CHAPTER 3B: ACCOUNTING FOR POSSIBLY REFORMATIVE CURRICULUM

In Chapter 3A, I discussed a narrowly conceived image of curriculum as a single colored document (a yellow color curriculum book). I also highlighted the problems and issues which teacher educators encountered. Perhaps, such kind of curriculum images

> Change is easy to garner, but transformation requires courage to lead and must support our most valuable intellectual resource - teachers (Caldwell & Spinks, 2007, p.xix).

compel teacher educators to operate within limited view of education. This situation further seemed to create a space for reforms in teacher education. Based on these practices I came up with a research question as: *In what ways has reformative curriculum helped myself (and other teacher educators) to embrace somewhat a humanistic view of teacher education?* I have developed this chapter in response to this research question that articulates the partial freedom for reformative nature of curriculum as a means for embracing a practical interest of education (Habermas, 1972: Rehg, 2009).

Prologue as Opener

In the context of Pakistan, TU is one of the selected few universities which receives status of launching new degree programs - B.Ed. (Hons) Elementary and Associate Degree in teacher education (ADE), as a result of some collaborative efforts towards reformative agendas. To this end, a series of events, for example, visits, meetings, and curriculum development workshops are organized for different stakeholders from the selected universities both in public and private sector. As reform in teacher education in Pakistan was organized by USAID teacher education project, it spent

huge amount of money in this regard. I remember, some friends/colleagues were curious to know more about what's going on there.

Let me summarize their concerns through these questions before discussing reformative agenda of curriculum development of teacher education in general, and ICT in Teacher Education in particular. What does it mean to reform teacher education and *which are the most and least focused areas of* teacher education*? Who are the key players, and whose agenda is being well served for reforming* teacher education in Pakistan*? In what ways would teacher educators/ researchers, student teachers be involved and supported, and what might be other ways to think beyond the agenda by the sponsor?*

Perhaps, reform in teacher education is driven by the political agenda of ruling elites who wanted to show how benevolent they are in terms of bringing more dollars in teacher education. I do not mean to say that we should stop bringing foreign support, rather I prefer an agenda of making meaning-centered (Kovbasyuk & Blessinger, 2013) teacher education in Pakistan through curriculum development that is sensitive towards 'religious diversity' (ICG, 2014, P.7). With this in mind, I began to explore the focus of reforms, and the impact in terms of change in nomenclature

> "Curriculum devolution is not just about the curriculum; it's a standards setting instrument; it impacts the scheme of studies, what's taught at what level and where. It has pedagogical and administrative as well as political Ramifications"… curriculum I came to know that that books on social sciences "systematically" misrepresented Pakistan's history and included "distortions and omissions", with history "presented in a way that encouraged students to marginalize and be hostile to other social groups and people in the region". It also I came to know that that the curriculums and textbooks "were insensitive to the religious diversity of Pakistanis' society (ICG, 2014, P.7).

(structure of teacher education programs- two years to four years, and certificate courses to ADE), and focus on physical resources development at the institutions rather focusing on an education that develops mutual respect (among and beyond identities) and nurtures

creativity. Nonetheless few resource development activities including construction of

new classes, labs and libraries in addition to teacher training and their professional

development related activities seemed encouraging, and yet it did not focus on teacher

educators/researchers who seemed struggling with partial freedom in the whole educative

process due to probably a *shortsighted[40] vision* of the reforms agenda.

Perhaps, education policy makers (few elites of the country) seemed highly

dependent on foreign funding at the expense of many compromises with shortsighted

"HEC failed both to develop and to implement policies that could address the many problems that overwhelm our universities. In trying to reform high education, HEC actually made some problems worse. It is time to make a balance sheet and to think ahead" (Hoodbhoy, 2010, p.1).

visions. Such kind of reforms could not help the teachers and learners at the receiving ends in teacher education in Pakistan (Hoodbhoy, 2010;

Qutoshi, 2015c). I remember while reforming curriculum student teachers' input was not

given any consideration, and yet it makes a great sense to seek the views of real

beneficiaries for whom the program was developed. Similarly, while developing goals

(rather provided pre-specified objectives) of the curriculum, we (teacher educators) were

not involved. The question is, whose interest would those goals serve?

