, Measures of Variability, Coefficient of Variation, Skewness, Kurtosis

*Inferential analysis:*

i. Test of significance of difference between two mean is used to compare the mean between control group and experimental group for pretest and posttest level for all considered dependent variables. Both independent sample ‘t’ test and paired sample ‘t’ test were used.

ii. Exploratory Factor analysis was used in item analysis for Learning Skills Inventory.

iii. ANCOVA was used to test the mean difference between control group and the experimental group for all considered dependent variables.

**1.7 SCOPE AND LIMITATION OF STUDY**

The study focused on the “EFFECT OF A MODEL BASED ON CRITICAL PEDAGOGY ON LEARNING SKILLS, DEMOCRATIC ATTITUDE AND ACHIEVEMENT IN EDUCATIONAL PSYCHOLOGY OF B.Ed. STUDENTS”. The study was conducted on B.Ed. students of only one college. The instruments used for the study is scientifically developed and validated. The data collection was carried out using the random sampling technique. The data thus, collected is analysed using the statistical techniques to elicit reliable result. It is believed that the robust experimental design and analysis followed would be able to bring reliable findings with high potential for implications.
Even though all attempts have been made to make the study as precise and objective as possible, certain limitations have occurred in the study. Due to time constraints and administrative problems from the B.Ed. colleges, the study was confined to only one B.Ed. college of University of Lucknow. Subjects in the sample selected were dominated from the urban areas, and almost all were female. Though there were many other variables other than gender and locale, the investigator could not able to consider them.

The result of this study cannot be generalized to the total population of B.Ed. students in India. The sample size was relatively small (N=62), and the study was conducted at only one college. Replication of the study with larger sample would help to strengthen these findings.

The study did not consider gender, socio-economic status, locale and other demographical variables as sub samples due to the small sample size. Hence the Replication of this study with considering these sub samples on other population would help to strengthen these findings.

The result of this study was also related to the particular Instructional model based on Critical Pedagogy and its effect on Educational Psychology Course. Using the different academic content with this instructional model based on Critical Pedagogy may not produce the same results.

The level of instructor training required to successfully integrating the instructional model based on Critical Pedagogy into the Educational Psychology course content may be the another limitation of this study.

Another limitation of this study was the assessment instruments as Learning Skills, Democratic Attitude and Achievement in Educational Psychology. While these instruments were carefully constructed for the appropriation for the study, there would be still scope to refine and to improve these instruments to adequately measure B.Ed. Student’s gains.

Another limitation of this study was that the investigator could not conduct the Retention test, because the college had declined it. This is an important limitation of the study. Since the experiment design was robust the results shows could be relied even without the result of the Retention test.
1.8 ORGANIZATION OF THE REPORT

Chapter 1 Concerned with a brief introduction to the problem, the need and importance of present study, statement of the problem, definition of key terms, hypotheses, objectives, methodology, scope and limitation of study.


Chapter 3 Contain the methodology of the study describing in detail the variables, the instruments, sample of the study, data collection procedure, scoring techniques, validity and reliability of instruments. Statistical techniques used for analysis.

Chapter 4 Presents the detail analysis of data, interpretation and discussion of result and tenability of hypotheses.

Chapter 5 Concerned with the summary, major findings, educational implications of the study and suggestions for the further research.

Chapter 2

REVIEW LITERATURE

The review of related literature and related studies is an exhaustive survey of what has already been done concerning the problem, which is being, investigated and hence is an indispensable step in its analysis and evaluation. The review of related studies is an important prerequisite to actual planning and execution of any research work. For any worthwhile research in any field, the researcher needs an adequate familiarity with the literature available in that field of study. It is not only provides access to the accumulated wisdom of the ages, but also enables the investigator to carry out their work successfully. The review of related studies enable the investigator to delimiting and defining the problem and also in choosing and adopting the appropriate methodology. It avoids unnecessary
duplication, demonstrates relationship between completed research and the topic under investigation.

The major purpose of the present study was to empirically testing the effectiveness of an instructional model based on Critical Pedagogy on Learning Skills, Democratic Attitude of B.Ed. students. A detailed review of researches conducted in this area was done by the investigator. The investigator limited the review of related literature to those studies which show close affinity to the present study. This chapter is arranged into following sections:

1. Theoretical overview of Critical Pedagogy
2. Theoretical overview of Democracy and Critical Pedagogy
3. Theoretical overview of Learning and Academic Achievement with Critical Pedagogy
4. Review of related studies
5. Critical overview

2.1 THEORETICAL OVERVIEW OF CRITICAL PEDAGOGY

Critical Pedagogy is a postmodern teaching model that views teaching and learning as a conversation among teachers and their students. Grounded in the social theories of Freire(1970), McLaren(1997,1998,2002), McLaren & Giroux(1990), Giroux (1983)and Habermas(1982), it advocates a shift in the power structure in classrooms by acknowledging that students come to the class with information gathered from their own life experiences. The goal of Critical Pedagogy is to use that knowledge as a bridge to new learning. This results in a change of perception for both the students and their teacher. Critical pedagogues claim that when students and their teachers “know that they know,” the phenomenon of “conscientization” has taken place. After this exposer, one may claim that learning has occurred.

The notion of Critical Pedagogy concern with transforming oppressive relations of power in a variety of domains that lead to human oppression finds its origins in critical theory (Kincheloe,2004). Critical theory arose seventy years ago by the Frankfurt School, Institute of Social Research at the University of Frankfurt (Darder, Baltodano, & Torres, 2003). Critical theory emerged following the ramifications of World War II which resulted
into economic depression, political struggles and class conflicts in Germany and Central Europe. Some of the major critical theorists engaged at that point were Max Horkheimer, Theodor Adorno, Herbert Marcuse and Max Weber (Darder et al., 2003; Kincheloe, 2004).

