



Institute for  
Development  
Studies & Practices

# Academic Prospectus

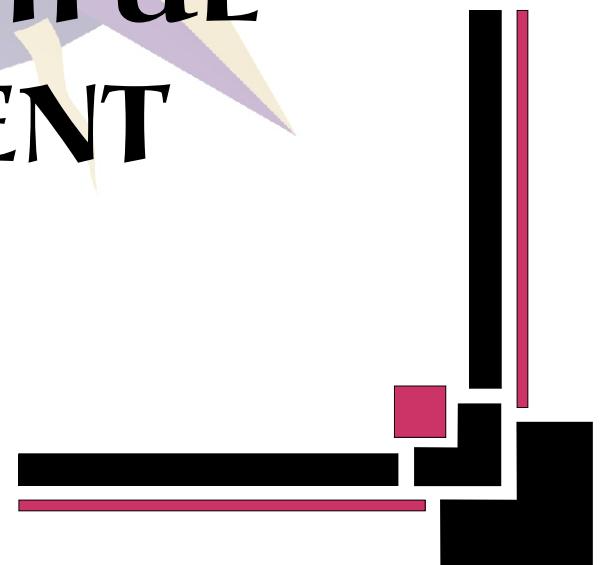


## Mission Statement

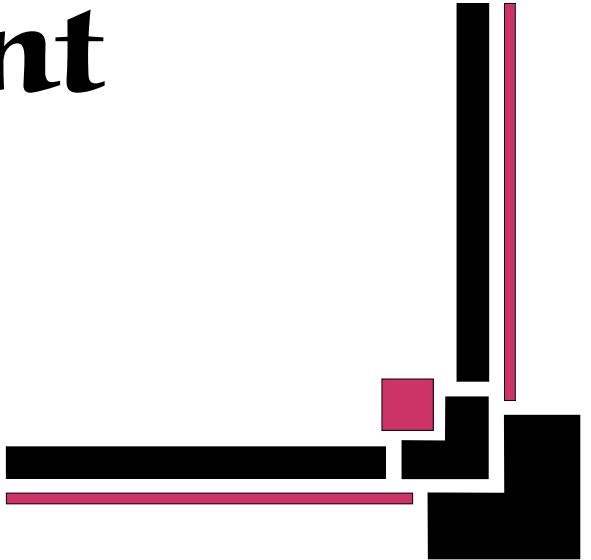
To Create and Develop Human Resources That Will  
Change the Power Structure by Demystifying the  
Development Processes and Establish Sustain-able  
Partnership With Communities.

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IN THE NAME OF  
**ALLAH**  
THE MOST MERCIFUL  
AND BENEFICIENT



# Academic Profile of Learning, defining the process and content



# Following the footprints of youth consciousness for development demystification

*The extensive theory and practice based mentoring processes for creating cadres of young men and women development professionals, thinkers and activists*

## Acknowledgment:

We are very grateful to Allah Almighty, for giving us the strength, capacity and wisdom of working with the young people in a spiritual, scholastic and intellectual relationship, which nurtures our belief in the human potential of creating a world, and reality they want and need really.

This document is the outcome of rigorous reflective process of human resource development over the last seven years. We are very thankful to all the people, institutions and organizations that contributed and participated in the diverse process of human resource development. We are especially thankful to all the resource persons, guests' speakers, visiting faculty members and resource organizations that helped us to diversify our academic and intellectual frameworks and take adequate measures for creating viable practices and actions.

We are very thankful; to Mr. Wasif Rizvi who extensively worked for the development of IDSP indigenous faculty and its academic and research portfolios.

Similarly we are very thankful to all the communities, indigenous people, who keep us educating through their down to earth manners of living, through their practiced and tested knowledge and wisdom.

We are also grateful to all the contemporary, post modern dissents , pre-modern and classical, thinkers, scholars and activists , who holds up the hope and the struggle for creating a world free of violence and disparities, especially those who gives us inspiration and insights, who infused new spirit to our courses and help us keeping a continuous dynamism.

We are also acknowledging the financial assistance of the funding agencies, which supported us to sustain as an independent, organic and stimulating academic and research institution. The consolidation of this academic profile would not have been completed if we did not take the financial support of the DEFID and CIDA for conducting an extensive mentoring course, on mainstreaming gender in development, which gave indispensable basis for the consolidation of this profile. This document is also sponsored by them as an outcome of the extensive course on mainstreaming gender in development.

This document is generated through IDSP's various process of human resource development, the conceptual framework is diversified through the inputs and contribution of the resource persons, resource organizations, academicians, community level activist, writers and local government representative and government line departments. We are very grateful to all who contributed as teachers, mentors and panelists.

We are also very thankful to our learners, interns and fellows who pose continuous challenge to faculty through their questions, confusions, conflicts and disagreement, which helped in keeping the dialectical alterations and dynamism in the frameworks and strategies of courses.

