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NUMBER OF REFERENCES	NUMBER OF FIGURES	NUMBER OF TABLES
33	01	01

From Banking Model to Critical Pedagogy: Challenges and Constraints in the University Classrooms

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Abstract

Critical pedagogy, contrary to the banking concept of education, seeks to empower learners to think critically to transform their living conditions. This mixed-methods case study aims at exploring the actual teaching practices of the university teachers in order to demystify the challenges and constraints impeding the implementation of critical pedagogy in the universities of Punjab, Pakistan. Women University in Multan was the selected case and exploratory sequential design the method selected for this study. The researchers personally collected data using a small-scale survey with 100 students using cluster sampling, and in-depth interviews with ten teachers purposively selected from various departments of the university, ensuring equal representation. The study concluded that large class size, lack of needed resources and trained personnel, lengthy and fixed syllabus, and lack of student interest and motivation were the reasons for continuing with the 'banking method.' Based on the findings, the researchers recommend that for the critical pedagogy to take root in Pakistan, the teachers and students should be cognizant of the utility of critical pedagogy, and adequate resources must supplant the teaching and learning environment to enjoy best outcomes.

Keywords: Freire's banking model, critical pedagogy, higher education, liberatory approach

Introduction

In general, the typical Pakistani classroom is teacher-centered, whereby the teacher is honored and considered the 'owner' of all knowledge. Students are not supposed to be partners with their teachers in the learning process. The dream of the learner-centered classroom in Pakistan, especially in the public sector, is yet to be realized. Freire's problem-posing (liberatory) approach stands in bare contrast to traditional educational practice, which he termed as the "banking model of

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education" (Freire, 2005). Freire's ideal has opposed the commodification of knowledge, thus finding no room in the empiricist and market-driven models dominant in higher education of Pakistan. In order to set up a democratic classroom environment in Pakistan, especially at the university level, it is pivotal for teachers and policymakers not to be blind to the importance of modern and innovative critical pedagogy trends adopted worldwide. A switch over from the banking method to critical pedagogy, from a listening object to a critical subject, from the traditional custodian of the status quo to a social transformer, is essential for the educational system in Pakistan.

Freire's Banking Concept of Education and Critical Pedagogy

Freire and his followers (2016) stood tall against the banking model of education; they criticized the traditional teacher-led class where knowledge is transmitted linearly from the teacher to the students. Freire (2016), in his seminal work *Pedagogy of the Oppressed* rigorously disapproved of the banking model of education, while advocating for a critical inquiry. For him, problem-posing was a significant tool for empowering learners to evolve from information processing bots to effective decision-makers by raising their consciousness to critique and challenge oppressive social conditions.

According to Freire (2005), in the traditional view of education, careful analysis of the teacher-student relationship at any level involves a narrating Subject (the teacher) and patient, listening objects (the students). Freire states that:

"*Thus, education becomes an act of depositing, in which the students are the depositories, and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. The "banking" concept of education, offers limited scope for learning, since student action extends only as far as receiving, filing, and storing the deposits*" (Freire, 2005, p. 72).

Under the banking model of education, the teacher-student relationship is contradictory, where certain attitudes and behaviors create an oppressive environment. It also assumes knowledge as a gift passed on by the ones who hold it to the ones who don't. Teachers are the knowledge storehouses, while students are a passive entity, who do not know anything. The knowledge is bestowed by the teacher on the students, who do not have authority to question the concepts. Teacher is considered the authority, who thinks, disciplines, hold authority and make decisions for students. Thus, teacher is the subject of this learning model,

while students are the objects, who are not even considered humans (Freire, 2005).

As an alternative to the banking model, Freire (2005) advocated a problem posing education which can lead to critical consciousness. In this education, the teacher trust in students and their creative power. The teacher is no longer a depositor or prescriber rather a student among students. Human beings are considered as conscious beings. Education in critical pedagogy thus becomes a laboratory process. It raises students' consciousness and attempts to humanize them. Within this, dialogue is applied as a pedagogical method in comparison to the oppressive monotone. Problem-posing education resists the hierarchical nature of "banking" education by involving both teacher and students as subjects. Through dialogue teacher-student controversy is resolved and new relations arise that of teacher-student and student-teacher.

