

TRANSFORMATIVE ROLE OF EDUCATION: AN AUTOETHNOGRAPHIC REFLECTION

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Abstract

This study appraised my momentarily missing twelve years of formal education life (1990-2002) and thoughtful higher education life (2002 to onward). Through this appraisal, I explored how I have been experiencing transformative role of education since my school education life. In so doing, I applied auto ethnography methodology and narrative imagination method for interpreting narrative information. While exploring my experiences, I found I was worry to improve my economic condition in the beginning. Thereby, I applied vocational rehabilitation therapy and resiliency against my frustration and engaged in working life that implicitly encouraged me to embark in higher educational voyage. However, later wards, I started worrying with poor socio-cultural and economic structures of own society and nation. Even my involvement in higher education/ training and academic journeys in ever changing environment made me more critical, reflective and transformative because of my resilient will and inner urges. I successfully transformed my identity from rural development graduate to educationist and academician. Finally, this study also revealed that I was/am an exceptional student because of my good educational achievement. Hence, my reflections on transformative role of education are equally important to the students, teachers and development stakeholders for plying institutional agentic role to mobilize rural development graduates in local levels.

Key words: Agency, Education, Role of education, Rural development, Transformative education,

Setting the Scene -Background

“Education breeds confidence, confidence breeds hope and hope breeds peace”

- Confucius, Chinese Philosopher, 551-479 BC

Education is the main driver for development (United Nations education, scientific and cultural organization [UNESCO], 2016) and it is an intrinsically worthwhile for fostering autonomy of the individuals and society (Tooley, 2000). Owing to that, the Government of Nepal has not only signed

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in international policy instruments that focused educational/wellbeing right of the individuals but also provisioned education as a fundamental right of the citizens. Nepalese development policies have helped us to realize education as vehicle for all round development of the country. However, in practice, more than 1.15 million global children are out of school education (UNESCO, 2010), more than 6 percent Nepalese children have no access to primary education and more than 22 percent children have no access to basic education (Department of Education [DOE], 2012).

Education system in fact, has been transmitting ruling class ideology and reproducing social inequalities through economic infrastructures and superstructures (Kellner, 2006). Education system designed by capitalists has been changing the behavior of local intellectuals for brain drain from rural hinterland to global chain of urban centers for meeting the needs of their interest (Burke, 1992). Nepalese educational system is not an exception to such realities as it has failed to transform existing socio-cultural and economic structures. Education system of Nepal is also guided by dominant cultural ideology of upper caste groups (Koirala, 2007, pp. 74-77). No doubt, the solution is education system needed to build self-perspective as well as to explore foundations of those self-perspectives or what Foucault calls 'discourse' (localized or contextual but true knowledge) (Danaher G. et al., 2000 as cited in Koirala, 2007, p. 76). Reflecting upon those ideas, I affirmed that it is a transformative education that can uplift overall development of the country through contextual knowledge or truths. In this context, this paper somehow tried to reflect critically upon transformative role of education.

Transformative education is one of the best means to foster transformative role of education on development process. It is significant green signal of transforming ranked society into equitable and just society. Transformative education contributes to the sustainable development initiatives for onwards sustainability of future society (Markos & McWhinney, 2003). UNESCO (2015) has emphasized transformative role of education beyond curricular and pedagogical practices. It has encouraged thoughtful educated people to understand how local stakeholders are working together for sustainable livelihood, experiencing meaning of learning, creating new socio-economic structures and perceiving civic virtues and a sense of justice (UNESCO, 2015). Transformative education thus, stimulates inner will power of the students/teachers and makes them active/interactive and productive human capital.

In this background, I am reflecting upon transformative role of education that I experienced something differently than others. More precisely, after passed grade tenth with district second topper position in 1990. I wanted to become an astronaut but my parents were suggesting me to join one-year Community Medicine Auxiliary (CMA) training program. I understood it was due

to poor economic status then I decided to kick off my working life struggle for improving my family livelihood (Pasa, 2014). My working life struggles in India not only improved my family livelihood but also nourished my understanding on different occupational status that encouraged me to retain in higher educational voyage (since 2002 to onward). At present, I successfully started my academic career in Central Department of Rural Development (CDRD), TU. I have been spending my daily life with positive hope and feelings that I would become a potential organic intellectual for my society and nation (Monosta, 2000).