Critical Pedagogy has a rich theoretical history that is influenced by many social and political circumstances. It has been influenced by the Marxist ideologies. The incorporation of Marxism serves to provide a greater social context in which to view Critical Pedagogy. Freire (1970) in his book “Pedagogy of the Oppressed” set some of the fundamental principles. No one person is credited with the creation of Critical Pedagogy, though most would agree that Freire’s foundational work, Pedagogy of the Oppressed, has been a foundational text. The ideas found within this text have shaped the conversation on Critical Pedagogy. History recognized Freire primarily as an influential pedagogue and humanitarian. He includes his work on liberation and revolution.

He describes the roles and responsibilities of both the oppressor and the oppressed in his liberation framework. He also argued that the oppressed must liberate themselves because the liberation efforts enacted by oppressors on behalf of the oppressed recapitulate and thus reproduce inequalities of authority between oppressor and oppressed classes.

According to Freire’s (1970), the oppressor needs to be in solidarity with the oppressed. True solidarity with the oppressed means fighting at their side to transform the objective reality which has made them these “beings for another.” The oppressor is in solidarity with the oppressed only when he stops regarding the oppressed as an abstract category and sees them as persons who have been unjustly dealt with, deprived of their voice, cheated in the sale of their labor “when he stops making pious, sentimental, and individualist gestures and risks an act of love”(Freire, 1970). This quote identifies the role of the oppressors in the fight for liberation is to be in solidarity with the oppressed. This quote highlights the definition of solidarity as seeing the oppressed not as an abstract category but as people.

Critical Pedagogy contributes to the empowerment of both the oppressed and the oppressors to engage in liberation framework. Freire (1970) called the traditional model of education “banking education”. Banking education refers to a pedagogy that values a hierarchal power structure, centralizes the teacher’s voice and perceives students as empty receptacles who receive and then reproduce the dominant narrative that they are taught. He
pointed that the banking model of education is an institution that perpetuates the dialectical social conflict between the oppressed and the oppressors. The dialectical social conflict between the oppressed and the oppressors refers to the nature and function of the relationship between the two. This relationship is not fixed; they are socially constructed in relation to one another. He further explain that the banking education is the work that creates the dialectical social conflict. True ideologies are explained as well but it is the action that materializes social inequality.

Freire (1970) spoke to the role of the teacher within banking education and the effects that role had on students: Banking education maintains and even stimulates through the following attitudes and practices, which reflect oppressive society as a whole as

i. Teacher teaches and the students are taught
ii. Teacher knows everything and the students know nothing
iii. Teacher thinks and the students are thought about iv. Teacher talks and the students listen silently
v. Teacher disciplines and the students are disciplined
vi. Teacher chooses and enforces his choice, and the students obey
vii. Teacher perform and the students should act accordingly
viii. Teacher chooses the program content, and the students follow it
ix. Teacher is the subject of the learning process, while the learners are mere objects.

It is not surprising that the banking concept of education regards men as adaptable, manageable beings, not as a human being who have self-identity.

Freire,1970 proposed that education should be a process of problem-posing. He clarifies the difference between banking education and problem posing education. Whereas banking education prevents creative power, problem posing education involves a constant opening of reality. The former attempt to maintain the status quo, the latter develop the consciousness and critical intervention in reality. Problem-posing education develops students’ ability to critically analyze information. It does this by treating students as ever-evolving practitioners and participants in learning and the creation of knowledge. It pushes students to see the future as unwritten and unfinished. It challenges students by putting them in the position of having to solve and answer their own questions and problems. Problem-posing education pushes students and teachers to redefine their relationship to learning and
authority, to redefine their relationship to each other, to education, and to expertise, to perceive of knowledge and power (Shor, 1992). Basically, problem-posing education empowers oppressed students to define themselves as contributing members of a democratic system. For students of privilege, problem-posing education pushes them to trust the knowledge of their peers and the experiences of the oppressed. It requires them to participate in a democratic classroom where everyone’s voice is heard. It asks them to view themselves as contributors to dehumanization and leads them to support, not save, the oppressed. In contrast to the banking model of education, problem-posing education centralizes the students’ voice. This shift changes the power relations of the classroom.

Freire (1970) suggested that problem-posing education pushes oppressed people to analyze the social/historical contexts which they live. In problem-posing education people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation. He again encourages the development of critical thinking through problem-posing education. Problem-posing education is a challenge to the banking model of education which has defined the traditional classroom. According to Freire (1970), banking education has domesticated the typical classroom by directing students about what to think accordingly. The banking model treats classroom learning as information to be memorized and skills to be transferred to students. Problem-posing, on the other hand, facilitates the teacher and students negotiating the meaning of knowledge. Freire (1970, 1993), in the banking model, the teacher is the subject of the learning process while students are the objects. The banking model leads students not to question the pedagogical process which is dominated by particular ways of knowing. As students accept passive roles, they increase their likelihood of adapting to, rather than inquiring about the world around them. With the problem posing approach, students are exposed to think in more democratic ways and encouraged to seek social change stemming from critical awareness. Freire, (1970), made the important point that with an understanding of the social/historical contexts, systems of exploitation and domination shift from being systems that have always been and always will be to systems that are susceptible to change.

Freire (1970) suggested the teacher is no longer merely the one-who-teaches, but one who is himself taught also teach. They become jointly responsible for a process in which
all grow. In this process, arguments based on “authority” are no longer valid; in order to function, authority must be on the side of freedom, not against it. Here, no one teaches another, nor is anyone self-taught. Shor (1992) suggested that the teacher merges her thinking into an ongoing dialogue that begins with the students’ point of view. After the students’ voices are put at the center of the dialogue, the teacher can insert some basic academic knowledge that the students missed to help them dig deeper into the content. Students can also request, what Shor (1992) referred to as a “dialogic intervention”. The teacher can also pose a problem to help the students dig deeper, a new critical perspective that they may not have yet considered.

Shor (1992) put emphasis on the democratic classroom structure. He believed that voice of each student should hold equal standing. The critical democratic classroom creates opportunities for all voices in the class to be heard, for each student to practice their literacy and their assertive passionate voice. This must be done in a variety of ways. If the teacher only checks for understanding of subject matter through discussion than only the most assertive and verbally confident students will be heard. This must be done through a blend of individual written reflection, verbal discussion, small peer to peer collaboration etc. Under this paradigm, democracy represents a system where the social and economic benefit and burdens are distributed equally amongst participating members. Shor(1992) manifested this vision of democracy in the classroom by making sure that all voices in the classroom were heard.