Critical pedagogy is an educational response to oppressive power relations and inequalities that exist in educational settings (Hooks, 1994; Freire, 2016; Sharif Uddin, 2019). Freire's critical pedagogy tries to empower the oppressed learners and to rescue them from being objects of learning process to subjects of their liberation and autonomy. Freire sees teacher not to be the one who teaches but the one who is also taught in a dialogue with the learners through a process in which all grow (Freire, 2005). Thus, Freire's problem-posing education endeavors for empowerment as an object of education (Chin & Osborne, 2008; Ooiwa-Yoshizawa, 2018; Saleh, 2013).

This laboratory approach, offers flexibility to move beyond the restricting factors of banking education. One possibility is to change the seating arrangement of the classroom. All the chairs can be moved to form a circle. This simple act means a lot. It positions the students and the teacher in a reciprocal relationship. Involving students in the selection of contents, goals and objectives of the course is another way to help counterbalance some of the power discrepancy/disparity implicit in the banking model of education. According to Giroux (1997) there is no fixed curriculum or a program because all curricular and material relevant decisions are based on the needs and interests of students. This can be carried out in partnership with students. The role of teacher is to provide structure and direction to this process. "The liberating teacher does not wash his or her hands of the students" (Shor, 1996). Rather, teacher-student and student-teacher design the methodological practices of the classroom in collaboration.

Researchers across the globe have widely used Freire's banking model of education and provided valuable insights for their respective teaching-learning

settings. Shih (2018), critically evaluates Freire's banking model and highlights its educational implications. He advocates for a democratic and critical education practice where students' voices and opinions are weighted. Shih (2018) emphasizes that curriculum planning should be a wholly people-centered process. Ayoub et al. (2014), investigated Freire's principles of curriculum planning, spotlights students' active participation in educational plan. They believe that curriculum should be planned mutually and all the stakeholders of teaching-learning environment should be involved in the process. Alam (2013) observes that the inherent ideology of banking education is embedded in socio-cultural norms; so it seems difficult to replace it with other pedagogical practices. For him, the change of this contemptible educational practice is impossible without altering the long-standing socio-cultural traditions of the society. Shokouhi and Pashaie (2015) bring into consideration the techniques through which critical pedagogy can be implemented in classroom context. To them, the adoption of critical pedagogy is a conscious choice.

Katz (2014) conducted research to obtain perceptions about the utility and practicality of critical pedagogy in classrooms. According to results, teachers want more opportunities to reflect on their teaching and indulge in collaborative discussions with their colleagues to share their success and failures. Kareepadath (2018), by investigating into the practice of teachers who are devoted to the philosophy of critical pedagogy, revealed that teacher subjectivity and formal school environment interact in certain ways to mold the nature of classroom teaching. The fixed curriculum and disciplined school environment pose a continuous challenge to the teachers' endeavors at being critical in their teaching. On the other hand, the study by Emenyeonu (2012) reveals that culture, lack of exposure on the part of the students, exported teaching materials and faulty perception of critical pedagogy by learners are the major barriers in the implementation of critical pedagogy in Oman. Motlhaka (2016) examined the use of critical pedagogy in an English language class and its implications with a view to boost students' critical thinking skills and to upgrade English teachers' teaching practice.

In spite of the admitted significance of critical pedagogy globally, the university teachers in Pakistan do not seem to apply it efficiently. Very few studies have been conducted in Pakistani universities to explore the challenges and constraints affecting the implementation of critical pedagogy. The present study emerges in response to the call for further empirical evidence in the field. The study recommends that teachers should guarantee that teaching and learning aims demonstrate collaborative activities prone to a social constructivist approach.