This question enabled me to reflect on the concerns of teacher educators, their

problems and issues with TLPs. I felt that teacher educators were not given considerable

importance in the reforms. Perhaps, such reforms could serve a weaker version of

practical interest of learners (e.g., somehow student-centered teaching, yet teacher

directed group works, controlled question-answer sessions, some reflective writing

assignments etc.). It seemed still serving some *technical interest* (e.g., curriculum being

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[40] A limited vision that seems focusing on physical resource development, relying on use of CTs as tools to improve TLPs and depending on a centralized new curriculum of teacher education in Pakistan.

centrally prepared, objectives being produced by donors, teacher educators having no direct input on designing objectives etc.) (Habermas, 1972; Rehman, 2011).

Studying history of reforms in education, it appears that the efforts in past seemed hardly meeting their objectives. Probably, one of the obvious reasons is to keep implementers (teachers/teacher educators) away while developing objectives of reforms in curriculum, and neglecting the actual beneficiaries' voices (I, you and others). Arriving at this stage of my inquiry, I begin to feel that exclusion of the real stakeholders (students and teacher

> The public education system needs to foster a tolerant citizenry, capable of competing in the labor market and supportive of democratic norms within the country and peace with the outside world… donors and the private sector must be key partners, but provincial governments need to become the principal drivers of reform (ICG, 2014, P.).

educators) would not make this reforms agenda successful. Because imposing an *imported curriculum*[41] would not be a shared vision to improve TLPs in teacher education (Aziz et al., 2014; ICG, 2014). Perhaps, imposing such an imported curriculum would be in the interest of the *gate keepers* (the elites of the country) who served as postcolonial new masters. These gate keepers seemed creating new spaces for foreigners to come and develop programs in the country in the name of reforms. Such programs would be culturally disconnected and nonresponsive to the real needs of poor teachers and students at receiving ends.

Knowing as Meaning Making: Reformative Teacher Education in Pakistan

Let me discuss briefly about a historical view of reformative moments that engaged learners/teachers in educative practices from time to time without bringing a sustainable change till this time. Like other countries of the world in general, and neighboring countries of the region in particular, Pakistan has been experiencing different

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[41] A curriculum that is based on the objectives made by foreign and local elites' rather a shared vision developed by teacher educators and researchers

reforms in teacher education over a long time. In the light of latest National Education

Policy 2009, HEC forms National Accreditation Council for Teachers Education that has

the mandate to give accreditation status to the new Teachers Education Model - B.Ed.

(Hons) Elementary, and ADE. Perhaps, forming such a body for granting accreditation

status teacher education programs would be one of the big accomplishments of HEC.

The purpose of reforming teacher education with an image of curriculum as

centrally prepared set of tasks and learning outcomes was to improve TLPs with use of

CTs. However, without considering university specific resources scarcities expecting to

improve teaching learning conditions of *student teachers* (prospective teachers) seems a

utopian thinking. Theoretically the idea of bringing teacher education equal to

engineering and medical education (in terms of course duration of 4years of education)

seems attractive but it would not be very much productive. Because the emphasis of

reforms appears to be on means (e.g., things like, physical resource development,

financial assistance, and other program related material etc.) rather than ends

(learners/teachers and their cultural context).

I remember, to bring these ideas (reforming of teacher education with improving

resources, developing a centralize curriculum and proving training to teachers etc.) into

practice. Initially, HEC was providing enough support both technically and financially to

'Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is Aware of what you do' (Surah Al Mujadilah 58:11).

Higher Educational Institutions (HEIs). I did not see

serious efforts to bring all HEIs at par to ensure

smooth implementation of such plans of centralized

curriculum as there exists huge gaps in resources among these institutions (Rizvi, 2010).

Arriving at this point of inquiry, I begin to reflect on review papers, articles, reports on reforms in teacher education, and my own experiences as a member of curriculum development team and a teacher educator at implementation part that does not show appealing impact of such reforms. For example, first, a few of the outcomes of such reforms contribute in making a visible change in the existing situation like physical resource development, and discrete set of activities for professional development of teacher educators (Huma, 2014; Rehmani, n.d.). Second, even the pace of such superficial changes appears to be very slow (Ali, 2011; Rehman, 2011). Third, there are still huge gaps among HEIs. So, bridging such huge gaps among institutions in order to implement a centralized curriculum seems very difficult (Qutoshi, 2015c).