Though Critical Pedagogy utilizes a democratic classroom structure, which ignores the social/historical realities of oppression, in the same breath, it contradicts this position by suggesting that problem-posing education should analyze and consider the social/historical position of the students. Therefore, the democratic classroom structure is an action of analyzing the social/historical context of oppression because it empowers the voices of the oppressed. For privileged students, a democratic classroom structure is a contradiction.

Critical Pedagogy defines knowledge into three categories as ‘Technical knowledge’, ‘Practical knowledge’, and ‘Emancipatory knowledge’. Technical knowledge is much as it sounds. It is the knowledge that is associated with the natural sciences and
quantitative research. Practical knowledge is associated with interpersonal intelligence, communication, and social awareness. McLaren (1989) described practical knowledge as “generally acquired through describing and analyzing social situations historically or developmentally and is geared toward helping individuals understand social events that are ongoing and situational”. Emancipatory knowledge takes a step back and looks at how technical and practical knowledge fit into the larger system. This third type of knowledge takes into consideration how systems of oppression and relations of power and privilege may influence knowledge. This third type of knowledge is usually only available to privileged students who do not need to be emancipated.

Problem-posing education cultivates emancipatory knowledge. McLaren (1989) went on to describe emancipatory knowledge as “aim at creating the conditions under which irrationality, domination, and oppression can be overcome and transformed through deliberative, collective action”. He called for the reflection and dialogue produced by problem-posing education be supported by action. One element of Critical Pedagogy that sets itself apart from other pedagogical methods is its emphasis on the interdependency of action, reflection and dialogue. This interdependency is termed “praxis”. Darder(2009) described praxis as the hub that connects action, reflection and dialogue. Praxis also refers specifically to action, reflection and dialogue that are focused on liberatory action. Freire(1970) has made it clear that liberation can only be achieved if it is a movement from the oppressed and that through the process of liberating themselves subsequently free the oppressors as well. He condoned the cooperation of the oppressed with oppressors in solidarity with them.

Critical Pedagogy is the pedagogical method that should be utilized with privileged populations. The privileged/oppressors are subjected to the same socializing forces and they are submerged under a similar veil of fear and ignorance as the oppressed. The goal of Critical Pedagogy when used with populations of privilege is not to liberate them but to teach them how to be in solidarity with the oppressed. Too many privileged people want to enact love but misplace their good intentions through false charity and perpetuate the systems that they want to fight against.
Critical pedagogy is an antithesis to traditional ways of teaching since it does not envision education with predetermined approaches. Despite the varying perspectives on the characteristics of critical pedagogy, consistent themes have emerged among critical pedagogues. Critical pedagogy can be defined according to five fundamental characteristics as

I. Development of a social justice framework
II. Belief that education is inherently political
III. Connection between the classroom and the world
IV. Alleviation of human oppression
V. Development of social action

Besides exploring its characteristics, it is insightful to also understand how banking education is oppositional to problem posing education which is advanced through critical pedagogy. In addition, defining critical pedagogy necessitates understanding the different meanings of critical. Having a social justice framework, critical pedagogy responds to oppression, alienation and subordination (Kanpol, 1999). Therefore, learning is not isolated to the curriculum, teaching approaches and academic regulations, but also situated in the broader social world. Without a larger vision for learning, the purpose of education emerges as questionable.

Critical pedagogy aims to unveil what is assumed to be neutral in the educational domain. Shor (1992) discusses the political nature of education by stating that all forms of education are political because they can enable or inhibit the questioning habits of students, thus developing or restricting their critical relation to knowledge, schooling and society. If the curriculum is not oriented to critical thought, then it directs students to accept that knowledge is fixed and to accept that change is not necessary.

The basic principle of Critical Pedagogy is that there is an unequal social stratification in our society based upon class, race and gender. McLaren (1988) states that Critical Pedagogy means to heal, repair, and transform the world. It provides historical, cultural, political, and ethical direction for those in education who still dare to hope. Those of high power and status are at the top of society and control the rest of society. By doing so, the unequal conditions can be maintained. Those who wish to maintain this status quo
do so because of the economic and social benefits they derive from this stratification. Hence, to maintain these benefits they fight to keep them by oppressing others. This control is wielded through hegemony. Under hegemony those who are oppressed are giving their permission to be oppressed to those who are dominating them. It is a subtle, almost invisible, form of control, in which everyone (including the oppressors and the oppressed) believe it is the only way, the right way. Apple (2000) states that hegemony acts to “saturate our consciousness”, so that the educational, economic and social world we see and interact with, and the commonsense interpretations we put on it, become the real world, the only world. Hegemony is a process in which dominant groups in society come together to form a cartel and sustain leadership over subordinate groups. It forming an ideological umbrella under which different groups who usually might not totally agree with each other can stand. The groups are offered a compromise and feel as if their concerns are being listened to while the dominant groups still maintain their leadership of general social tendencies.

Critical Pedagogy studies the role which schools play in maintaining the social stratification of society, and the possibilities for social change through the schools. “Critical pedagogy is both a way of thinking about and negotiating through praxis the relationship among classroom teaching, the production of knowledge, the larger institutional structures of the school, and the social and material relations of the wider community, society, and nation state.” McLaren (1995) explains that Critical Pedagogy is an approach adopted by progressive teachers attempting to eliminate inequalities on the basis of social class, and that it has also sparked a wide array of anti-sexist, anti-racist, and anti-homophobic classroom-based curricula and policy initiatives. Common questions for the critical educator include: What knowledge is of most worth? Whose knowledge is most important? What knowledge should be taught, and just as important, what knowledge is not to be taught? How does the structure of the school contribute to the social stratification of our society? What is the relationship between knowledge and power? What does this imply for our children? What is the purpose of schooling? Is it to ensure democracy or to maintain the status quo and support big business? How can teachers enable students to become critical thinkers who will promote true democracy and freedom?