Owing to transformative role of education, I affirmed that when I completed grade tenth, I was more worried with my family livelihood (self). During my learning and earning life in India, I began to worry with poor socio-cultural and economic structures of own and neighboring societies (others). At the same time during my higher educational journeys, I am becoming worry with developmental tag of own country as a least developing country that could be upgraded through transformative role of education in general and mobilization of rural development graduates in local level in particular. In this consideration, I am telling my lived experiences to the readers that how my learning in ever-changing environments transformed my understanding on transformative role of education. By this means, I aimed at researching on myself in which I have been reading my experiential world and socio-cultural knowledge as a text and context (Kincheloe & Steinberg, 1998). To the end, as a researcher, I am sharing my personal voice of experiences and searching contextual truths through my lived experiences. It is related to worth turning points of my higher education life that has transformed my life from anger-driven thinker to sensitive/responsible person with happiness-oriented actions/interactions with self and teachers/students.

Research Questions

- How and why have I perceived an empowering/liberating role of education?
- How and why have I been in the process of empowerment of self and others?
- How have I got dis/satisfaction from my formal and informal education life?

Research Design

I applied autoethnography as methodology and narrative imagination and writing as inquiry as methods to generate narrative meanings (Hamersley & Atkinson, 1995). Autoethnography is about my personal biographical information within a foundation of various social and cultural contexts (Denzin & Lincoln, 2011). I wanted to critique on personal working lives that would intersects with my experienced social and cultural issues (Pena, 2000 as cited in Spry, 2011). Further, I have emphasized my turning points of higher education life within a layer of interpretations rather than

only telling biographical narratives/stories (Saldana, 2008 as cited in Chase, 2011). By applying method of narrative imagination, I wanted to recall my critical conversations with self (me) and others (society) so that I could generate and understand consequences of such conversations over time (Chase, 2011). And by applying method of writing as inquiry, I constructed my narrative imagined texts and contexts more rigorous by thinking more structurally and reflectively.

In so doing, I applied meditation, self-reflexivity and self-interviewing as major sources of narrative data because researcher myself was a primary source of data collection (Denzin, 2008 as cited in O'reilly, 2005). More so, I applied milder forms of meditation for memory reconstruction so that I could visualize and recall my higher education life struggle. I used self-reflexivity for changing visualized forms into internal conversation to generate narrative information with the critical reflection (Muncey, 2005). During reflexive thinking, I also used my potential skills and abilities to valuing good reasoning power and constructs new belief and action on my working and education life. I have come to realize that my self-reflexivity power has been oriented for exploring self-knowledge through self-appraising (Gecas & Burke 1995 as cited in Pagis, 2009). And, I applied interview as a part of self-interview (Crawley, 2012 as cited in Belbase, 2013) in which I virtually played my role from researcher in to research participant (Belbese, 2013). I raised my questions then responded myself through critical review of my past and present experiences.

My Reflections: Journey of Becoming (Independent Will-to-Inner Power)

After completion of SLC, I worked in India for twelve years for improving my family life and livelihoods. My working life played a far larger role in shaping my mind, brain that could be reasoned that it helped me to develop my cognitive capacity and life skills (Diamond & Amso, 2008). Coming in to this point, I must say that my journey of becoming enlarged my horizon of knowledge and technical skills. Finally, my personal aspiration and self-determination motivated me to retain in higher educational voyage in 2002.