Statement of the Problem

Pakistani university classrooms are designed as what Freire's describes as a banking model. Traditional Pakistani university classrooms hardly provide students with an opportunity to question the authority of teachers. The teacher "own" knowledge and the students religiously note down every word of the lecture and "memorize the contents narrated by the teacher". Hence, most of the students are reluctant to express their opinions freely because there is an inherent agreement among people that a silent student is more obedient than the one who questions teachers' opinions. So they begin to willingly submit to the authority of the teacher. In this scenario, students are not habitual to participating in active dialogue with their teachers and demonstrating critical perspectives to authorities even when they enter the universities for higher education. This means, in this conventional banking system of education, students have little chances to develop their critical thinking in classrooms. This underlines the importance of bringing an attitudinal change in the current pedagogical perceptions of teachers as well as students and taking critical concept of pedagogy into practical consideration.

Research Questions

The objective of this paper is to explore the challenges and constraints that hinder the way towards critical pedagogy in the university classrooms in order to further demystify what is actually being practiced in classrooms and what should be applied instead. Therefore, it addresses the following research questions:

1. What is the role of the teacher in the university classrooms and how does it affect student-teacher relationships?
2. What would be the probable challenges and constraints towards the way to critical pedagogy for the university teachers?

Method

The present study is an empirical investigation in the field of critical pedagogy. The study used a mixed-methods research design by applying quantitative and qualitative techniques for data collection procedures (Yin, 2014). Exploratory sequential design was used under the triangulation of methods, where surveys preceded interviews in the process of data collection for this study. The instruments used for the study were the structured questionnaire and semi-structured interview protocol. The literature reviewed for the study provided us valuable insights to develop these tools. The questionnaire was developed after an extensive review of the related literature, especially Mahmoodarabi and Khodabakhs (2015) and OECD (2013) Teaching and Learning International

Survey (TALIS) 2013, were modeled. The items were adapted to suit the purpose of the study and tested for reliability with 30 students. The final questionnaire consisted of 18 items.

The target sample for survey comprised 100 university students enrolled in a 4-year Bachelors program in different departments of The Women University Multan (English, Economics, Psychology, History, and Education). The 5th semester was marked as a cluster, and 20 students from each cluster were selected samples for the study. They ranged in age from 18 to 20 years. Similarly, ten teachers, two from each department, were selected for interviews; their teaching experience ranged from 5 to 12 years. The selection was purposive based upon the criterion that the selected teachers were well-accustomed to the university W's teaching culture of the university, hence qualifying the meritorious criterion of 'well informed' participants. Formal consent was obtained from all participants. The questionnaire contained detailed instructions for ethical binding. Moreover, the interview protocol was supplied to the interviewees in advance so that they can make informed choices following the guidelines of Kvale and Brinkmann (2009).

The survey data were analyzed quantitatively through descriptive content analysis; in this case, only percentages of responses were counted. Content analysis rendered a primary insight into data for further exploration of the dynamics, enhancing the researcher's understanding of understudy phenomena (Krippendorff, 2018). The recorded interviews were carefully transcribed; the researcher followed the structured themes to emerge and shaped them systematically to answer the research questions. Researchers maintained neutrality and avoided bias by acting as a critical partner to each other. Finally, the results of both analyses were triangulated against each other to ensure validity. The researcher has used a critical approach throughout the analysis while acting as an active participant in the research; it was the need of the hour and suited the topic.