Aliakbari(2012) explains that critical pedagogy provides principles, inspirations, and recommendations to improve human education and to direct it to democratic and
oppression–free direction. Aliakbari and faraji (2011) described the basic principles of critical pedagogy. These principles can be categories as

**Problem posing education** - It is an alternative to banking model of education. The problem posing education encourages critical learning. Through problem posing, students and teachers examine their experiences and perspectives in light of those of other people and in relation to large public issues and processes of domination and liberation.

**Teacher and student** - the teacher should taught in dialogue methods where teacher and student both are learner. Shor (1992 ), Freire (1970) also endorsed engaging students in dialogue—for instance, by inviting them to name and narrate their own experiences and to relate those experiences to what they are learning.

**Sharing of power in classroom** - Critical pedagogy requires a classroom environment that is democratic, where students’ viewpoints are highlighted through discussion and debate and there is shared power and dialogue among teachers and students.

**Power relationship between different groups** - Critical pedagogy focuses on power relationships between different groups and on how power is used. According to Kincheloe (2008), students must be able to identify who gains and who loses in specific situations and they must be made aware that privileged groups often have an interest in supporting the status quo to protect their advantages.

**Praxis** - Praxis is the ongoing partnership among action, reflection, and dialogue. Praxis is a complex activity by which individuals create culture and society and become critically conscious human beings.

**Conscientisation** - Raising student’s consciousness of the injustices and inequalities surrounding them.

Critical Pedagogy, is defined as a pedagogy which embraces a raising of the consciousness, a critique of society, as valuing students’ voices, as honoring students’ needs, values, and individuality, as a hopeful, active pedagogy which enables students to become truly participatory members of a society who not only belong to the society but who can and do create and re-create that society, continually increasing freedom. Freire(1970)
states that there is no such thing as a neutral educational process. “Education either functions as an instrument that is used to facilitate the integration of the younger generation in to the logic of the present system and bring about conformity to it, or it becomes ‘the practice of freedom’ the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” Apple (2000) also argues that education is not a neutral enterprise, that by the very nature of the institution, the educator is involved, whether he or she is conscious of it or not, in a political act. He attempts to analyze and understand the relationship between education and economic structure, and the connections between knowledge and power. Apple (2000) approaches his analysis in three ways as

I. School as an institution
II. Educators
III. Knowledge forms

Each of these are situated within the larger context of society. Shor (1992) states that the strongest potential of education lies in studying the politics and student cultures affecting the classroom. Shor (1992) further stated that “The first need is to become aware of the world in which we live, to survey its forces, to see the opposition in forces that are contending for mastery, to make up one’s mind which of these forces come from a past that the world in its potential powers has outlived and which are indicative of a better and happier future.”

Dewey (1958) described the contradictions and problems with which our society was dealing, is also relevant today. He states that it is the task of teachers to help put things right, whether or not teachers feel it is their duty, whether teachers choose to do so or not, they are still choosing, since the very act of intentionally doing nothing is still doing something. One cannot choose. His point is that teachers should become aware themselves of our present situation and after conducting meaning full study they should make a choice and base whatever actions they choose on that informed decision. He felt that it was important for teachers, parents and other educators to understand the social forces and movements of the times and the role of the schools, which could not be accomplished unless teachers were aware of a social goal. Dewey (1958) explain that teachers, in general, do not feel that they have time for general theories, yet he states that the first prerequisite of
intelligent decision and action is understanding of the forces at work. “The most specific thing that teachers can first do is something general.” For this reason, it is imperative that teachers as well as those in teacher education programs take the time to study the constructs and power structures within our society, to determine how these impact educational policies, curriculum, testing, accountability, teaching methods and materials. Teachers need to reflect upon what they are doing and why they are doing it.

Freire (1970), Darder(1991), Shor(1992), McLaren (1994), Giroux (2001), Kincheloe (2004), to nicely summarize it as an approach to education that is rooted in the experiences of marginalized peoples, that is centered in a critique of structural, economic, and racial oppression and same time it is focused on dialogue instead of a one-way transmission of knowledge, and it structured to empower individuals and collectives as agents of social change.

2.2 THEORETICAL OVERVIEW OF DEMOCRACY AND CRITICAL PEDAGOGY

Democracy can be define as the democracy requires the presence of forums, where all peoples voices can be heard and ultimately ‘govern’ their own reality. The preamble of the CONSTITUTION OF INDIA had mention the basic component of democracy as JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity, FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

Freire (1970) mentioned that an authentic democracy can only be achieved through a liberating education, not a dominating or domesticating one. The more the people participate in the process of their own education, the more that people will participate in the process of defining the kind of production, in which they wish to engage. Democracy is not only a process but rather an attitude and something out of selfperception. It respects other’s opinions and aims for social justice, equal opportunity, and people’s rights of liberty. Political ideas, values, and beliefs of the citizens are important components in democracy. Democracy means government by the people and for the people, resulting in political equality, freedom of expression, liberty, social and economic justice.
According to Dewey(1958) democracy can be understood from two perspectives first political perspective and second one a social perspective. He explain, Democracy is much broader than a special political form, a method of conducting government, of making laws and carrying on governmental administration by means of popular suffrage and elected officers. But its real meaning is something broader and deeper. The political and governmental phase of democracy is a means for realizing ends that lie in the wide domain of human relationships and that development of human personality. In other words, the political perspective refers to governmental policies and processes. The social perspective encompasses values that govern self-development as well as construct relationships among individuals. Dewey(1958) elaborates on the social understanding of democracy as the necessity for the participation of every mature human being in formation of the values that regulate the living of men together which is necessary from the standpoint of both the general social welfare and the full development of human beings and individuals.

Portelli (2001) describe that, when philosophers of education refer to democracy in relation to education, they normally mean democracy as a way of life. For understand the use of critical pedagogy for democracy, it should be looks in social perspective of democracy in terms of a way of life. Democracy must be understood beyond a political meaning. Democracy encompasses a social meaning that brings attention to the social construction of identity.