My IA Journey: As a private student I jointed IA in 2002 and kicked off higher education and working life simultaneously. I became more hopeful and thoughtful that made me more active, interactive among the guests, staffs and colleagues. I knew my increased interacting capacity with guests had been increasing. My increased level of knowledge helped me to established good relations with guests and tourist guides. My network and relations with friends and guests helped me to mobilize my symbolic capital during my working life in hotels/restaurants and in ever-changing environments (Bourdieu, 1997). My personality provoked my emotional relationship with myself and others. Thereby, my way of acting has developed through multiple sources and pathways including socio-cultural context, family, national and international friends, guests and

their support system (Friborg et al., 2003). My personal character and capacity were supported by others for developing my communicative skills during my working life (Werner & Smith, 1982). At a time, I perceived that my initial journey of higher education life was becoming one of the most essential means for knowledge ability that increased my level of satisfaction and productivity.

My Increasing Satisfaction and Productivity: My IA journey successfully increased my working efficiency and daily earning. I revealed that it is a reason behind earning differences where there could more than 77% earning differences between higher education holders and SLC leavers (Psacharopoulos, 1987, pp.141-42). My level of earning started increased qualitatively that might have made me more disciplined, critical, rational and emancipated (Kanz, 1993). I used to share my academic progress with my friends in India who supposed to see my prosperous future. Coming in to the point, I reflected the term 'learning to be' from the instrumental view of education, as a process one submits to achieve specific aims (e.g. economic productivity), to a humanistic view of education that emphasizes the development of the complete person, in short, 'learning to be' (Delors, 1996, p. 86).

I was planning for changing my working life from a waiter to a social worker. I wanted to become a change agent in my society though some of local teachers, intellectuals, relatives and my colleagues suggested me to prepare public service commission exam for becoming public servant. I knew that their socialization process has developed for preserving the status quo. But I wanted to create my creative space after becoming an employer. However, I wanted to modify the poor cultural understanding on being and becoming only government employee. Looking from the interactionism theoretical lens my personal self-motives and self-awareness provided guidelines to me. I agree that my actions and interactions in diverse space with different nature of individuals have fostered my ability to interpret the world subjectively (Ritzer, 2000) that encouraged me to play leadership role in the society to change such structures through cultural production system (Bourdieu, 1977).

Journey of Interdependent Leadership

My journey of becoming successfully motivated me to again involve in my journey of interdependent leadership. It is because during my BA journey, I have come to know that sociological knowledge cultivated revolutionary ideas (critical thinking) in my mind that helped me to see the social issues from different aspects like cultural, educational and political (Kougioumoutzaki, 2007). I planned to kick off my interpersonal leadership just for replicating those critical thinking into social development. Owing to the sociological idea on social agents, I found that I was not a

passive bearer of structural dominations but a reflective social agent and I could play active role in the society (Archer, 1988 as cited in Ritzer, 2000). I came to realize that social order and cultural structure are byproduct of individual mind in which they could construct beliefs that the social world has subjective structure and order that can be predicted through rational action-interaction-interpretation. I believe that an individual has unseen capacity for playing agency role in a society. It might be a reason, after attempting my third year exam I was planning to establish nonprofit motive organization in local level for uplifting local empowerment through sociability, social networking, mutual trust and reciprocity. Does not it mean that I was exploring my civic role and responsibilities?

My BA Journey: During my BA journey I wanted to foster my knowledge on socio-cultural structures. Therefore, I wanted to choose sociology subject as for my own interest formation. I perceived that my in/formal education stimulated my ethical and moral issues, cognitive capacity, punctuality, discipline and intelligence (Hinchiliffe, 1987). What could be the reason behind rapid growth in number of Universities, colleges, and specialized higher education institutions in South Asian Association for Regional Cooperation (SAARC) countries? What could be the reason behind providing higher educational opportunities to the students including under privileged families/students for development of human resources (Center for Economic and Development Academy [CEDA], 2007).

In such a situation, I can say that higher education can be benefitted not only for individuals but equally benefitted to society and nation. Fortunately, during my BA I got a chance to acquire theoretical knowledge on socio-cultural and institutional development. That knowledge helped me to understand production function (i.e. input, process, output, outcome and impact) of social development. I was expected to achieve end product (i.e. structural elaboration) through morphogenesis (i.e. actions, interactions and changing socio-cultural structures) and again alter cycle of structural change of my society (Archer, 1988 as cited in Ritzer, 2000). Maybe, sociological perspectives made me more serious on socio-cultural structures and made me more orientated to social stratification system. Perhaps, I wanted to counter against social stratification by applying democratic-social development process through playing cultural leadership role in the society (Monosta, 2000). I started involve in social affairs, also started motivating local youths for community/social development and established cooperation among the local youths and intellectuals for social benefits. I agreed that such networking domains spanning from the prevention of juvenile crime, the promotion of successful youth development, the smooth functioning of democracy and the local development activities (Kawachi, 1999).