Results

The aim of the present study was to investigate the role of the teacher and the challenges and constraints towards critical pedagogy in the university classrooms. For this purpose, 100 students and 10 teachers were selected from The Women University of Multan. The following table presents the demographic information of the participants:
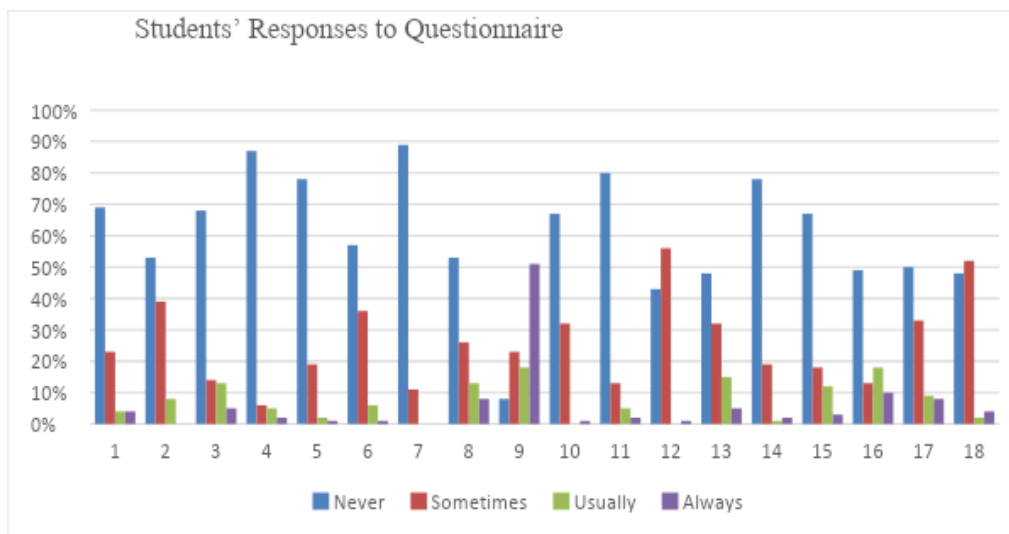
Table 1

Demographics of the Participants

Department	No. of Students	No. of Teachers
English	20	2
Economics	20	2
Psychology	20	2
History	20	2
Education	20	2
Total	100	10

Content Analysis

Following graph explains the details of survey responses of students. For further detail see Appendix A.

Figure 1

Students' Responses of Questionnaire in Percentage

The results of the students' questionnaires indicated that:

  i. The role of the teacher in university classrooms is that of a narrator. The university teachers are authoritative. Teachers act as 'prescriber'.
 ii. Students have no involvement in their learning process.
iii. Students' voices or questions are not encouraged by their teachers.

The results of teachers' interviews provide answers to the second research question and bring into focus the major challenges in the way to implement critical pedagogy in university classrooms. The major constraints as reported by teachers were ---large classes, lengthy syllabus, unavailability of resources, lack of training and lack of interest and motivation by the students.

Thematic Analysis

The researchers did not use any coding technique for the description of the data; instead, similar ideas were clustered together (Seidel and Kelle, 1995). Guidelines provided by Bassey (1999) were adopted; these include "taking notice of relevant ideas, gathering similar examples from the other data, comparing and contrasting the perceptions of two different groups, students and faculty, finding common structures and differing patterns of thoughts, and ultimately converging all under relevant theme heading. Finally, emergent themes became part of the analysis; these include: 1) role of teacher and student-teacher relationship, 2) students' voice in the learning process, 3) student-student & student-teacher interaction and 4) the challenges/ constraints towards the way to critical pedagogy. The themes are elaborated in the following section.

Role of Teacher and Student-teacher Relationship in University Classrooms

Different questions were included in the questionnaire to determine the role of the teachers and their classroom practices in the university classrooms. The results revealed that most of the teachers were authoritative in a conventional way, hardly allowing their students any participation in the learning process. According to most of the students, teachers remain indifferent to our want for more explanation; it appears that the capacity to facilitate student inquiry is somehow lacking. Moreover, according to students, their teachers mostly rely on oral lecturing and do not use material resources and technology to facilitate learning; the creative use of assignments was not reported. Another set of students vocalized that the teachers hardly foster research and critical spirit in them or care for meaningful engagement to lessen the learning difficulties they face during any course.