There are few well-established, and resourceful universities having collaborative and facilitative institutional cultures, which seem performing well with Newtonian science research that promotes scientific claims of knowing. But, there are many resource-restraint universities including newly established ones which are posing different picture. For example, the resourceful institutions provide required basic resources, facilitate faculty in access to resources, arrange trainings to develop their skills to fulfill the demand of the courses offered, and link their practices with research and development activities, whereas most of the HEIs posit different picture in this regard (ibid).

Arriving at this point of my exploration, I begin to reflect on the agenda of reforming teacher education that seems highly influenced by the notion of *Western Modern Worldview* (WMW) *of research and development,* which is, in a way or other, a post/positivist agenda with a

focus on physical changes in educational settings as a basis for demonstrating quantitative growth. The WMW premise seems embedded within the notions of knowledge generation through scientific ways (objectivist agenda of research). This school of thought holds that knowledge claims are the only reliable knowledge sources. However, it is equally important that knowledge coming from other sources including Eastern Wisdom traditions are to be equally focused in order to create a balance in valuing both subjective and objective knowledge claims (Bana & Khaki, 2015).

This view led me to reflect on reforms agenda with predefined/planed objectives that does not appear to create space for innovative method of inquiries. Instead, it happens to be a utopian thinking, with almost no touch to grounded reality. With this reflection, I argue that such notions of conventional reform in teacher education basically portray its *packaging nature.* Perhaps, reforms seemed just like simple packages that did not provide full support to bring a sustainable change in the life conditions of the teachers and students (the real beneficiaries at receiving ends) rather the purpose of these packages appeared just to provide a kind of limited relief and assistance (AKU, 2014; Hoodbhoy, 2010).

Attitudes as Indicators: It Hardly Matters who is the Right Person

Today is Monday, July 20, 2009. We are sitting in the faculty Room No 1- a room with three cabins for non-PhD Assistant Professor of School of Education at TU. We are discussing on few recent past developments in curriculum development activities in teacher education in Pakistan. Mr Tanqeed[42], one of our colleagues, queries, 'Have you

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[42]Tanqeed means a criticizer, a pseudonym used in place of real name, who is a bold, honest and competent skillful teacher educator working in the university for the last five years.

ever thought how curriculum development activities, which are recently going on, can

help teacher educators of 'ICT in Education' to develop a better curriculum? He further

asks, 'how you see the nature of this whole engagement of teacher educators from

different selected universities'. Reflecting on it, I come to make meaning that perhaps,

Tanqeed's idea of better curriculum was similar to my recently emerged understandings

on the need of culturally empowering curriculum practices.

For a short while I look at his questions and reply, "I guess, you are making a

very interesting point. Let me try to address your point in this way. Do you think these

teachers/educators challenge the predefined objectives of the curriculum in order to

develop a better curriculum?' He thinks for sometimes and says, 'At least teacher

educators can add some topics while developing content based on those given

objectives'.

I would like to say that perhaps my friend was somehow concerned with the

ongoing curriculum issues. I am sure that teacher educators would develop content only

guided by the objectives which came from those reformers, the few elites of the country,

not the goals through shared visions. To me, it was a kind of informing rather than

reforming in nature. It gave less interest in addressing the problems and issues of

exclusion/inclusion at different levels. For example, the teacher educators were not

involved at initial stages, and that the objectives were just externally imposed by *donor-lead-political elites*. I think, Shirley Grundy (1987) makes a sense when she says that one

can *control* both teachers and learners through framing objectives. And secondly,

universities have their own agendas for doing things at their own part as financial benefits

are involved in this project, for example, selecting ir/relevant people to participate in curriculum development activities.'

Mr Tanqeed interrupts, 'you mean teacher educators need to know more about the rationale behind the objectives'? That time, I myself was not in the position to make him clear on curriculum issues that he was interested on. Here I feel, it seems equally important to look at the question, to what extent these teachers/curriculum developers, as experts, were exposed to opportunities on what to do (e.g., what kind resources like technological tools we need to use at CTs as pedagogical tools effectively in/out of classes while engaging with implementation of 'ICT in education' curriculum, and what kind of learning environment we need to create to foster learning?) and how to address such changes in curriculum. It was important because most of the teacher educators were not well informed about the rationale and processes- why, with whom and how such objectives of new curriculum have been developed. So, here I stress the necessity that we need to understand our socio-cultural context that seems highly influenced by political agenda/s of informing and reforming teacher education in Pakistan, rather than mere academic agenda/s of improving TLPs with use of CTs' he comments.