## Content List:

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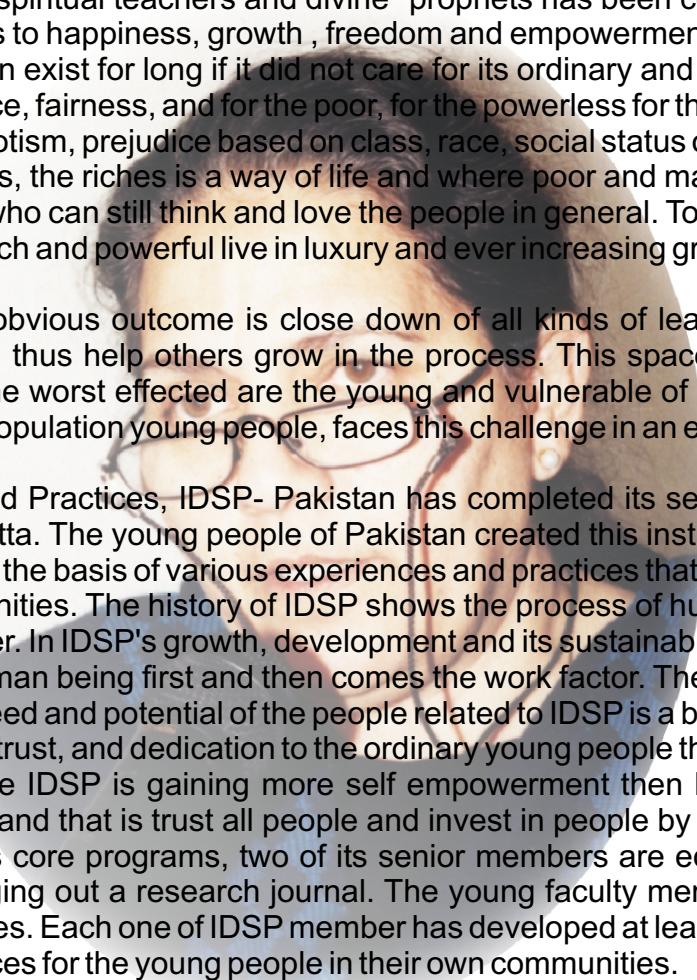
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## Foreword:

Human resource development is a process of love, care, and humility and unlimited belief in the creative potential of ordinary and average people. It says in Quran that Allah loves those who loves his best creation and that is human beings. For ages thinkers and researchers , holy men and women, spiritual teachers and divine prophets has been committed in understanding human beings and creating paths for them that leads to happiness, growth , freedom and empowerment. All these efforts are for enlightenment of human society. No human society can exist for long if it did not care for its ordinary and average people. Allah has said at several places in Quran that stand up for justice, fairness, and for the poor, for the powerless for the unprotected ones. The Prophet PBUH in his last address dismissed all the nepotism, prejudice based on class, race, social status or any other discrimination factor.

The societies where power dominates, the riches is a way of life and where poor and marginalized are left to survive on their own, must be a major concern for the few who can still think and love the people in general. To these thinking people it becomes obvious the injustices for many while the few rich and powerful live in luxury and ever increasing greed for material and political power.

In situations mentioned above one obvious outcome is close down of all kinds of learning spaces where ordinary people can develop their creative potentials and thus help others grow in the process. This space for meaningful engagement among the people is getting limited very fast. The worst effected are the young and vulnerable of the poor countries, Pakistan being one of these counties having majority of its population young people, faces this challenge in an extremely ruthless way.



Institute for Development Studies and Practices, IDSP- Pakistan has completed its seven years of its existence, it is a national institute with national campus in Quetta. The young people of Pakistan created this institution in 1999, after testing the concept in 1998. The concept was developed on the basis of various experiences and practices that took place over the period of more than 25 years of development for the communities. The history of IDSP shows the process of human resources development, the need of love and care then the money or power. In IDSP's growth, development and its sustainability only one factor is fundamental and that is love and care for each other as human being first and then comes the work factor. The basic principle of respect, giving spaces, creating new ones according to the need and potential of the people related to IDSP is a basic principle in its learning processes. It is due to this one principle of love, care, trust, and dedication to the ordinary young people that the people within IDSP are growing and developing as well as people outside IDSP is gaining more self empowerment than before. The young leaders of IDSP have understood one fundamental lesson and that is trust all people and invest in people by creating alternate learning spaces. Today IDSP raises its own resources for its core programs, two of its senior members are editors of development journals, while one second level faculty member is bringing out a research journal. The young faculty members are policy advisors to government, funding agencies, training programmes. Each one of IDSP member has developed at least 20 young people of Pakistan. Who are in turn organizing more meaningful spaces for the young people in their own communities.