Giroux (2004) calls for an understanding of power in education because the issue is not whether public or higher education has become contaminated with politics, it is more important about recognizing that education is already a space of politics, power, and authority. Even though approaches to democratizing the classroom have been strongly understood from having a vision of democracy (Giroux( 2003), Giroux & Giroux(2004), McLaren(1998)there seems to be minimal attention paid to exploring relations of power in the classroom. Portelli (2001) recognizes that the political, powerrelations context of the classroom are even not considered. The classroom relationships manifest as unequal distributions of power by including or privileging particular individuals while excluding or disadvantaging other individuals.
2.3 THEORETICAL OVERVIEW OF LEARNING AND ACADEMIC ACHIEVEMENT WITH CRITICAL PEDAGOGY

Learning is the act and process of acquiring new knowledge, or modifying and reinforcing the existing knowledge. It is also an act of modifying the behaviors, skills, values, or a process involves synthesizing different types of information. Human learning may occur as part of education, personal development and schooling. Learning is a goal-oriented activity and may be aided by motivation. Learning activities is highly related to critical thinking. Critical thinking is the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion (Edmonds et al., 2005).

Ennis (1987) explain in the taxonomy of critical thinking that it refers to the skills required for a critical thinker. Several scholars have paid attention to the meaning of critical thinking through the development of skills (Brookfield, 1987). To critical thinking, the critical person is something like a critical consumer of information and the consumer is driven to seek reasons and evidence. Critical thinking means that the critical person has not only the capability to seek reasons, truth, and evidence, but also they have the drive to seek them. Burbules & Berk (1999) Describe that critical thought needs to be connected to democratic values. While critical pedagogy aligns with acquiring critical skills, it also necessitates action for social change. Critical pedagogy is an effort to work within educational institutions and other media to raise questions about inequalities, about the false myths of opportunity and merit for many students, and about the way belief systems become internalized to the point where individuals and groups abandon the very aspiration to question or change their lot in life.

Critical thinking and critical pedagogy can be understood along a continuum. Critical thinking constructs ideas about oppressions and inequities that will instigate social change. Critical thinking engulfs a sense of probing or questioning. However, critical pedagogy mobilizes ideas in order to bring about social change. Conceptualizing critical thinking and critical pedagogy along a continuum would have offered clarity to the different
meaning of critical. Both critical thinking and critical pedagogy acknowledge the purpose for developing critical dispositions, but the latter more focused on the social change.

Academic achievement is the outcome of education, the extent to which a learner, teacher or institution has achieved their educational goals. It is highly related to Learning Activities. Academic achievement is commonly measured by test.

**Summary of the theories reviewed**

All the concept and theories discussed above depict that Education should be work as a vehicle which empower the human being, and traditional pedagogy could not fulfill this objective. Freire(1970), Sore(1992) they both supported the concept of a pedagogy which enable the people to develop the critical consciousness. They also strongly supported the idea that teaching learning process should be democratic. It enables them to become activist to reframe the social and political situations for betterment of human being.

In sum, in order to understand the relationship between education and democracy, a critical lens is required for addressing multiple axes of inequality and difference(Ng, 2003). The relationship between education and democracy must also be constructed upon a discourse of power. Ng (2003) states that to develop a critical awareness of the power dynamics operative in institutional relations-and of the fact that people participate in institutions as unequal subjects. A clear indication that both issues of power and difference have constructed inequities within education is evidenced. Therefore, the relationship between education and democracy must be explored for this discursive practice.

Vehicle of Critical Pedagogy, helps to develop the critical consciousness among the learners and enable them to correlate the classroom learning activities with their real life situations. This critical consciousness ultimately develops their Critical thinking and creativity. Hence, these activities enhance their learning and help them to improve their academic achievement.
2.4 REVIEW OF RELATED STUDIES

The reviews are categorized as Critical Pedagogy and teacher education, Critical Pedagogy and Democracy, and Critical Pedagogy with Learning and Achievement.

2.4.1 Critical Pedagogy and Teacher Education

Ullrich (2006) explains that preservice teachers assume primary responsibility for their personal and professional development. Ullrich (2006) further suggested in their paper that critically-oriented teacher education works actively to promote ideas of dignity, democracy, and diversity in the classroom, with the optimistic expectation that these ideas might ultimately extend into society through the work of preservice teachers and their young students. Again their suggestion is that integrative curriculum helps to promote substantive "conversations-with-self" and "conversations-with-settings," pushing all of us to re-define views of ourselves as educators and to finish the gaps between what we know to be right, what we think we do, and what is actually being done. Becoming a critically reflective teacher is much more than the analytic skills and dispositions, understanding how schools help to reproduce social inequality and injustice, and learning pedagogical strategies to address these problems. The outcomes of these as trust and respect among them and creating an environment that allows both students and teachers to ask the kinds of questions that truly promote a critical analysis of the world. Critically oriented initial teacher preparation that fails to recognize and respond to these special problems of professional identity formation.

Wamba (2010) explain that incorporating the Critical Pedagogy in action research, it requires not only about subject matter but also encouraging ongoing individual and collective self-reflection, dissent, and community in teaching practices. This pedagogy guides students toward discovering knowledge through their own engagement, setting an example of open-minded fairness, demonstrating honest critical inquiry, modeling the best forms of authority, and exercising power based on justice and respect for others and their rights. It requires pro-active teaching, the ability for the facilitator to imagine the classroom, future vision for what is likely to happen and be attentive to mistakes, and to know how to manage them. Classrooms are cultural sites that give us the opportunity to practice and model equal treatment, respectful dissent, creativity and imagination, non-bias, respect for
facts transparency of the process, meaningful conventions, which provide an example for everyone to use the authority.

Bartolome (2004) describe that all prospective teachers, need to develop the political and ideological clarity that will guide them in denouncing discriminatory school and social conditions and practices. This clarity is very important if teachers really wish to become better instruct, to protect, and to advocate for their students. It is also indispensable if educators efforts to nurture youth into being critical thinkers capable of acting upon the world.