Ms Butterfly[43], another colleagues, sipping a cup of hot tea sitting next to Mr Tanqeed, interrupts with a very interesting point, 'Sir I guess, understanding socio-cultural context seems very important. I think we need to be aware on exclusion/inclusion politics, and to what extent this cultural exclusion/inclusion can effect on the process of curriculum development. After a short silence, she further asks 'and what do you mean by

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[43] Butterfly means a sensitive and reflective teacher, another AP takes interest in ICT in education, reforms in higher education and holds her expertise in organizational behavior, leadership and educational technology.

a culturally empowering curriculum, as both of you are talking about'? 'Well, you know', I continue, 'we are very notorious for, if I am not wrong to use this word, 'pick and choose'. So, we have developed a subculture of excluding someone relevant who may better contribute, and including someone else irrelevant for some personal-political gains rather organizational and national gains'.

As such I stress that working in such a socio-cultural setting demands not only to identify problems and issues of injustices but also demands to struggle against such practices which, at the end, affect overall academic matters. For example, discouraging 'pick and choose' culture, and encouraging how to ensure fairness would enable us to change this culture. In so doing, we would focus on developing standard procedures for operation and/or participation in all kind of activities, and introducing accountability mechanism like *policy-practice-loop*[44] with reward and punishments etc.

Mr Tanqeed adds, 'Can't we think on such curriculum, I mean a curriculum that is contextualized, which highly demands a culture of sharing and caring, a culture of inclusion, support and facilitation, a culture of thinking out of the box paradigms and encouraging innovative ways to teaching and learning to accomplish its objectives'? He stops for sometimes and makes his point clear, 'I mean, can't we think alternatives for externally imposed curriculum?'

Again reflecting on his questions, here I stress that we have to look at the lens of cultural knowing by creating more spaces to accommodate culturally others. This may lead us to embrace values of inclusion (with justice, care and equal participation) and can

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[44] It means there should be a system of reflections on policies in the light of the outcomes through its implementation and should re/inform the policy makers to revise them for better outcomes to experience.

enable us to develop a culturally empowering curriculum. Perhaps, similar views of empowerment can be seen in the metaphor of third space (Luitel, 2009) that seems embedded within the notions of re/conceptualization of curriculum -'currere for awakened citizen'. This talks about how to develop conscious citizenry with an inclusive approach to curriculum development.

A Call for you

Suddenly, the faculty room's door opens, and captures our attention towards it. 'Sadruddin sir, there is an urgent call for you from the Dean's office', the office assistant, Mr Stepni[45] says in his one breath. I excuse the fellows for disconnecting our insightful discussions, and manage to reach at Dean's office.

'Yes, Mr Qutoshi, you can have a seat, I have good news for you. I shall let you know in few minutes', Dean says. 'Thank you madam', I take a seat, pretending that I am obedient subordinate in a typical public institution. I seat in a chair next to her table, and start thinking what kind of good news I am to hear.

As I am not getting NOC for my PhD studies for being out of her 'good books' for the last many years, I am still not in comfortable position. But how come this 'U' turn! Thinking for a while, I seat silently in her recently decorated office with light smell of paint that creates a kind of irritation.

Suddenly, she turns her face towards me from her laptop and says, 'Mr Qutoshi, we have decided to send you for a very important workshop on curriculum development on 'ICT in Education' in Islamabad that starts from day after tomorrow…. 'I try to interrupt her, 'madam, how is it possible on so short notice?' 'Mr Qutoshi, hang on,

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[45]Stepni means a person who sticks to someone to please him/her through his commitment to do everything for his/her directors' pleasure and happiness….

hang on, let me finish first please', she continues. 'And I guess, you have to get NOC first

from registrar office right now and have to inform your students accordingly. Because

you will have to travel early in the morning as it takes around 20 hours to reach by road

to Islamabad.'

'Ha, ha… how to arrange travel madam', I again try to interrupt her with her

nonstop lecture. But she keeps going on. 'I know the condition of road and security issues

as well. Due to terrorist attacks last week, many passengers have lost their lives on the

way. So, you have to be very careful as well. 'She leaves me no choice to say something

about why I was not informed sometimes earlier to make proper arrangements to reach

at the destination.