IDSP has now three kind of graduates , one that completed six years of intensive education and training and are now IDSP 's managers of learnings.The second tier is their own interns who are now teaching and doing projects, they have completed four years of intense education and training. The third level consists of its course learners, interns, project based learners. All its learners will reach the same level as its senior ones. Pakistan needs a large number of such people who are willing to devote part of their life in making paths for others to walk on and then create their own. If we do not do this we will not be the kind of people that Allah wants us to be. That people needs to be understood from their actions and perceptions and not by their symbolic way of life and believe. We need love, care, and new meaningful learning spaces, less competition more cooperation, less criticism more forward looking critique less discouragement more encouragement with hope and enlightenment. We have now more than 200 learners from long

term theory practice based courses, over thirty people remained or are in IDSP as development thinkers and practitioners. Numerous sessions on myriad topics have given people a fresh breath of air in our public debates and dialogues. Our researches have been extremely useful for policy development.

However we must understand one thing that conventional models of human development are not working mainly because these do not have values. IDSP is a very humble experience of alternate way of human resource development relevant to our people. It is here with the efforts of the young Pakistani human resource, which is considered bewildered, irrational and aggressive. Yet this human resource has produced the models of tolerance, rationality and above all proved that if nurtured meaningfully, this group can change the course of the development for the benefit of the humanity.

Dr. Quratulain Bakhteari (Director IDSP-Pakistan)

## Introduction to the document:

This is a consolidated document of IDSP is diverse experiences in the field of human resource development for last seven years. Course has been one of IDSP central core thrusts, which gives strength and momentum to other core thrusts of research, advocacy, networking and program/projects. The courses are essentially based on theory and practice, have been very progressive since inception. After the completion of each theory and practice course the faculty launches an internal and external studies are conducted on knowing the effectiveness of the courses, contents and methodology. After the faculty also strives to measure its impacts on the different levels of skills, concepts and behaviors of the young graduates.

This document is an outcome of the rigorous and reflective process of human resource development, governed by the process of mentoring. It is carrying the basic information regarding the course, IDSP evolution as an academic and research institute, the gradual alterations in the courses and the refined thematic areas.

The document is focused on describing the process and contents of the theory and practice based courses, which can be helpful facilitating the young and motivated groups and individuals for becoming part of the learning discourse courses. Simply it will work as the basic introductory document to the IDSP theory and practice based courses in the field of social development.

It can be used as a reference document for integrating IDSP various interventions in the field of human resource development. It will be used for the accreditation of IDSP academic courses with other like minded institutions and organizations.

The readers are required to expect that, it does not provide the very details of the practice of human resource development prevailed on two years. It carries the general touch points of creating the critical mass and the process of development of an extensive academic course. The customized themes and modules are described with its rational, objectives and study material.



## **Section A:**

### **Who we are and what we do?**

IDSP is a national level academic and research institute. It is stemmed in the strength of developing critically conscious and skilled human resource through creating learning spaces for the motivated groups of young men and women. The space where the young person across the country could come and jointly think and reflect on the sever development issues which generates inequality, injustices and over all socio-cultural and gender disparities. In this context It focus on creating new reference points for development by bringing in community workers in its development courses, building the conceptual understanding on the causal link between the global and local realities" and providing contextual technical trainings for effective, sustainable and low cost community based action and learning. IDSP has thus far delivered six development courses in development studies, based on action research engaging learners across Pakistan. IDSP has more than 350 learners across the country working in civil society organizations, government departments and academic institutions.

These learners have the conceptual and functional understating of the democratic processes and its ultimate impact on common people's life. Balochistan is a province, which traditionally has strong political understanding; they have seen the political upheaval not in their province but also in the neighboring countries i.e. Iran and Afghanistan. In this connection the courses strategically build over the existing political and social spirits in the youth, for regenerating the meaning of value based and just development models.

### **Evolution and Emergence as an academic and research institution:**

As an academic and research institute, the growth of learning organizations like IDSP follows a trajectory governed by continuous action and reflection. The Idea of amalgamating theory and practice for human resource development was tested in 1998. The course, entitles, *Introduction to Community Development*, carried the three thematic areas, Participatory Action Research, Organizational Theory and Management and understanding the Power Structures

Most of the teaching faculty was external. The course schedule was identical for theory and practice, i.e. the learners remain in theory for 15 days and for next 15 days they went to practice the theory. Each major subject was given one month (15 days for theory and 15 days fro Proactive). The last two week of the course were specified for compilation and Presentations.

The third party evaluation of the pilot course figured out the practicality of the idea. It also carried critical points and insights for the future courses. One of the prominent recommendations of the third party evaluation was to completely review the thematic areas and to develop IDSP's own indigenous faculty.

Lessons and insights of the third party evaluation were incorporated into the process and contents of the development studies course. In the second development studies course, 1999 the course was mainly facilitated by IDSP faculty members, with the support of technical advisers, and resource persons on the specified areas. IDSP developed its faculty during the second Development Studies Course. The theoretical phase was consisting of 15 weeks and practice was based on 20 weeks. The course comprised over the basic thematic areas, as under.