Bartolome (2004) finding also supported by Freire (1998). According to Freire (1998), beyond technical skills, teachers should also be equipped with a full understanding of what it means to have courage to denounce the present inequities that directly harm certain populations of students and effectively create psychologically healthy, culturally responsive, humanizing, and self-empowering educational contexts. Critical pedagogy reminds us of the importance of clearly identifying obstacles in order to work collaboratively with students and communities to overcoming them.

Wardekker & Miedema (1997) describe the difficulties in grounding the Pedagogical theory, they explain that it faces the task of reformulating the premises and the aims of education as political questions. Even those working within a Vygotskyinspired paradigm do not always conceptualize education as political nature. A reformulation of pedagogical theory in this sense would have to ask what the possibilities are for human beings in the actual political situation not to be made totally dependent on existing structures. In this sense the political system should be the complimentary of education system.

Missingham (2009) in their thematic editorial describe that Dialogue and problem posing are well known techniques associated with critical pedagogy and it helps the instructor to use the creativity in transactional strategies. He further explains that the dialogic and participatory approaches ensured that knowledge can be created through collaboration between presenters and participants. Problems and questions generated discussion, analysis and learning. Hence these activities help the presenter and participants to develop the critical educational strategies.
Aliakbari (2012) mention the findings in their survey research that teachers had positive views toward the implementation of critical pedagogy, but nobody were using the critical pedagogy in Iranian schools. It reflects that teachers need support and orientation in this regard.

According to McLaren (2003) Education works as a crucial site of power dynamics, where critical pedagogy plays the role of examining impacts of dominant ideologies on teaching and learning, and they seek to create more democratic and socially responsible arrangements. As Giroux (1994) explained, critical pedagogy “signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities”

Singh, Kumar (2013) in their conceptual paper highlighted the role of Critical Pedagogy in Teacher education Programme, and emphasizes the democratic setup in educational setting. They redefine, the goal of teacher education is to prepare individuals for informed citizenship in a democratic society.

Izadinia (2011) concluded in finding that for measuring the teacher efficacy, sociopolitical roles of teachers also be taking into account the in addition to their classroom-bound responsibilities.

Avis et al. (2002) describe that their one trainee used the quasi-individual model of learning that sought to empower her students and offer them self-respect and value. However, it is not enough to emphasise an ethic of care, or a set of values that seeks to offer learners respect and dignity in the classroom. They describe that the educational practices need to be underpinned by a notion of social justice that appreciates the pattern of social hostility found in the society. Such a situation requires to think about the contexts within which educational processes are located. This in turn raises questions about the way in which wider social processes constitute learners, the curriculum and even the socio-economic context. Critical pedagogy moulded to the circumstances in which it is placed. Underpinning this practice lies a recognition of the politics of education and the ways these
are imbedded in curricula categories which serve not only to engage with social difference but to actively produce these.

Gruenewald (2003) reported that classroom-based teaching and learning that focuses on teacher skills and student performances are not appropriate if we consider the environmental background of the teacher and the learner. Further, he explains that school and classroom practices reinforce those practices which keep teachers and students isolated from places outside of schools. Critical approaches should be needed to connect schools with the social and ecological dimensions of places, and knowledge should be related to the real life situations. The place-based education helps to empower people to act on their own situation.

Stinson et al. (2011) express their opinion that a fundamental principle of critical pedagogy is the need to include students and teachers' voices and their experiences in the learning process, and the active participation of students and teachers to their, interest, reflection, and critical understandings of those contents should be necessary. Through their organized workshop they developed critical connections among the participating mathematics teacher with other disciplines. The mathematics teachers start using the principles of critical pedagogy in planning curricula, developing classroom environments, and establishing channels of communication with students and colleagues and they have become stronger facilitators for their students and with their colleagues also.

Breunig (2009) explain, in light of the results from their study, there may be value for the self-identified critical pedagogue to begin to develop strategies that explicitly and overtly address the justice-oriented nature that is supposed by the theory of critical pedagogy. Additionally, critical pedagogues should be mindful about the facilitation of classroom activities and consider designing them in a manner that should be appropriate with the theory of critical pedagogy.

Sharon (1989) explained, the teacher is both an educator and a political activist. In the classroom, the teacher creates a learning community that promotes democratic values and practices. In the school, the teacher participates in curriculum development and
policymaking. In the community, the teacher works to improve school conditions and educational opportunities through community involvement and political activity.

Barnett (1997), Giroux (1997) highlighted, Critical pedagogy requires that the roles of both teacher educators and student teachers need to be re-defined to embrace a wider conception of their respective critical tasks.

Nikolakaki (2012) in their paper argue that globalization promotes the individualism and competition, in such situation, the author suggested that the group teaching is a method of teaching and learning to foster the community bond and solidarity. It is also a democratic tool to promote the democratic attitude among the people.

Sarroub and Quadros (2015), explain that, through the participatory knowledge educators draw practical and technical knowledge together, and create a platform to understand the relations of power and privilege in the society and their own status with respect to them. In critical pedagogy classroom, learners are encouraged to participate in collective actions, for social justice, equality, and empowerment.

Katz (2014), had conducted their study on teachers who were not familiar with the application of critical pedagogy in their teaching and investigates how feasible and desirable they find the common themes in critical pedagogy to be based on their teaching experiences. The investigator’s finding explain that the Teachers have desire to encourage students to improve society, but they believe the best way to achieve this is by teaching critical thinking skills and discussing social issues, allowing students to develop their own vision for an improved society. The author concluded that critical education must take place among both the oppressed and the oppressor for achieving a democratic and just society.

Nouri and Sajjadi (2014), describe in their study that for Emancipatory Pedagogy both students and teachers should critically analyze the political and social issues as well as the consequences of social inequity. They explain that it requires a negotiated curriculum based on true dialogue, collaboration and democracy.

Door (2014) in their article, suggested that Educational practice in action is not a isolated from the nature of the practitioner. If a practitioner wants to adopt a particular ethical stance, they need to be clear about how they themselves contribute to their own
conditioning, and how that conditioning is embedded not only in cognition, but also in the body of knowledge. The researcher names it as critical reflexivity.

