

CREATING LIVING-EDUCATIONAL-THEORY: A JOURNEY TOWARDS  
TRANSFORMATIVE TEACHER EDUCATION IN PAKISTAN

Sadrud Din  
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A Thesis

Submitted to  
School of Education

in Partial Fulfillment of the Requirements for the Degree of  
Doctor of Philosophy in Education (Educational Leadership)

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## ABSTRACT

This thesis is submitted for the partial fulfillment of the requirements for Doctor of Philosophy in *Educational Leadership in Kathmandu University*.

Title: *Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan.*

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Abstract Approved by: Assoc. Dean/Assoc. Prof. Bal Chandra Luitel, PhD  
Thesis Supervisor

This thesis illuminates my multilayered and emergent *soulful-inquiry* into the problem of *culturally disempowering* nature of teacher education which emerged by autobiographical excavation of my *socio-pedagogical* context. My aim in this research was to identify alternative ways of addressing research problem which invoked me to generate a host of research questions that came up with five key emergent themes of my inquiry: 1) *Dictating and communicating views of leadership*; 2) *Narrowly conceived traditional view of curriculum images*; 3) *Conventional and somehow learner-centered pedagogies*; 4) *Assessment as 'of' learning and 'for' learning approaches*; and 5) *Objectivist and constraint pluralist research practices*.

My purpose with these research themes was to demonstrate my embodied values through exploring, explaining and interpreting the themes arising from research questions, and to *envision a transformative teacher education and research practices* with reflexivity, inclusive logics, multiple genres and perspectival language as multiple ways of knowing. I employed a Multiparadigmatic Design Space (MDS) taking on board the paradigms of: 1) *Interpretivism to make subjective level meaning making by embracing 'emergence' as nature of my inquiry*; 2) *Criticalism to develop my critical*

reflexivity in identifying and addressing my research problem; 3) *Postmodernism to engage with* multiple genres and logics for cultivating different aspects of my experiences; and 4) *Integralism to embrace* an inclusive-holistic view of MDS in representing my visions of transformative teacher education and research practices in Pakistan. I used *this epistemic praxis as professional development, and yet a morphing way of knowing the self and the culture/beyond*, an approach that enabled me to generate new knowledge on cultural-contextual educative practices of teacher education and research endeavours.

These critical-creative epistemologies, in return, enabled me to recognize deep-rooted assumptions, expectations, beliefs and practices, and re/constructing them through scholarly interpretations and envisioning. Going through such soulful inquiry, making critical reflection on my own lived experiences, embracing pedagogical thoughtfulness, and yet accepting self as a change agent, my multidimensional inquiry offers five transformative visions for teacher education and research practices in Pakistan: 1) *A living-educational-theory of inclusive co-leadership with embodied values of intention of doing good for others, humility for humanity, care of self and others with ecological consciousness, love and peace*; 2) *The metaphor of montage conceiving a liberating view of curriculum*; 3) *Critical-creative pedagogies for empowering view of education*; 4) *A holistic view of authentic-developmental assessment*; and 5) *An innovative-integral view of transformative research. These key learning outcomes are likely to bring emancipatory and transformative soul in the culturally embedded linear teacher education program.*

March 17, 2016

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## DEDICATION

To all who...

are discriminated/marginalized in many ways  
and are in search of their voices and identities to be valued

To all who...

are in search of self/beyond to awaken subtleties and  
are devoting their lives for love, care and peace around the globe

To all who...

contribute to awaken undetached-fluid-selves  
and those who helped me to reach at this point

To all who...

think no evil, see no evil and do no evil and  
acknowledge multiple wisdom traditions for peace and emancipation

## DECLARATION

I hereby declare that this thesis has not been submitted for the candidature for any other degree program.

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Sadruddin Bahadur Qutoshi

March 17, 2016

Degree Candidate

*Doctor of Philosophy in Education (Educational Leadership)* thesis of Sadruddin Bahadur Qutoshi was presented on March 17, 2016.

Title: *Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan*

APPROVED

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I understand and agree that my thesis will become a part of the permanent collection of the Kathmandu University Library. My signature below authorizes release of my thesis to any reader upon request for scholarly purposes.

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Degree Candidate March 17, 2016

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*May Almighty Allah bless you all!*

Sadruddin Bahadur Qutoshi, Degree Candidate

## ABBREVIATIONS

ADE	Associate Degree in Education
AKESP	Aga Khan Education Services Pakistan
AKU-IED	The Aga Khan University, Institute for Educational Development
CTs	Computer Technologies
HEC	Higher Education Commission
HEIs	Higher Educational Institutions
ICT	Instructional and Communication Technology
IOE-UL	Institute of Education University of London
KIU	Karakorum International University
KUSOED	Kathmandu University School of Education
MDS	Multiparadigmatic Design Space
SMART/ER	Specific, Measurable, Achievable, Realistic, Time-bound /Evaluation and Review
TLPs	Teaching and Learning Practices
TU	Torabora University
UNDP	United Nations Development Program
WMW	Western Modern Worldview
WSIP	Whole School Improvement Plan