## Colonial & Imperialist Basis of Leading Development Practices

### Radical Education and Critical Pedagogy

### Culture, Spirituality and Social Change.

The learners were also given an opportunity to improve their IT and English language skills. Specific sessions on Action Research were also part of the course. Main areas of practices were Culture, Education, Agriculture, Poverty, Health, Drugs abuses, Indigenous Participation etc. the faculty practiced new themes and rigorous processes of human resource development, which verified the idea of development of IDSP's own faculty.

The Third Development Studies course (Sep 2000-March 2001) was almost identical to the second course.

After the completion of the third course, Academic Program of the institute spared a whole year for the internal and external assessment and evaluation of the course. The course assessment was triangulated through the views of academics, community based activists and learners. In the light of the reflective study on the development studies courses, the idea of conducting community based courses was emerged.

The community based course, (2001-2002) was conducted in the three clusters, Khuzdar, Loralai and Hyderabad. Modality of the course was entirely different but the basic conceptual framework of the course was identical to the other courses. This course was aimed to refresh the Learning of the graduate learners along with some of the new selected learners. Fifteen Learners were taken from each cluster. The Learners were facilitated 20 days for theory and one month of Practice. The theoretical outline of course was consisting of, Understanding the Self, and inherent Perceptions about the world, Understanding the World and understanding the alternative context of Development.

Mainstreaming Gender in Development program, (2003-2005) played a central role in shaping IDSP's academic portfolios and diversifying the conceptual frameworks of the courses. The program is aimed to aim to nurture the capabilities of 100 women development professionals through mentoring approach. The program was spanned over two years.

In the first year of the program, 20 interns were selected from the different Six Districts of Balochistan. They went through the consecutive process of theory and practice for one year and then they completed the internship and we graduated as associate mentors. In the next year each, associate mentor selected four interns and they facilitated the interns through their experiences and wisdom.

The continuous reflective process on courses contents and methodology proposed the breaking of course contents into various modules. This was one of the great breakthroughs in the academic perspective of the institute. Need assessment of the course also figured out some of the modules and themes which were new for IDSP faculty. The faculty went through long courses on Self Growth, Gender and Development. The resource organization was explored for teaching the identified modules on self growth, gender and development, women and Islam etc. More than twenty modules were delivered in the tenure of five months of theoretical stage, which are part of this document. Skilled based courses were also the significant part of the theoretical portion, in which basic IT skills, reporting skills, Community interactions skills, and over all English language skills are provided. During the practice stage of the mainstreaming gender in development course, theoretical phase of the six development studies course was initiated. This course mainly focus the generation of viable practices at community level, contents of the courses were based on the basic sensitization modules, analysis of development practices ,institutional analysis in socio-economic and cultural perspective and alternative

prospects of social change. Meanwhile Academic Program also conducted a specific theoretical course for the 24 male and female fellows of education policy and planning program (2003-5). The course contents were focused on the problematization of educational systems, frameworks, policy issues and alternative prospect of educational process. The first IDSP retreat, named, AWLEEN Retreat, June, 2004 has a central position in the organizational and academic evolution of the institute. It captures the detailed work on the core values of IDSP as a learning space, its academic and research projection and outreach to the communities. The retreat rendered the deconstruction of the programmatic structures and recommended other programmatic structures and portfolios. The seven different faculties are also emerged through the retreat rigorous reflective process, which are part of the document.

## **Core Beliefs of the learning space**

All human have equal tendency to learn, create, produce, develop and grow

Knowledge is produced through practice

Consciousness raises through human interaction

Sustainable development is not dependent on infrastructure but on human resources

Self awareness is critical for growth

Integration of indigenous knowledge in development practices

Understanding the glo-cal (Local & Global) issues

### **Program Areas emerged:**

#### **1. Culture**

- Revival of local skills, knowledge and wisdom
- Indigenous approaches, institutions (Jirga, Ashar etc.)
- Pathological aspects of culture, gender, rights, children, youth, social relationships
- Local Language
- Self and Family Development
- Agriculture

#### **2: Literature:**

- Folk Literature
- Folklore
- Folk ways of expression
- Stories of resistance
- Languages
- Literature as source of inspiration



**3: Political Education, Governance and Civil Society**

- Civil Society and Civic Rights
- Politics and development
- Local representatives, parliamentarians
- Social groups, unions

**4: Media and Technology**

- Electronic, print media
- Technology Internet, Web, Email, E-groups
- Progressive media
- Transformation of media
- Media as a controlling tool

**5: Education and Learning**

- Mentoring
- Indigenous wisdom
- Schooling and de-schooling
- Open and democratic learning

**6: Challenging dominant development paradigm and understanding politics of alternatives and working with alternatives**

- Globalization
- Consumerism
- Modernity
- Development
- Service Delivery Institutions