Blinne (2014) introduced a new term ‘fireside chat’ in the context of critical pedagogical practice. It strengthens students’ communication practices and providing the platform for discussion about students’ learning ideas, dreams, reflections, questions, and fears, while changing hierarchical communication patterns between teachers and students.

2.4.2 Critical Pedagogy and Democracy

Walker (2008) in his unpublished thesis has concluded that Freire’s proposed a critical pedagogy that provides a theoretical base for the implementation of practical solutions. He has proposed a way for education to have a structure without being a limiting and dominating force of people’s critical capacity. Instead his theory aims at developing this capacity to allow people to become active participants of their own creation and an authentic democracy. Democracy and democratic education is therefore not a mere charity, it is instead recognition of humanity and the unique nature of its values.

Edwards (2010) in their essay explain that two different schools of thought as critical pedagogy, which labors to educate justice-oriented citizens, and democratic education, which endeavors to educate participatory citizens, are not only more similar than different, but also that they can learn from one another. There are definite possibilities for interrelation between them. The author compares the approach of critical pedagogy to education with that of democratic education, and suggested for how each approach could learn from the other and develop as consensus result. He also suggested that both approaches seek to tackle issues of social justice and convert the society characterized by a democracy of equality and participation. Based on the findings of this essay the researcher concluded that we need to combine a purely participatory approach with a purely social-justice approach to get the desired result.

Knight & Art (2000) express their views that critical pedagogy claims to support the democratic education. Critical pedagogy “deconstructs” educational practice, deconstruction is necessary but only if it followed by “reconstruction.” They further explain that Critical pedagogy attacks hierarchical education. Hierarchy is viewed as a logical consequence of hegemony, but critical pedagogy have demonstrate that students allegedly
suffering from cognitive, social, character, or cultural deficits are as capable of academic success as those situated at the top of the social order. Again they describe that competence for everyone to be an integral part of an optimum learning environment, it cannot be limited to their past achievement, but it should be organized in such a way that enable them to do it. It is that sense that influences student performance.

Stinson at el. (2011) express their opinion that a fundamental principle of critical pedagogy is the need to include students and teachers voices and their experiences in the learning process, and the active participation of students and teachers to their, interest, reflection, and critical understandings of those contents should be necessary. Through their organized workshop they developed the critical connections among the participating mathematics teacher with other disciplines. The mathematics teachers starts using the principles of critical pedagogy in planning curricula, developing classroom environments, and establishing channels of communication with students and colleagues and they have become stronger facilitators for their students and with their colleagues also.

Giroux(2004) emphasis on democratization of education process. He further concluded that critical pedagogy must be interdisciplinary and radically contextual, and it must engage the complex relationships between power and knowledge, critically address the institutional constraints under which teaching takes place, and focus on how students can engage the imperatives of critical social citizenship.

According to Brenda(2009) critical pedagogy is an approach to teaching and learning that seeks to analyze and transform educational contexts by applying principles of critical theory. Giroux(1997) explained, critical pedagogy strives to critique and change power relations in society. However, critical pedagogy focuses on educational contexts and its extensions in society. More specifically, critical pedagogy is a movement for social justice orientation for transforming oppressive educational institutions into temples of emancipation and equality.

Sharon (1989) explained, the teacher is both an educator and a political activist. In the classroom, the teacher creates a learning community that promotes democratic values and practices. In the school, the teacher participates in curriculum development and
policymaking. In the community, the teacher works to improve school conditions and educational opportunities through community involvement and political activity.

Monzo (2014) argue that fundamental goal of the universities are to promote the democratic values in the society. The author explain with example that how the critical pedagogy helps to develop the democratic values among the people and democratized the society.

Nikolakaki(2012) in their paper explain that globalization promotes the individualism and competition, in such situation, the author suggested that the group teaching is a method of teaching and learning to foster the community bond and solidarity. It is also a democratic tool to promote the democratic attitude among the people.

2.4.3 Critical Pedagogy with Learning and Achievement

Ramesh & Patel (2013) explain in their paper that teachers are indispensable in critical pedagogy due to their role of facilitators of learning and providers of opportunities for critical thinking. In critical pedagogy the role of teachers is crucial to achieving change in science classrooms and to initiating critical consciousness in different settings. The students engage in exploratory and personal experiences to acquire the basic cognitive and psychomotor skills through observation, classification, inference, estimation and measurement. Scientific concepts are to be arrived at mainly from activities and experiments, these experiences are important component in schools and pedagogy process. Thus the critical pedagogy approach will develop the student’s critical consciousness of students through the process skills in science that can help them acquire the scientific concepts. It has supported the concept that Critical pedagogy is one of the instructional methods which provides an opportunity to reflect critically and it is giving importance to student’s experiences, their voices, and their active participation, and it is also an instructional method which have to raise students’ consciousness.

Rashidi & Safari (2011) mention in their paper how to incorporate the concept of Critical Pedagogy in preparation of study materials in English language teaching. Critical pedagogy struggles against any instructional models in which a set of prescribed, neatly organized steps has been given for all different arenas. So, it can be concluded that a
noteworthy characteristic of this proposed model is that it is dynamics of how critical pedagogy materials can be designed and developed. The model could be used as a guide for teachers and local materials writers to point them the right direction; but, it is the immediate needs of the students that specify the actual topics, content, and the organization of the materials. It is worth mentioning that even when all the curriculum, materials, and teachers are in line with critical pedagogy, it is wrong to expect students to move into their new role described by critical pedagogy all at once. It is a transition that requires time and practice.

Crawford (1978) suggests that the teacher can facilitate such transition and adjustment from a passive role to this active one by allowing sufficient time for the transition to take place, by refusing to make decisions which belong to the students, and by accepting the results of the students’ actions as valuable.