Such comments explicate that Women University teachers are more of narrators than liberators. Teachers' responses also correlate with the students' as they admitted that lecturing was the most dominant teaching technique practiced by them. However, here the conflict is witnessed: they acknowledged that a teacher's 'would be' role is of a facilitator and a motivator in the learning process,

but could not provide any valid justification for their counter practices. Two of the teachers believed that the role of the teacher is to "transmit knowledge" only.

One of them asserted*:*

Teacher is actually the treasure of knowledge so her role is to transfer this treasure to her students.

Here speaks the orthodox narrative of empiricist 'tabula rasa' that the social context of the learners outside the classroom determines their behavior in the classroom. Such beliefs have a stronghold in traditional Pakistani culture where learners' firm belief in the authority of their elders makes them willingly surrender to the authority of teachers.

Students' Voice in the Learning Process

The majority of the students affirmed that their teachers hesitate to share their authority and responsibilities with them, and avoid student's involvement in selecting topics of interest for discussion. Hence, teachers are the sole decision-makers about the activities to be done during a session leaving little room for student involvement. Scholars' advocacy for practicing critical pedagogy is somehow reduced to lip service. According to students, the teachers act as 'prescriber' and 'oppressor' by suppressing their voice. This finding is also consistent with the teachers' responses; they also reported that the involvement of their students in the selection of course contents and classroom activities was nil. However, the teachers held the institutional constraints accountable for this issue.

A vast number of students disagreed that their teachers encourage them to ask questions. Most of the students related that their teachers hardly elaborate on the explanation of a concept on students' requests; even if they do, their tone is so hard and firm indicating forbiddance to continue. Students moderately accepted that teachers are tolerant of different opinions expressed in the class. These student responses reveal that university teachers don't appreciate expressing differing viewpoints; they want conformance in the name of the discipline. Teachers' image of an ideal student, as confessed in the interviews, was the one who obeys and respects the teachers, scores good marks, observes rules and regulations of the university; this is the ultimate call for passive listeners. This is how students' voices are excluded, and their learning experiences obstructed in a teacher-centered pedagogy, and the researchers' point of emphasizing the importance of an interactive classroom is overruled.

Student-student & Student-teacher Interaction

The students' responses reflected that teachers do not welcome open interaction among them or with her; however, they accepted that teachers are easily accessible through emails, and other social media. Moreover, they conveyed that they do not get enough room for the group and teamwork; it is not part of essential pedagogy. It implies that the university classroom is monologue rather than dialogue. University classroom is one of the most significant interactive spaces in the universities where students can interact with each other, with teachers, and other specially invited speakers in seminars and forums to explore a universe of ideas. Such activities render them with opportunities for comparative analysis and develop maturity in their thought and action, consequently transforming them into critical thinkers. Unfortunately, such hopes do not prosper; this sad state of affairs was reinforced by teachers who agreed that 'students perform at their best when taught as a whole class,' again conforming to the theory that students were the empty glasses and the teacher would fill them with the jug in their hand. The teachers shared that group/pair work activities are too cumbersome to organize, and valuable teaching time gets wasted. Moreover, they complained that group activities get noisy and cause classroom management issues, especially in large classes.

Challenges and Constraints towards Critical Pedagogy

The researchers got the answer to the second research question through the analysis of teachers' semi-structured interviews.

Generally, the teachers' responses to the teaching methodology and activities used in the classroom revealed that most of the teachers employed traditional teaching methods, although they realized the importance of adopting new methods and techniques. The dominant method reported was lecturing by all teachers. One of the teachers responded:

I know that lecturing is an outdated method ... but I am not the only one using this. We, as a nation, are still conservative and hesitate to adopt innovative methods ensuring the active participation of the learners.

Moreover, the teachers complained bitterly about the lack of facilities and needed resources in the classrooms, limiting them to use lecturing always. This situation is not new; what forbids them from innovation is their addiction to the 'safe banking method.'

One of the teachers bounced angrily:

But I say you can't blame us at all. Do visit our classrooms and see yourself…how un-resourceful we are…..sometimes I am not assigned a proper classroom even and I take my class in a corridor…and you talk about teaching methodology….. Uhhh!