My Rapti Basin Development Society [RBDS]: After becoming a member of RBDS, I personally felt that I became a capable and valuable person in my society with my level of education. The institution was planning to raise awareness and essential knowledge in the society from institutionalization process to replicate our emotional/social role for social development (Needleman, 2001). I also wanted to give high emphasis to transform Dhama cultural activities through our institution. I can say that, I felt worry on their miserable life and livelihood and wanted to become happy with their potential transforming livelihood (Ghimire, 2005). Unfortunately, there was no induced organization and common voice of Dhama youths (i.e. who can play an agency role in their community) at that period. It could be reasoned that there was no free will and even individual behavior and actions was controlled by other ethnic groups (Willis, 2005). Therefore, I was trying to play agentic role for their betterment. I know that without capital formation (e.g. human, social, physical, financial and natural), local resource conservation and mobilization, institutional development and social mobilization it is impossible to transform their living standard (Hada, 2007). Coming in to this stage, I agree that I was planning to mobilize their resources (territorialism), mobilize their collectivity (internal self-determination), developing mutual respect with other ethnic groups and raising awareness on sustainable livelihood (Hettne, 1996 as cited in Willis, 2005).

Since then, I began to see myself from different perspectives and envisioned I-Pole (i.e. the side of myself as an object of experiences that increased my freedom, creativity and initiative ability) and Me-Pole (i.e. the side of determination that changed my attitudes, roles, meanings and values of others through the agency of role-taking) from the view point of genesis of the self (Mead, 1962 as cited in Geniusas, 2006). I came to understand that due to my poor vision on social and institutional development and poor knowledge on interdependent leadership, I could not express my interest for playing leading role with my institutional members. Does it mean that higher education can make individual more visionary, capable, knowledge able, professional and role model during their working life?

Me as a Role Model Student: I understood, I was slightly regarded as a role model student for educated persons in my village and neighboring villages. Some of teachers and dropout students began to internalize and receive encouragement from my educational struggle through their interest formation (Needleman, 2001). I realized that local teachers, students including I were yielding inner power through means of capital convertibility process. Thereby, we gave first priority to uplift personal capacity and inner ability to increase our capability rather than only engaged in working life (Kangas, 2000). I also understood, during our institutional effort in Rapti Basin Development Society [RBDS] we all members could not apply our expected institutional

role in the society. Arguing into three principles of appreciative inquiry: (I) if we looked towards solution (i.e. achieved goal and objectives of our institution) we could solve, (II) if we got faith on dream (i.e. transformative institutionalization) we could get miracles and (III) if we used to search success (i.e. performing stage of our institution) we could achieve success (Copperider, 1985). Perhaps, we were neglecting these principles as for our institutional development. Due to that reason, I became worry from where we could not get any kind of institutional output though I was a result oriented youth.

Arguing on statement of Oliver Wendell Holmes, “What lies behind us and what lies before us are tiny matters compared to what lies within us” (Moore & Bruder, 2005, p.166), I had planned to join MA for acquiring in-depth knowledge and skills for institutional development of RBDS. Along with that I wanted to provide my quality parenting role to my children in Kathmandu city. I was sure that my level of knowing and reasoning would affect psychological development of children (i.e. good parenting, teaching environment, socialization, peer groups and power and pedagogy). Examining to the statement “all things are created twice” I committed to fulfill my expected MA study plan and quality parenting plan through my deeper imagination and conscience (Covey, 1990). I started think on achieving life pleasure to create prosperous future to a new destination (Patten, 1992) in order to change my social situations through self-verification and reducing the amount of my mental stress (Cast & Bruke, 2002).