**7: Religion**

- Spirituality
- Exposing religious pathologies
- Gender
- Children

Social Institutions  
Political Manifestation

- Religion and tradition
- Self consciousness
- Religious tolerance



## Those whom acts and deeds inspire us

Robinder Allama Dr. Muhammad Iqbal, M.K. Gandhi, Tagore, Noam Chomsky, Mirza Asad Ullah Khan Ghalib, Eduardo Galeano, Howard Zinn, Robert Fisk, Paulo Freire, Edward Said, David Barsamian, David C. Cotton, Evan Illich, Iqbal Ahmed, Arundhati Roy, Dr. Ali Shariati, Akhtar Hamed Khan, Dr. Mubarak Ali, Dr. Riffat Hasan, and Dr. Aslam Abdullah.

## Faculty Profile:

### **Dr. Quratul ain Bakhteari**

Dr Quratulain is IDSP's founder and director; she has been a reckoned development professional in the field of education, for last 30 years. She has created viable venues for fostering the local youth as development activist, professional and thinkers. IDSP is one of the conscious outcomes of her continues reflective work in the field of social development. She has been the main conceptualizer in shaping various strategic initiatives for diversifying the academic and practice scope of the institution. the very initial lead teacher and faculty member in the courses. Her special area of teaching is Leadership, professional development and self management.

### **Wasif Rizviv:**

Mr. Wasif Akbar Rizviv is managing director south in AKESP. He did his masters in Education from Harward University. Mr. Rizviv evaluated IDSP's pilot testing course in 1998. He recommended some of the vital changes for the creation of a learning space more vivid, and open. He recommended IDSP to develop its indigenous faculty. Under his mentoring and leadership the faculty went through a very rigorous process of continuous action and reflection. He also contributed in the academic courses and conferences in the areas of analysis of the contemporary development, education, culture and political economy of media. He helped out IDSP is the development of its core faculty and its programmatic areas as an academic and research institution. He support IDSP courses and research work as adviser and mentor.

### **Raziq Faheem:**

Raziq belongs from district Loralai, Balochistan; he is a reckoned Pashto poet and writer. He completed his postgraduation in Mass Communication from university of Balochistan, Quetta. Before joining IDSP he worked with LAFAM a local NOG for the promotion of girls primary education in Loralai, He has been the founding faculty members of IDSP, and has extensive experience in the field of community mobilization, human resource development and institutional development. He was Principle coordinator of the program mainstreaming gender in development and has greatly contributed into the conceptualization and planning of the extensive course. In the initial courses on development studies and practice, Mr. Raziq, was the lead faculty member for the theme: Radical education and Critical Pedagogy. Recently he is a member of the faculty for Religion and Education and learning. He also contributed in the specific themes on Gender, Patriarchy, and culture and action research

Mr. Faheem is also leading the component of pilot interventions in the program, education policy and planning, which is aimed to demonstrate innovative models of education and learning at various communities of Balochistan.

### **Safdar Hussain**

Mr. Safdar Hussain is from Quetta, he did his Masters in computer science from university of Peshawar. After completing his masters in 1999, he joined IDSP as resource center coordinator. Mr. Safdar is IDSP's permanent faculty member in the field of teaching IT basic concepts, its contextual use for the needs of the community development, He has established a full fledge resource center, Library and ICT component at IDSP and replicated this model for the development of Information learning center in district Khuzdar. Mr. Safdar is constant member for the faculty of "Media and technology".

### **Mr. Naseem Ahmed Panezai:**

Mr. Naseem Ahmed Panezai is from District Pishin. He has been a reckoned English language teacher. After completing his masters from university of Balochistan, he joined IDSP as founding faculty member. In the initial development studies courses, Mr. Panezai was the lead teacher for the themes: Imperialist and colonial basis of leading development practices. In the existing programmatic structure, Mr. Panezai is a member of the faculty for Education and Learning. He has also conceptualized the specific themes on the political economy of institutionalization and analysis of the development practices. Mr. Naseem is the editor of the Quarterly English, "TRANSFORM". He is the leading the research component of Education policy and planning program, and tends to create young researchers in the eights districts of Balochistan

**Mrs Saima Gul:**

Saima is basically from Quetta, she has been engaged with IDSP since 1998. She joined IDSP as a learner and after completing the theory and practice segment of the course she was selected as research and teaching coordinator. She was the lead faculty member for the thematic area, "Culture, spirituality and social change". She has contributed in the development studies courses, and mainstreaming gender in development courses especially in the area of creating community development plans and action research.