Anyway, I managed to attend a series of workshops on curriculum development

for ICT in Education with a team of professionals organized by USAID Teacher

Education Project, a Foreign Project with a WMW of Education for Pakistan.

A Workshop on Curriculum Development as Reform Indicator

Ms. Lilian[46] with a smiling face in her early 30s stretching her silky brown hair

over the shoulders appears in a local costume holding a mike to speak in the workshop

organized in a big hall of a five star hotel in Islamabad back in 2009. After introducing

herself and her team members formally she starts introducing participants as subject

experts from different universities of Pakistan.

'Ladies and gentlemen, first let me talk about the purpose of this 'get together'

before discussing our plan for a series of workshops to develop new curriculum for ICT

in Education', Ms. Lilian speaks. As I get it the briefing, and/or breeding about the

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[46] A foreign middle aged women as workshop facilitator…

purpose of the workshops was to involve, relevant subject teachers/experts from all

public and private sector colleges of education and universities, teaching teacher

education courses on how to develop a curriculum of ICT in Education for B. Ed (Hons)

and ADE in line with the reformative teacher education.

Though I got limited opportunities to participate fully in all planned sessions due

to a substitute, it provided an interesting learning experience at my professional and

personal level. Perhaps, other participants might have some similar feeling of this

opportunity. This workshop to some extent provided a unique chance to develop content

in a different way what I and other participant were expecting. But what was 'my' role as

a teacher educator and curriculum there?' I couldn't understand it.

Performing as a Subject Teacher/Expert

Arriving at this point of inquiry I begin to reflect on the views of Ms Butterfly

regarding her concept of subject teacher as experts in curriculum development. As I don't

claim an expert in the field, and yet I fully endorse her views of subject teacher' status

that sounds convening anyone regarding the 'positionality' in this regard. With this in

mind, on the first day of the introductory session I met with other subject experts who

were gathered in the curriculum development workshop from all around the country, and

I came to know some other friends and senior teachers in a short tea break.

In the lunch break I sat with one of my senior teachers, Dr Luqman, whom I had

learnt many things when I was engaged with a professional teacher education program

some seven years before. I asked him, 'Dr Luqman, I am wondering in what ways we as

subject teacher/expert of ICT in Education can play our active role to develop a

curriculum that serves a broader view of education, which would be culturally more inclusive and empowering for teachers and students.'

'Barkhurdar[47], we need to think about our own roles as teachers, teacher educators and researchers working on the ground' he continued, 'and we must ensure our active participation by sharing our ideas, of course, based on our experiences in the field and our vision for support. We need to think about how we can help our students to improve their learning. In this way we can find possible ways to extend our help to them while engaging with a practical interest of education.'

His ideas really fascinated me. But, I didn't understand what was happening there. I was still searching my effective role, and active participation in curriculum matters, but there was not 'me'; there was not 'my role'. I just turned at him, 'Would you please explain more about this practical interest while working on curriculum development in ICT in Education?' I requested. He looked at me for sometimes and said 'Well, for example, while selecting and arranging content we should think critically on how learners will link this knowledge with their everyday needs of ICT not only at class level needs but also beyond that level. Probably, the idea of SMART and/or SMART/ER (with Evaluation and Review of SMART) objectives would make better understanding of how we can accomplish a broader view of education.' 'With due respect to your views on 'smart/er' objectives of a broader view of education' I argued, 'I would not think the concept of broader view of education with 'smart/er' objectives could enable learners to be more open, thinking holistically by embracing multiple views of knowing, rather this view seems restricting them to think within a limited view.'

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[47] A word with affection used by elders for youngsters to tell something for making them understand.

I continued to explain my argument, 'I mean if the focus of such view of education on 'smart/er' objectives seem a kind of objectivist agenda of making teaching very mechanistic with such restricted view of teaching/learning, then how is it going to be meaningful?' To me, it seemed unnatural to predict what exactly will happen next in class, and yet I would pretend to do everything with 'smart/er' objectives. Thus, un/wittingly I would limit my learners to some narrow view of learning outcomes' I remarked. 'Perhaps you are right, 'smart/er' objectives limit us within a particular domain of knowing, and yet they lead to some extent broader views of education', Dr Lukhman explained.