Abrahams (2005) explain that for music education, a Critical Pedagogy approach seeks to break down the barriers that exist between the music students hear and love outside the classroom, with the music their teachers want them to learn. The teaching model suggests that when teachers connect school music to the child’s own music, the music becomes empowering and offers more plentiful opportunities for meaningful musical experiences inside and outside the classroom. For music education, a Critical Pedagogy approach to lesson planning and curriculum for pre-service teacher education empowers a teaching identity that resists the hegemonic practices of music education in schools and of schooling itself. Hence, Critical Pedagogy for Music Education as a best teaching practice fosters transformational experiences that will move music education in the schools from the peripheral to a more worthy place in the center of all learning experiences.

Avis et al. (2002) describe that their one trainee used the quasi-individual model of learning that sought to empower her students and offer them self-respect and value. However, it is not enough to emphasize an ethic of care, or a set of values that seeks to offer learners respect and dignity in the classroom. They describe that the educational practices need to be underpinned by a notion of social justice that appreciates the pattern of social hostility found in the society. Such a situation requires to think about the contexts within which educational processes are located. This in turn raises questions about the way in which wider social processes constitute learners, the curriculum and even the socio-
economic context. Critical pedagogy moulded to the circumstances in which it is placed. Underpinning this practice lies a recognition of the politics of education and the ways these are imbedded in curricula categories which serve not only to engage with social difference but to actively produce these.

Gruenewald (2003) reported that Classroom-based teaching and learning that focuses on teacher skills and student performances are not appropriate if we have not consider the environmental background of the teacher and the learner. Further, he explains that school and classroom practices reinforce those practices which keep teachers and students isolated from places outside of schools. Critical approaches should be needed to connect schools with the social and ecological dimensions of places, and knowledge should be related to the real life situations. The place-based education helps to empower people to act on their own situation.

Stinson at el. (2011) express their opinion that a fundamental principle of critical pedagogy is the need to include students and teachers voices and their experiences in the learning process, and the active participation of students and teachers to their, interest, reflection, and critical understandings of those contents should be necessary. Through their organized workshop they developed the critical connections among the participating mathematics teacher with other disciplines. The mathematics teachers starts using the principles of critical pedagogy in planning curricula, developing classroom environments, and establishing channels of communication with students and colleagues and they have become stronger facilitators for their students and with their colleagues also.

Giroux(2004) emphasis on democratization of education process. He further concluded that critical pedagogy must be interdisciplinary and radically contextual, and it must engage the complex relationships between power and knowledge, critically address the institutional constraints under which teaching takes place, and focus on how students can engage the imperatives of critical social citizenship.

Dehler at el (1999) highlighted the role of critical pedagogy in management education. They further explain that the aim of a critical pedagogy is the empowerment of
the individual and the infusion of democratic action into social institutions. The students armed with the potential to critically self-reflect will be more sensitive to the broad spectrum of career choices and, as a consequence, more discriminating with respect to managerial practice and more selective of companies and their underlying culture and values.

Izadinia (2011) concluded in finding that for measuring the teacher efficacy, sociopolitical roles of teachers also be taking into account the in addition to their classroom-bound responsibilities.

Stoecke (2012) explain in the finding in their over two year experiment, The results shows the significant success in using writing and the teaching assistant to help develop skills of social critique and critical thinking.

Lesser (2007) they explain in their research finding that mathematics instructor employing critical pedagogy should consider critical methods to analyze his or her philosophy of assessing students. Hence he or she will recognize, that subjectivity is inherent in mathematics assessment, whether it is a teacher-made test or an SAT or an Advanced Placement test.

Breunig (2009) explain, in light of the results from their study, there may be value for the self-identified critical pedagogue to begin to develop strategies that explicitly and overtly address the justice-oriented nature that is supposed by the theory of critical pedagogy. Additionally, critical pedagogues should be mindful about the facilitation of classroom activities and consider designing them in a manner that should be appropriate with the theory of critical pedagogy.

Dolores (2002) has describe that the students who were exposed to Critical pedagogy have become the constructors of knowledge compare to those students who exposed to the traditional pedagogy where they are solely in need of the knowledge that we have to offer.

Romero (2008) mentioned, that the primary focus of Critical theory is to help students to develop their critical consciousness and, through this process, it attempts to help
the students develop a strong sense of organic intellectualism. He further explains that through construction and reconstruction of consciousness and identity, students would move themselves towards stronger academic identities and higher degrees of academic proficiency.

Romero et al (2009) explain that through their Social Justice Education Project’s in which they used the critical pedagogy helps to increase the academic achievement of the Latino students. Each of the students in their study articulates their belief that the development of a recontextualized way of knowing and thinking helped them to engage more effectively with the world. Each of the students believes that he or she can and does contribute positively to society; and each believes that he or she has the capacity to change his or her present-day and future reality.

Scorza at el. (2013) in their paper explores critical pedagogy with youth across school and non-school settings and try to understand the role of critical pedagogy across three domains: critical literacy development, empowered identity development, and the promotion of civic engagement for social change. Both group demonstrate that critical pedagogy can be used to develop skills that are highly valuable in post-secondary environments and it helpsto bridge the intellectual divide between what is consider authentic learning and the pressure schools face to perform. In each case, the use of critical pedagogy helped motivate urban youth to succeed academically as the relationship between culture and schooling was deconstructed and reconstructed, building upon their cultural heritage.

2.5 RESEARCH GAP

The studies reviewed categorically explain the potential of Critical Pedagogy in promoting multiple dimensions of teachers. The review propose that knowledge, skills and competence of teacher is a historical product which is constructed in a context with very specific purposes. This very specifically point out the need for self-developed strategies to promote professional ethics of teacher and teaching. Democratic Attitude and Learning Skills of students would be just a byproduct of this praxis in the classroom. A lot of studies
have been done about Critical Pedagogy in analysing its potential in various dimensions of education and its goals. It has to be noted that all these studies are descriptive and lack experimental rigour. This is the scope of present study. In the absence of strong empirical evidences of Critical Pedagogy in Learning Skills and Democratic Attitude formation of students, a study has lot of space in the contemporary educational research. As the global situation lacks serious empirical studies on Critical Pedagogy in teacher education setup, India is no exception. In this context, it is strongly believed that the present study would be a path breaking one.