In the recent programmatic structure Saima is a constant faculty member in the thematic area of education and learning. She is project manager of the reflective learning entitled,

**Mr. Ali Naqvi:**

Mr. Naqvi belongs from Quetta; he completed his, master in Statistics from university of Balochistan. Before joining IDSP he contributed in various development projects. Mr. Ali Naqvi joined IDSP in 1999 as manger and faculty member. Since engagement Mr. Naqvi has provided strategic thematic ad contextual basis to different projects of IDSP, including PPA, SDDP, and TAWANA Pakistan Project. Recently he is managing an extensive program on Education Policy and Planning (EPP) which is aimed at creating policy shifts while opening the people centered and decentralized educational and learning processes. In the various long and short courses for human resource development, Mr. Naqvi has conducted sessions in the Poverty, Education and Role of Media. He is also a constant member of the faculty for, Media and Technology and writes on the same issues for national and international level journals.

**Mr Arif tabassum:**

Mr. Arif belongs to District Loralai. He has been engaged with IDSP since 1998. He was a learner in the pilot testing course, after completing the course; he was selected as a faculty member. In the initial development studies courses Mr. Arif conducted course on the thematic area, "colonial and imperialist basis of leading development practices". Mr. Arif developed the academic development program, with its profound portfolios on research and academics.

He has developed the specific area of "Analysis of leading development Practices" in the development studies and gender mainstreaming courses.

Mr. Arif was a constant member for the faculty of, "Culture and literature". He has been editor of Quarterly Urdu; "AKSULAMAL" Mr. Arif Tabassum joined the Action Aid, as regional manager for Balochistan and NWFP. He dedicates his inputs as academic advisor in the courses designed so forth.

**Mr. Shahjehan Baloch:**

Mr. Shahjehan by origin belongs to District Kalat. He was also a learner in the pilot testing course in 1998. After the course completing he joined IDSP as research and teaching fellow. He developed and delivered an extensive theme, on "Culture, spirituality and Social change" in the initial courses on development studies. He developed the portfolio of learners and community development program, and devised encouraging fellowships for engaging the learners countrywide. He has devised and conducted a through course on module on the "Alternative development prospective".

After the deconstruction of the programmatic structures, Mr. Shahjehan woks with the group of faculty on Policital Education, Governance and civil society. He designed a through program on education policy and planning with the help of other faculty members. Mr. Shahjehan is currently working with common wealth fund for education as national coordinator.

**Mr. Barkat Shah Kakar;**

Mr. Barkat shah is basically from district Pishin. He joined IDSP as learner in the second development studies course, 1999. After completing the course he joined IDSP voluntarily, while translating the course material from English in Urdu. He contributed in the theme on radical education and critical pedagogy. After the emergence of programmatic structures he gradually emerged as program manger in academic

program manager and managed three courses, mainstreaming gender in development, sixth development study course and a customized course of the fallows f education policy and planning.

He has developed extensive module on, the analysis of cultural and religious pathologies" and "critical analysis of development practice: the case of Pakistan". He has also developed the academic courses on gender and Islam, and contextual practices for family development. He is editor of the bi annual research journal "UMAL PEYEMA" and also launched two internal studies on the learning experiences in the field of human resource development through program mainstreaming gender in development. He is a member of the faculty for religion.

**Noreen Lehri:**

She joined IDSP in 1999 as Librarian, and played vital role in the development and management of the resource center. She joined as faculty member in 2001 and assist in the management of course at Khuzdar cluster. Noreen remained as program associate and component incharge, in the management of the learners and community development programs. Noreen has played vital role in the program mainstreaming gender in development, 2003-5 as mentor. She has developed her capacity over the gender related discourses, and has delivered sessions on gender basic and advanced concepts and skills. In the emerging programmatic structures she is a member of the faculty for culture and literature. Noreen is intended to work with the motivated interns and mentors in the districts for the institutional development. She is publishing focus issues on the case studies of the outstanding learning process through program mainstreaming gender in development.

**Afshan Nasreen:**

Ms Afshan is basically from Quetta, she completed her masters from university of Balochistan. She Joined IDSP as research and teaching fellow in 2000. She remained associated with the theartic area, "Colonial and Imperialist basis of leading development practice". After the emergence of the programmatic structure she remained at Academic program development, she managed an extensive study on the IDSP four development studies courses and also played vital role in the conduction of short courses for journalists, political activities and CBOs members. She developed he capacity in teaching the modules on self growth, globalization and, mentoring.

**Ms Farzana Yasmeen:**

Ms Farzana belongs to Quetta district. She has completed her Maters in Commerce, from university of Balochistan. She joined IDSP as program associate in 2000. She has program manger for nutrition program, TAWAN Pakistan. Beside projects activities she is also interested in the teaching of qualitative research. She has carried a collaborative study on the impacts of Program, mainstreaming gender in development at IDSP structures and program etc. Farzana and her core team are strategizing the sensitize and mobilize communities round the issue of food security and survival of the local economies. She is a part of the faculty for "Political education, Governance, and civil society".