I'd say that taking a class in the verandah is an innovation itself, where the norm is to have an adequately furnished classroom; it is critical to notice here how come taking a class anywhere may limit a teacher from using non-traditional methods, hold a creative activity or forbid the students from participation? This is but a typical example of 'deficit-thinking.'

Two of the teachers shared despondently that they failed in using modern teaching methodology because students had not responded up to their expectations. According to them, students' lack of interest and motivation reflected their reluctance toward adopting new ways of teaching and learning.

Another teacher commented:

When I started my career as a university teacher, I used to engage my students in active classroom discussions allowing freedom of expression. Later, I noticed that the students did not welcome this method being accustomed to the traditional way of teaching during their school years. They make us feel as if we are neglecting our duty to teach. After all, that's what we are paid for, she added sarcastically.

Regarding the involvement of the students in deciding the course content or the activities to be done in the classroom, all teachers unequivocally announced, they didn't involve their students in decision making. Isn't it undemocratic...? Why foster compliance with authority without giving them the right to choose?

At this moment, the teachers began complaining of their binds, especially the time bind, that they have to finish a lesson in a stipulated time, and the time allocated is not enough for 'long, endless discussions.' The teachers seem caught in double jeopardy; on the one hand, there is a sense of duty to the state, and on the other, a wish for the freedom to exercise choice. A poignant question arises: how to deliver teachers from the state-bound curriculum...? Doesn't the very definition of curriculum state that 'it is not a fixed entity; instead, it is negotiated by the participants in a context-specific problem-posing process.

Another teacher pointed out that *"it isn't that simple to grant students the right of choice; many of them can't make it right!*

Again deficit-thinking; they lacked this skill in the school; they didn't learn in it school; now the university would also object? So when and where the students may acquire this skill?

Here a teacher remarked:

I allowed my students to choose activities, but their choices were not appropriate, so I stopped them and decided myself. How convenient? Put a full stop to a thought process; yes! Nip the evil in the bud; isn't it a modified form of indoctrination?

Teachers uttered a unanimous decision: *"the students do their best when taught as a whole class."* Hail the factory model... thy other name is discipline...!

A teacher stated willfully:

I can't tolerate a noisy class divided into pairs or groups; the students waste their time and start gossiping. It becomes challenging to keep everyone on task. Whenever I have attempted any group activity, the class goes out of control.

However, they collectively admitted that they do not allow group work in the classroom, but they assign them creative assignments as homework.

The last question of the interview asked to describe changes (if any) in the teaching style and methodologies. Although the teachers claimed to have adopted some changes, but a few could explicitly answer. Most of them remain content in forwarding blame game. One of the teachers responded:

My teaching style is much changed after I got my MPhil degree. I try to relate things to the everyday life of the students and engage them in some activities. And I have noticed that my students are now more interested and motivated…..but I cannot apply new styles in all of my classes, especially with a large number of students.

However, others had their reasons: *I want to change my teaching style, but my syllabus is lengthy, so I cannot spare time for the activities and discussions in class.* Similarly, one more teacher expressed her wish to adopt new teaching styles, but she complained about the lack of necessary training. She asked me to suggest some professional teaching courses or training for her. Her want was genuine, indicating a massive gap between the expectations and ground realities.

Overall the teachers were found motivated to adopt new teaching methodologies/techniques that go in line with the critical pedagogy. However, they mentioned some of the constraints limiting their aspirations and restricting

them to the traditional teaching methods. To mention a few: large classes, lengthy syllabus, unavailability of resources, lack of training, and lack of interest and motivation exhibited by the students.