Arriving at this stage, I begin to reflect on nature of centralized curriculum with intended learning outcomes through *'smart/er'* objectives inspired by WMW of education. Perhaps, such objectives would colonize our thinking by limiting to follow what a centralized curriculum demands rather how we (as teachers, teacher educators and students together) would contribute to curriculum development as a process of enriching through our educative experiences.

The reflection enable me to think about questions of the kind, 'How can I contribute to accomplish a broader vision of education from a Habermasian view point that would promote the view of education as a site for raising critical consciousness? And what would be the other ways of knowing (Guba & Lincoln, 2005) that would help me and my fellow subject experts to develop a culturally inclusive curriculum by using *multiple images* rather relying on single image of curriculum as *intended learning outcomes* to serve these interests (Schubert, 1986)? And to what extent *predefined*

objectives which are imported from WMW of curriculum of ICT in Education could limit to serve these interests?'

Objectives as/for Controlling

Ms Lilian proudly says, 'dear friends we are providing you predefined objectives, for your assistance, to develop the content of new curriculum of ICT in Education. I guess, you would appreciate our input'. Expressing between the lines few of our colleagues appreciated her views.

I could not stop myself and expressed bluntly, 'Well Ms Llilian, I wish we could join you while you were preparing the objectives to share our views within our cultural perspective. However, getting some predefined objectives seemed to be a political agenda behind the informing rather than a reforming state of teacher education.

A young professor from a renowned university added more, 'I guess, developing activities without being sensitive and reflective towards a diverse range of identity issues like varying nature of institutional cultures including smaller universities like TU, thinking a centralized and decontextualized curriculum makes no sense.' He argued that, 'bringing subject teachers, without making them very clear about the vision, and the way objectives were developed, like in the case, to develop content on predefined objectives seems a kind of imposing views of a few (elites of the country) on education.'

Perhaps, such questioning on limitations of reform enabled me to reflect on my old views (initially I was seeing potential in reforms thinking that it talks about a broader view of education influenced by practical interest). However, my experience by participating in the workshop enabled me to *experience differently* – contrary to developing our common goals for meaning centered teacher education for the country.

With this new perspective, I began to examine critically in what ways such imposing views could restrict me (and my other colleagues) in shaping my pedagogies, and assessment practices (Kovbasyuk & Blessinger, 2013).

A Substitute as/for Dis/empowering

I think, I was fortunate enough for, at least, attending some workshops in the beginning and at the end of the series of events, but unfortunate as well for missing few of them for not getting NOC (no objection certificate) for some un/known reasons, and sending an irrelevant subject teacher as my substitute. Whereas Ms Obedient a substitute teacher educator, received the NOC for the same workshop, and seemed happy to be away from the campus, and have some outing in the name of workshop.

She reluctantly came to me, for a favor, 'sir do you have any updates on the workshops because I am going to attend that as your substitute. I smiled at her, 'Madam I have a folder full of reading stuff'. But I knew she will never look at those readings, I got during the previous workshops. Saying okay, she briskly picks the folder and skips from the scene.

Reflecting on this situation Ms Butterfly, sitting next to me, expressed in an upsetting tone, 'see! With such nonprofessional attitudes how we can give our input productively in our respective fields. I guess, it makes no sense to replace an irrelevant person to attend the workshop.' Probably, she did not like such an unjustifiable participation of irrelevant teacher educators in curriculum development activities.

We Got Something as Outcome

Today is the second last workshop of the series. I try to get what I lost in previous workshop due to a substitute. To develop my understanding and add my input, I contact

and discuss with resource persons, and some other colleagues (we have got good times in the first three workshops). I begin to think that working with a centralized curriculum and developing content according to the objectives we are given, won't help me to make a big difference. However, it may help to plan some activities for my students to engage them with somehow broader view of ICT in Education course.

On the final day of the workshop it was proudly acknowledged that we got a draft on a centralized curriculum of ICT in Education. Perhaps, this accomplishment, as it was considered by the organizers, was the result of collective discussions, interactions and team work for preparing the draft of curriculum. We could also develop a teacher's guide in the form of a planner- with few lesson plans for guidance to teachers in future on how to teach, and assess to accomplish the desired learning outcomes.