## ***Evolution and background of the program, mainstreaming gender in development:***

Section B:

# **The Educational Process of theory and practice based courses:**

### **Goal**

*"To bolster intellectual and technical capacities of different groups of motivated individuals from various fields of education, research and development and set alternative community models"*

### **Objectives**

To generate extensive discourse on principal themes of a) understanding development issues, b) creating tools for reflection within communities and c) generating indigenous, sustainable and generative actions for self-reliance

Engaging various themes grounded in human and development, and various research methodologies to contextualize individual work for communities

Building capacities & skills to articulate complex development scenario through reflections, presentations and quantitative analysis, and computer skills

To generate local case studies in the frame work of themes from different area of Pakistan which will be helpful for annualizing development paradigm in Pakistan

### **General steps of the courses are as under.**

Steps: 1 Learner selection

Advertisement through newspapers, pamphlet, letters

Sort outing and classifying the applications received in clusters.

Departure of Faculty teams to focal areas.

Orientation seminar about overall proceedings of the course to participants

Test of interested candidates.{Criteria; the individual who has a dream and idea of change, who can write and read}

Interview of potential candidate:

Final selection on the basis of research ideas

Steps: 2 Course Proceedings

Inauguration ceremony.

Basic Orientation

Classes on thematic areas (Morning Sessions)

Sessions on technical skills (Evening Sessions)

Steps: 3 Field Practice

Continuous Interactions with communities by learners to carried out findings of their research processes (Field Visit)

Continuous Action-reflection-action (Praxis)

Field documentation

Continuous Visits by Faculty, and conceptual/technical support in communities

Steps: 4 conclusion and follow-up

Learners back to campus

Assistance by Faculty in research reporting and documentation;

Preparation for panel presentations; oint.

Presentations to the panel of experts, university professors, community

Future prospect and follow up strategies;

Graduation;

### **The learning milestones; General Learning Process During the theory and practice based courses.**

- The courses are **mandatory residential**, where the learners/interns engage in a continuous reflective learning environment.
- The courses are based on the blend of theory and practice; every selected learner/Intern comes with **a research and practice idea** and carries it out for further **refinement** during the rigorous reflective process of the course.
- All the selected interns/learners of the course have to sustain **reflective diary** on daily basis. They have to share the selective part of the dairies in the dairy seminar held twice in a quarter.
- In order to develop the reading and comprehension capacity of the groups of young people, IDSP **readings**
- Generally **group readings** are also an integral part of the development of young person as an activists and critically conscious professional.
- The daily sessions starts with **reflections** of the participants(interns, mentors, resource person) regarding the previous day learning and experience, this is one of the mandatory activity in every routine day of the theoretical work of course, which tend to sharpen the comprehension and concentration skills of the participants.
- One of the major learning practices is the **news analysis** and its elaboration in the group's discussions.
- The Interns/learners prepare for **group presentation** of assigned a reading which address and elaborates their questions and confusions.



- Evening sessions are focused on **IT, and other skill based approaches** (presentation skills, communication skills, research techniques etc.) to enhance technical capacities of learners/interns. It is similarly mandatory for all the participants.
- Parallel to the core thematic areas, need based and **specific sessions are conducted** for fostering the different skills of the

interns/learners which includes, analytical skills, documentation and reporting skills, Presentation and interpretation skills, data collection skills, research and dialogical skills, Creative writing skills, Conflict management and resolution skills and Publication skills.

- The learners/interns learn to use **contextual use of ICT**, especially relating the use of internet with their learning needs. They are assigned to explore the web sites and resources relevant to the context. They also develop their IT skills through various assignments.
- **Guest speaker** is invited in the end of the respective thematic area, who shares his/her view on relevant intellectual and practice themes, and responds to their questions.
- The participants help the faculty and resource person for the reconsiderations of the focused thematic areas, therefore the **interns asses each module** at the eve of the module completion.
- The learners/interns have to **manage their folders/learning archive** on daily basis which consist of their reflections, learning papers, assessment sheets, and other literary work.
- The Interns shares a through written assignment in the scheduled **learning seminars** at the end of the respective module and thematic area. IDSP faculty members and relevant persons from the outside are also invited to participate in the seminar and know the conceptual understanding of the interns.
- At the end of the theoretical course, one week is focused on the **preparation for the practice and research**. The interns get through simulations and pictorial exercises on understanding the research and dialogue tools.
- Learners/interns are **assisted and supervised** during the conduction of their researches and practices in communities. Intellectual and technical support is given to them to enhance and strengthen their research findings.
- The learners/interns are also responsible for **conducting community and family based intellectual discourses** on the local issues, opportunities and spaces for the generation of the positive spirit for social development. This exercise helps the Interns/learners for making their intervention more relevant and develops their conceptual basis realistically.
- The Interns/learners tends to **thoroughly document** all the dialogues, experiences, learning and analysis in the perspective of the extensive theory and practice process.
- In concluding sessions Interns/learners document their research reports and give **presentations of their findings to the panel**, which consisted on local government representatives, line department officers, family and community members, teachers, members of the civil society organization. The penal is aimed to enrich the practices and interventions of the interns/learners in the light of the panelist's views.
- All Interns/learners have to **conduct workshop to make the future strategies** of their work, follow-up mechanism and network with the Institute.
- On the completion of each course learners are awarded diplomas and certificates in **graduation ceremony**.