Discussion

The teachers themselves did not appreciate that teaching is a one-sided activity with lecturing the most dominant mode of teaching. However, the university teachers ascribed certain constraints and challenge to the ongoing practices of banking education. The teachers kept grumbling and grousing about the obstacles hindering to practice critical pedagogy. Among the challenges/constraints identified as significant barriers towards the implementation of critical pedagogy were large classes, lengthy syllabus, lack of resources, lack of motivation on the part of the students and lack of necessary training. Hence, careful planning is needed to introduce various strategies of critical pedagogy in university classrooms. Some of the findings of the present study agree with those of the previous studies (Kareepadath, 2018; Shih, 2018; Sarroub & Quadros, 2015; Rafiee & Keihaniyan, 2014; Jabbour, 2013 and Emenyeonu, 2012) which have revealed the factors affecting the implementation of critical pedagogy in their respective educational settings.

The discussion with teachers echoes Friere's banking concept of education where the teacher 'owns' knowledge and the students are 'repositories'. None of the teachers seemed to believe that the role of the teacher should be that of a participant (a student among students) in the learning process as critical pedagogy advocates. This dormant philosophy of banking education is implanted in socio-cultural history of Pakistani (Islamic) society, so to decentralize the central position of the teacher from the classrooms is easier said than done (Emenyeonu, 2012; Sarroub & Quadros, 2015).

Freire (2001) defined critical pedagogy as a critical approach to education, highlighting the importance of engaging learners actively in their learning process, and developing their own opinions and positions. Kaya and Kaya (2017; p. 182) expound that critical pedagogy is a tool to "address the problem of education and the education system itself." The students would enjoy the liberty of becoming self-critical, judging the authenticity of their thoughts and actions, and seeking rectifying measures.

Shih (2018, p. 64) quoted: "Freire uses 'criticism' as a tool for emancipation;" the problem-posing would lead to problem-solving. Nouri and Sajjadi (2014) advised: Relationships among education, politics, imperialism, and liberation

need reconstruction; consequently, a just and democratic society would arise. Emancipation is only one step towards freedom, not liberating human potential because misuse of freedom would again hold the culprit captive. For complete liberation, freedom must be joined with responsibility knowing the limits (Arif, 2011). Freedom here means open-minded dialogue, holding no grudges, and not acting on bias.

Freire defined the "Banking Concept of Education" as a system in which teachers deposit their knowledge in the minds of students (Freire, 2016, p.73) and afterward command them to withdraw the sum through high-stake testing. Ironically, the sum deposited gets distributed and would not resurrect itself in unison. Does it mean that something that was rendered 'knowledge' by some was reduced to 'information' by others? That's how the knowledge gets wasted because it was consumed but not assimilated. Sultan (2015) argued that the banking model is about the fabrication of human consciousness; not only it makes students dull, but it also causes sloth. Students learn to become passive recipients hesitating to take any initiative; this is an old transmission model of teaching, residing in the mutual agreement that the teacher would talk, and students would listen; the transaction is not a feasible choice (Ayoub et al., 2014; Larseen & Anderson, 2011). How can any relationship develop without interaction or mutual exchange of ideas?

Despite everything, the banking method is a deep-rooted investment in teachers' minds, especially for those who were taught through the same. It is not easy for them to move away from this bonded subjugation, think critically, and allow others to do the same. Alam (2013) expressed concern that perhaps this teacher-student bondage may never break. Students would naively submit themselves to a false reality, becoming mental subordinates, if not slaves. In the absence of curiosity, learning can hardly take place, and students become dehumanized and reduced to bots who can only speak what they are programmed about. These habits students carry from school life, and by the time they reach universities, these are so hardened that "to learn, unlearn and relearn" becomes a far-fetched dream.

It is essential to note that unlike school teachers, university teachers get no training in adult teaching and learning; therefore, they cannot fully grasp the problem. A mild shadow keeps clouding their brains that things are not as they should be, but what to do and how to do it is beyond their capacity. It is the right time that the government of Pakistan and the Higher Education Commission must think of developing higher education teaching certification program. Future

research needs to explore various socio-psychological dimensions of the results to comprehend the phenomenon, how our socio-cognitive resources are limiting our next generation's potential. We must stop blaming our students and do away with deficit thinking. Teachers are always positioned on the highest pedestal; they must consider coming down and help students rise with them. Slow and steady shifting to dialogic pedagogy would help academia to rise above from the shackles of a master and slave relationship.