Journey of Empowering, Liberation and Transformation

My journey of interdependent leadership encouraged me to involve in my journey of empowering, liberation and transformation. However, my family members, relatives, neighbors and villagers got worried with my emotional decision that I wanted to struggle in capital city for achieving higher educational status. I still remember some of my relatives and local intellectuals had told me a foolish and ignorant one. Perhaps, for them, I might have struggled in Kathmandu city without sufficient financial and moral support. But, I strongly undermined them and accepted the idea of Peter Drucker who said “effective people are not problem minded but opportunity minded” and visualized my transformative future through personal management (Covey, 1990). I planned to live with a typical rural life style so that my children could get knowledge about worth of money, in/formal learning, and livelihood struggle. Was I emotionally developed my challenging higher educational struggle?

My MA Journey: I enrolled in CDRD, Kirtipur as I was committed to nourish my horizon of knowledge and skills on institutional and rural development areas. I then allocated full time for my studying and quality parenting. Along with my regular sessions in University, I participated

in exposure visits, guest lectures, scientific contests, and conferences; I reviewed reading texts on social sciences, education, technology, etc. in journals, magazines and text books. And I also visited major tourism destinations around capital city with my colleagues whom I provided academic supports. By hook or by crook, I had to secure top position in my University that became true too. Afterwards, I achieved higher social respect and new identity in the new destination. My colleagues and neighboring members became surprised with my thoughtful self-struggle. I became a winner in personal identity game that increased my symbolic capital and pushed me in to liberation. I then began to appraise my acquired theoretical knowledge that was sufficient for playing my expected institutional role.

Nepal Rural Development Society [NRDS]: I shared my expected future dream with my colleagues who completed master Degree in Rural Development subject. We were supposed to see ourselves as Rural Development experts and interested to working with rural people in natural setting. By arguing the statement of Edwin Markham, we have committed the golden rule to memory let us now commit it to life (Covey, 1990). Hence, we registered NRDS; a district level NGO in Lalitpur. We took various skill development training programs because we wanted to apply institutional role and responsibilities for changing the livelihood of rural people (Hada, 2005). Coming in to this stage, I must say that we wanted to play transformative role on rural development process. During our organizational effort, I got a chance to empower my leadership capacity. I developed cooperative, coordinative and collaborative relationship with other stakeholders like; individuals, households, communities, local government and NGOs (Willis, 2005). Does it mean that we were/are planning to establish our personal and social identity through synergetic effort? Or it was/is learning by doing or just instrumental means to another end?

My MPhil Journey: Being a responsible member of RBDS and NRDS, I also wanted to increase my technical and communicative skills. I wanted to nourish my philosophical/theoretical knowledge on education and development. To the end I enrolled in MPhil in Kathmandu University (KU) with specialization in Development Studies stream. During study, I became convince with Delors' report that would help ensure that current thinking on the role of education in development is truly "global" and relevant to national development efforts in all contexts in our common quest for a just, inclusive, and sustainable future (Delors, 1996, p. 8). I also secured topper position and got a chance to achieve my expected academic and technical knowledge. I also established good networking with senior professionals. Since then, I examined my learning from various perspectives like learning to know (knowledge part), learning to do (skill part), learning to be (attitude and personal development part) and learning to live together with my civic responsibility and nation-state. I wanted to apply achieved social capital for increasing the

potential of economic development in rural areas through transformative role of education in general and role of education on rural development in particular.

My PhD Journey: I must say, I did right educational decision in right space (KU) where I nourished my horizon of academic knowledge and technical skills. I came to realize that my level of confidence was increasing day by day due to my personal vision, personal leadership and personal management (Covey, 1990). I became comparatively more critical and reflective member in my institution than others and began to appraise the situation differently. I could assess any phenomenon from different philosophical and theoretical perspectives. I planned to replicate my acquired knowledge and skills in to education and Rural Development sector as I was reflected upon interfaces between education and development right from the beginning (i.e. during MA journey). Arriving into this stage, I agree that education has to seek transformative relationship between and among aspects of education and aspects of society. It has contributed to social and developmental policy and contributes to promote international understanding, development and peace building (Wagley & Parajuli, 2010). Here is why, I have explored interfaces among education, tourism and rural development through my PhD dissertation.

