

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

Sadrud Din
(Sadruddin Bahadur Qutoshi)

A Thesis

Submitted to
School of Education

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

Kathmandu University
Dhulikhel, Nepal

March, 2016

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.*

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

Sadrudin Bahadur Qutoshi

©Copyright

Copyright by Sadruddin Bahadur Qutoshi

2016

All right reserved

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.

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

Assoc. Dean/Assoc. Prof. Bal Chandra Luitel, PhD
Thesis Supervisor

March 17, 2016



Prof. Peter Charles Taylor, PhD, Murdoch University
External Examiner

March 17, 2016

Prof. Mana Prasad Wagley, PhD
Member, Research Committee

March 17, 2016

Prof. Bidya Nath Koirala, PhD
Member, Research Committee

March 17, 2016

Prof. Tanka Nath Sharma, PhD
External Examiner

March 17, 2016

Prof. Mahesh Nath Parajuli, PhD
Dean, Chair of Research Committee

March 17, 2016

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.

Sadruddin Bahadur Qutoshi
Degree Candidate

March 17, 2016

ACKNOWLEDGEMENT

This research, *Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan*, is submitted in partial fulfillment of the requirements for the degree in Doctor of Philosophy in *Educational Leadership* at Kathmandu University.

I would like to express my sincere gratitude to Dr Bal Chandra Luitel, as my supervisor, critical guide and mentor for his inspiration, visions, care, love and wisdom that led me to complete this project. I really appreciate his productive guidance and continuous support with critical feedbacks, inspirational engagements, illuminating dialogues, discourses, and discussions with thought provoking ideas, great sense of humor to create a lively atmosphere, and rapid responses to my emails, messages and calls with his warm welcomes that I will not forget in my life. *Thank you so much Bal for everything that you extended towards me in many ways in my life!*

My gratitude go to Dr Jack Whitehead, the father of living-theory for his support, guidance, constructive feedbacks (through emails) and his acknowledgement for creating my own living-theory of teacher education in the context of Pakistan. My sincere thanks go to Dr Peter Charles Taylor for his critical comments, suggestions, appreciations and questions related to various contemporary issues arising from both communities of living-theory and transformative learning theory perspectives during my presentations on Skype and his written feedback. I must say my sincere thanks to Ex-Dean, Dr Tanka Nath Sharma for his guidance, feedback and your encouragements. My thanks go to Dr Maria Huxtable for her feedback and suggestions.

I must say thanks to the worthy Vice Chancellor, Kathmandu University, Dr Ram Kantha Makaju Shrestha for his kindness, care and facilitation. My sincere thanks go to the Dean, Dr Mahesh Nath Parajuli for his support, care, guidance and encouragement. I would like to say thanks to Dr Mana Prasad Wagley for his feedback, encouragement and suggestions. My thanks go to Dr Laxman Gnawali, Dr Tikaram Poudel, Dr Prakash Bhattarai, Mr. Rebat Kumar Dhakal, Mr Binod Pant, Mr Suresh Gautam, Mr Indra Mani Rai, Mr Indra Mani Shrestha and all faculty of KUSOED and administrative staff for their cooperation and encouragement. I am really thankful to Mr Raju Maharjan for his cooperation. I must say thanks to my friends Mr Shree Krishna Wagle and Mr Radheshyam Thakur for their valuable contributions in the editing of my thesis. Many thanks to my friend Mr Rajendra Dahal for his support, care and introduction to Vipassana practice.

I would like to say thanks to Madam Rana Hussain, Dr Moladad Shifa and Dr Jan-e-Alam Khaki for their facilitation and support. I would also like to say thanks to my family members/friends/colleagues Dr Abdul Rehman, Mr Ejaz Ahmed, Dr Musa Karim, Mir Alam Khan, Mr Mohammad Amin, Mr Nasiruddin Qutoshi, Mr Danish Qutoshi, Mr Zakir Hussain and Mr Raziuddin for their good wishes and support.

My special gratitude is to my mother Bibi Maryam and my (late) father Bahadur Khan for their struggle against ignorance with their visions and empowerment through education that enabled me to reach at this stage. I would like to offer bundle of thanks to my elder brother Mr Badruddin Bahadur Qutoshi, for his kindness, love, care and support with vision and prayers. I must thank to DIG Ali Sher (R)_{TS} for his encouragement and advice (as the eldest brother in our family) from time to time. I am very thankful to my

wife, Jamila for her courage and enduring support by taking all responsibilities of the family with highest level of care. My love and payers is to my daughters (Anushah and Shahnoor) and my son (Shahyan) for being with me on Skype for creating an interactive, lively and homely environment during my stay in Nepal.

I would like to thank to all known and unknown well-wishers, friends, relatives and colleagues around the globe who contributed in/directly to my journey of this research. Many thanks to the worthy Vice Chancellor of KIU, Dr Muhammad Asif Khan_(TD), and Dean Faculty of Social Sciences and Humanities & Chairperson Department of Educational Development, KIU, Dr Muhammad Ramzan for their cooperation and encouragement. I am really thankful to KIU, as an institution, for providing such an opportunity to embrace a doctoral project on '*Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan*'.

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