Conclusion

The present qualitative case study explored the challenges and constraints faced by teachers in adopting critical pedagogy within the university classrooms. The study also examined teachers' interest and readiness for opting critical pedagogy, as well as, the traces of narration and liberation in their practices. After analysis of teachers' and students' data, it is concluded that more traces of narration than liberation were found in teaching practices of the faculty of the Women University, Multan. Although teachers displayed enthusiasm for practicing critical pedagogy (a few had even made some false attempts), but they were hesitant to take full role and responsibility to own the practice of critical pedagogy. Keeping in context this scenario it is declared that university classrooms are still suffering from a narrative sickness; the teacher-student relationship is polarized and both are oblivious of the critical life skills needed to survive and thrive in the 21st century.

Recommendations for Improvement

In order to ameliorate the present state of affairs and to implement critical pedagogy efficiently in university classrooms, following steps are recommended:

1. The university teachers should be made cognizant of the significance of critical pedagogy. The situation as such calls for arranging some training workshops for the teachers to train them adopt critical pedagogy successfully as they lack the necessary training.
2. Learning resources should be sufficient enough to meet the needs of critical pedagogy. This will ensure critical and research oriented students.
3. Students should be actively involved in the selection of course contents and teaching-learning goals. Students should be given equal partnership with teachers in choosing what to study and how to study.
4. There is a strong need for an overhaul of students' attitudes about critical pedagogy. Students should be made aware of what critical pedagogy is and what roles they are expected to play in class.

5. The teaching methodology employed should be aimed at empowering students' voices and experiences in the classroom. The teachers should ensure students' active participation and centrality in the classrooms.

6. In order to ensure democratic university classrooms, the teachers (The Women University) must realize the importance of modern and innovative trends of critical pedagogy being adopted worldwide and in Pakistan as well gradually.

Limitations

Researchers do not claim the generalizability of this study. It was a limited case study of one Women University only, but the results are insightful, provoking further inquiry, either replicating the same design or enhancing it to suit the purpose.

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Appendix A

No.	Questions	Never	Sometimes	Usually	Always
1.	The role of teachers is to facilitate students' own inquiry.	69%	23%	4%	4%
2.	Teachers use material resources and incorporate technology that facilitates learning.	53%	39%	8%	0%
3.	Teachers foster research and a critical spirit in students.	68%	14%	13%	5%
4.	Teachers apply the established curriculum with a certain amount of flexibility for a better class dynamic.	87%	6%	5%	2%
5.	Teachers involve students in the process of selecting topics that are focused on in classrooms.	78%	19%	2%	1%
6.	Teachers organize activities for the student to actively participate in course assignments.	57%	36%	6%	1%
7.	Students—not the teachers--decide what activities are to be done.	89%	11%	0%	0%
8.	Teachers allow and encourage students' participation in the classes.	53%	26%	13%	8%
9.	Teachers treat students with respect.	8%	23%	18%	51%
10.	Teachers encourage students to ask questions.	67%	32%	0%	1%
11.	Teachers attend and respond clearly to questions asked in class.	80%	13%	5%	2%
12.	Teachers are tolerant of different opinions expressed in the class.	43%	56%	0%	1%
13.	Teachers facilitate student-student and student-teacher interaction.	48%	32%	15%	5%
14.	Teachers participate in class discussions as students among students.	78%	19%	1%	2%
15.	Teachers share their authority and responsibilities with students in the classroom.	67%	18%	12%	3%
16.	Teachers promote teamwork/group work.	49%	13%	18%	10%
17.	Teachers are easily accessible (tutorials, e-mails, etc.)	50%	33%	9%	8%
18.	Teachers address and make efforts to know the students' learning difficulties in their course.	48%	52%	2%	4%

Appendix A: *Students' Responses of Questionnaire in percentage*