My Academic Journey: I understood, it was through the transformative role of teachers/students that socio-economic and cultural harmony had been existed in the past (Ghimire, 2013). Unfortunately, modern education system is now guided by global commercializing for profit motive interest. Such types of capitalist interest have been producing passive students and teachers. Instead of producing creative, confident and responsible human capital, educational system is now perpetuating social injustice. Even modern education system has been manipulating individual behavior, attitude, feeling and believing (Burke, 1992, p. 145). However, in my case, after becoming rural development graduate, I was planning to play institutional agentic role for performing transformative role of education. I became more than happy when I also associated with Central Department of Rural Development (CDRD) as a core faculty. I understood, I hold an academic platform to play institutional agentic role with collective efforts of students/teachers. I started sharing my working and educational life struggles to my students. I started motivate them for conceptual learning, critical understanding and reflective writing for their quality academic performance. I also got a chance to become coordinator of Self Study Report preparation team that not only aimed to perform quality teaching/learning but also aimed to support students for job placement. Interestingly I used to think accordingly since my involvement in this department as a student and teacher. For that purpose, we have recently formed X-student alumni (students' association) and forum for rural development (teachers' association). The core focuses of the associations are again how to mobilize rural development experts on rural development process.

In same line, one of the visiting faculties of the department shared that for producing critical and capable rural development experts, student need to teach practically in the field (beyond classroom) so that they can understand multiple issues related to rural development (B. P. Badal, informal communication, Friday 5th April, 2019).

In doing so, for me we teachers must perform educational and social role simultaneously. We must change our role differently and perform teaching with mission, personal development, team building and social responsibility (Hazan, Gerald & Boss man, 2004, p. 374). I understood, in educational process, teachers are means, mediator and transmitter of knowledge. They must play both in/formal role and responsibility during their job of providing equal accessibility of education in classroom. They have to realize that students are human beings they get bored. They need care for attention, they need love and praise, and they have creativity. Teacher must feel that to err is human, not all humans can be same. True teacher must accept all students about motivating and counseling for their emotional/behavioral problems as the new meaning of education is also based on the unbroken interlinked relationship among the motivation, energy, engagement and the life (Fullan, 2007). In this process, teachers must be role models among the students. However, before that, they must be aware about their role in socializing the students and express value through their action in the classroom (Brint, 1998). There are three important aspects a teacher needs to be aware of, (i) relation with oneself, (ii) relation with student and (iii) relation with others (What are the qualities of particular students that others appreciate?) while socializing students (Ravi, 2005, p. 34). I also understood, teachers also need to restructure colonized reality by taking the risk of bringing such reality into classrooms so that it can be interrogated and transformed into new paradigms of ethical, social and political revolt (McLaren, 1989, p. 282). In so doing, teachers can establish empowering relationship with self, students and others during socialization process.

Theoretical Reflections

Low morale, depressed, feeling unfairly blamed for the ills of society? You must be a teacher.

-Times Education Supplement (1997, p. 1)

My autoethnographic reflections show that I have been trying to play transformative role of education since me school education life. At present, I am seeing myself as a potential organic intellectual for own institution, society and nation. I able to experience with role of transformative education and working life but in this transformation, I surpassed through innumerable ups and downs. Before involving in working life, I was one of the most frustrate youths in my village. I was compelling to wander in higher educational interval. At the same time, during the beginning of my working life I was worry to improve my economic condition but later wards; I began to

worry with poor social, cultural and economic structures of my society and nation (Ritzer & Smart, 2001).