I then began to think that the objectives of workshops were accomplished by developing a new form of centralized curriculum. The workshop, however, left me with many questions in my mind particularly in relation to the process and product of *culturally disempowering nature of a centralized curriculum*. Perhaps, the reason why HEC could come up with the idea of new centralized curriculum for teacher education might be the notion that 'an unreformed curriculum continues to promote religious intolerance and xenophobia' (ICG, 2014, P.28). Here, Rehman (2011) argues that our education has been very much centralized from the very beginning with a narrowly conceived view of education through creating knowledge as cultural reproduction in order to develop patriotism, and create hatred towards enemies.

I view it in a different way. Nonetheless, developing a centralized curriculum would not guarantee to establish religious and/or inter regional harmony. It seems to be

widening the learning gaps among students of resourceful and resource-restraint universities. Probably, imposing a centralized curriculum on universities of the country was a kind of new colonization. Such a curriculum would not be effective in terms of enabling learners (from different cultural traditions, diverse linguistic and regional identities along with nature of required resources) to make meaning of their learning within their cultural contexts. Here, I reflect on those activities, and critique on our silence over ineffectiveness of centralized curriculum. We have a diverse institutional culture/s, varied nature of resources and other contextual realities including teachers' behavior, skills and competencies that, for no doubt and to a great extent, would affect the whole purpose of achieving desired learning outcomes.

We Want you as Follower

In this section I would like to critique on the views of the director of the curriculum *planning wing.* His views seem to be insensitive towards contextual resource scarcities and inequalities among universities including other factors (teacher educators' capacities, attitudes and skills etc.) which would affect the implementation of centralized curriculum. I come to realize that perhaps our submissive nature was depicting that we got a juggler with his magic wand and he would fix all the resource, skills and competencies related to contextual issues and problems fortnightly.

> **We want…**
> We want you to teach with IT tools
> We want you to learn with IT tools
>
> We want you to integrate IT in class
> We want you to integrate IT in life
>
> We want you to reform your courses
> We want you to inform you about this
>
> We want you to develop new curriculum
> We want you to develop new lessons plans
>
> We want you to believe in reforms
> We want you to work with reforms

With such views, I ask myself- how would another (external) team better assess our situation: the situation which we have lived with and experienced in our own contexts? As we

ourselves know the nature of available and accessible resources along with the level of support from the departments, we are familiar with our own capacity to handle the situations within our domain of knowledge, skills and motivations towards our teaching to accomplish desired learning outcomes. Under such circumstances, another team won't make sure that the newly developed curriculum will effectively be implemented. Thus, I found the process too paradoxical. With this consideration in mind, I became upset with the linear, and yet mechanistic assumptions of the director, and wanted to raise my voice.

I Raise my Voice as a Reformer

Perhaps, I was interested to know more about the director's curriculum planning agenda in detail. So, I raised my concern, and the following dialogue is a part of that discussion.

Me: Yes sir, I was worried about many things like contextual resources, skills of the subject teachers and institutional support etc.

Director: professor, I already shared with you that we have a separate plan to fix those matters, then why you are so doubtful about our 'intentions'?

Me: director sahib (a word of respect), I am not clear how it is possible to embrace externally imposed ideas fortnightly in case we are not prepared for it, and that we have our own contextual institutional problems at hand?

Director: I think professor sahib, you should have some patience to have all those things in place. And with the passage of time everything will be okay if we cooperate with each other.

Me: Director sahib, I am not saying we have lost our patience, and it doesn't mean we are not cooperative with your objectives. But I am wondering 'how is it possible to create

same conducive learning environment in all universities, in case every other university is different to each other in terms of resources, cultural settings, and locally set objectives as well? I mean, we have different situations in terms of resources and cultures, and assuming that everything is kept constant makes no sense to me.'

Director: I think we can discuss this matter later on as well but as I told you we have plans to make sure that everything will be fine and you will not get any chance to complain. However, I will discuss in detail some other time… (He went away and never appeared again, as if it were not his concern).

Closure and my Way Forward

Though reforms brought many changes in teacher education and research practices, yet its agenda seems to be superficial by focusing on physical resources development with little attention to training of teacher educators. However, I am not against the efforts addressing resource constraints issues at teacher educational institutions, yet such initiatives seem to be partial and insufficient to bring a fruitful change in the existing situation (Bana & Khaki, 2015). Arriving at this point of inquiry, I begin to think beyond such limited interest of education, and begin to envision *a transformative teacher education curriculum that I am addressing in the next chapter*.