Speaking from the vantage point of social stratification theory, I agree that there were 2-5 % elite groups [first ranked], 10-15 % medium groups [second ranked] and 70-75 % mass individuals [third ranked] in my society (Weber as cited in Swedberg, 1998). Reflecting to this principle, I saw myself as a mass individual [third ranked] that is why my parents could not dare to made me astronaut. I must say that this principle has given critical insights in my mind that helped me to conceptualize to change my social and economic ranking. However, in the starting phase, I was going to be a frustrated because I have no idea about productive work place from where I could earn enough. Managing to my frustration, I also engaged in sharing and caring personal aims, physical and spiritual exercises (yoga and meditation). In doing so, I was applying vocational rehabilitation therapy for maintaining personal, emotional and psychological health and wellbeing (Davidson et al., 2005). During my working life in ever changing environment, according to Vygotsky's theory of socio-cultural learning, I successfully participated in informal/non-formal learning process in individual and social level (Turuk, 2008). Through these learning, I might have seen the relationship between my positive view and life satisfaction and understand myself worthily and developed ability to plan about my personal life.

I have also come to realize that my transformative education and working life struggle become possible only because of my resilient will and inner urge to constantly learn at any given situation. Owing to my learning and copying style, I applied resilient against all sorts of psychological and emotional distresses in my in/formal education and working life (Maddi, 2005). At this moment, I can say that my personal capacity, intellectual ability, easy temperament, communicative skills and autonomy have developed with my effective coping strategy and resiliency (Brooks, 1994). My coping strategies have cropped my personal characteristics in a dynamic process that involved interaction of inter-personal knowledge, disposition and skills. Finally, from the perspective of structure and agency theory, my personal and institutional agentic role has been orienting upon making and remaking of socio-cultural and economic structures through ongoing self-transforming actions and perceptions (Giddens, 1984). I am sure that CDRD can play transformative role for upgrading teaching and learning quality. I understood, our agency approach (willingness to change and capacity to change) will definitely empower rural development student and graduates by increasing their chances of getting jobs and participating fully in society (UNESCO, 2013).

My Understanding

विद्या ददाति विनयम् विनयात् यति पात्रताम् । पात्रत्वाद्धनमाप्नोति धनात् धर्मः ततः सुखम् ॥

– (हितोपदेश)

I must say, I was/am an exceptional student because of my quality educational achievements that empowered, transformed and liberated me in fact. Hence, my qualitative reflections on transformative education are equally important to the normal/exceptional students, teachers and development stakeholders. I must say my involvement in higher education/training and academic journeys in ever changing environment made me more critical, reflective and possibly transformative. I got a chance to struggle with thunders of challenges that motivated me to appraise my life from various perspectives like; social, economic and educational. Being there, I understood my school education life began with supporting orientation, quality parenting and motivation, and ended with poor parenting, suffering and bondage. I was ranked as a socio-economically poor student because of social stratification but I was emotionally committed to perform and produce something unique in my life. I had had a high expectation from my higher education life. Because of that gain, I planned to increase my educational status for my implicit goals and embarked on my higher educational voyage, and played an interdependent leadership role simultaneously. I perceived that my involvement in ever changing working and education life and critical thinking ability helped me to transform my life from an anger driven behavior and feelings into happy oriented actions and interactions with self and others, happiness, liberated and empowered (Omotoso, 2003).

Finally, being here, during my life-long learning process, I have reflectively gone through four stages of learning; learning to know, learning to do, learning to be and learning to live together (Delors, 1996). My learning in ever changing environment made me moral and responsible. I have not only transformed my life and livelihood but also playing quality parenting role to my children and motivational role to my thoughtful students. I have also been playing supportive and counseling role to the local youths and planning to transform socio-cultural and economic structures of my own society through institutional agency role (Gidden, 1984). I became a symbol of successful in/formal student from my self-struggle and liberated from my socio-economic, cultural as well as educational sufferings. Along with my getting success in a higher education life, I have also acquired social, economic, cultural and symbolic capitals that helped me to push in self-actualization stage. It has motivating me to ply interdependent leadership role in CDRD. Finally, being an academician, I am willing to perform transformative role of education through four pillars of education; learning to know, learning to do and learning to be into learning to live together that helped me to understanding of self and others and encouraged me to working

towards common objectives through institutionalization (Delors, 1996).

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