#### **Learning sources:**

- People, Self, Family
- Traditions, values, culture, indigenous wisdom, folk music, folk literature
- Books and periodicals
- Group discussions.
- Role plays.
- Pictorial exercises.
- Audio-visual
- Journals

- Issues papers
- Researches
- Movies.
- Lectures
- Interactive theatrical games.

### **Who can apply for the course {Criteria}?**

All the young Pakistani individuals with innovative idea/dream for practice and having basic literacy and expression skills. {Age limit, 18-30 years}

Note: Academic qualification is not considered

### **How to apply {Procedure}?**

The courses are advertised through the local and national newspapers, through IDSP focal points {earners and fellows} in the various part of the country. It is also displayed on IDSP web site. The candidates can write application directly to IDSP mains Office, or can submit the applications to the relevant focal persons. The applications are not required to be supported by annexure {CVs, documents}. You can also apply online,

After receiving your application, IDSP faculty will respond you within two weeks for inviting you in the venue for tests and interviews.

### **How the course is beneficial {Expectations}?**

The theory and practice based course is a space for young people to think, reflect and act in a systematic way for attaining goal. We do not promise that it can help you in achieving attractive jobs and employment.



**Section B:**

# **Course Major Contents;**

**Modules organized, designed and conducted**

## **1: Introduction to IDSP, course and knowing each other**

**Duration**

**48 Hours**

**Learning objectives:**

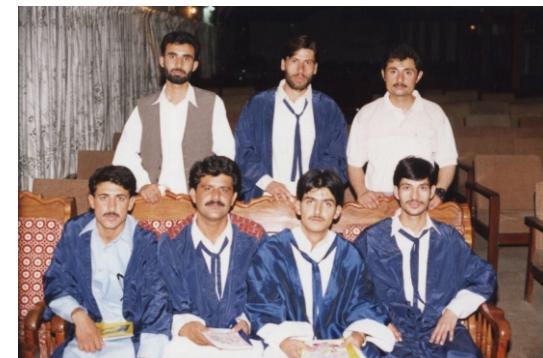
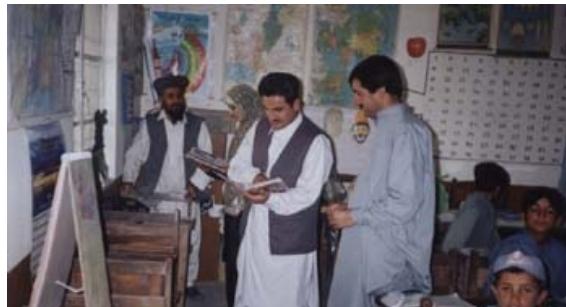
To orient the learners regarding the course objectives, process, and methods and to address their fears and expectation.

To create an equal understanding of the learners regarding the learning space, its norms, and policies.

In the beginning of the theory and practice based residential course, the participants are given a brief orientation regarding IDSP as an evolving learning space, its emergence as an innovative institution for human resource development are the basic areas of orientation.

The learning journey of IDSP is shared through the direct participation of the founding members and director. The live stories of faculty members, regarding the evolution of space, and systems in the instructions are thoroughly shared for developing a holistic understanding of the participants.

Learners of the previous courses are invited to share their learning experiences from courses. They share their selective parts of the reflective dairy they written during the course.



In the introductory week, the learners visit of course the different programmatic sections, projects staff and resource center. They are given orientation regarding the various policies of resource center, library, vehicle, mess, hostel, and other resource of the space.

Parallel to the process of knowing IDSP, program and learning environment, the participants also strive to know each other. They share their personal stories, experiences, cultural and social realities with each other.

The norms and values of the learning space and course are also shared with them so that to bring all the participants on the same wavelength.

During this tenure the participants are given option to take time for rethinking and finalizing their engagement and commitment to the extensive course work.

- Learning sources:**
- 1) Learner's profiles (Reflections, diaries, learning papers, reports, researches,)
  - 2) The emergence of IDSP: Documentary

- Suggested readings:**
- 1) IDSP feasibility report, by Wasif Rizviv
  - 2) IDSP concept paper written by Dr. Qurtaulain Bakhteari (1997)

## 2: Journey towards Self actualization.

*This is a great truth, one of the greatest truths. It is a great truth because once we truly see this truth, we transcend it. Once we truly know that life is difficult-once we truly understand and accept itthen life is no longer difficult. Because once it is accepted, the fact that life is difficult no longer matters.*

*M. Scott Peck, Road less traveled,*

Duration:

6 hours

Learning Objective:

To Link the personal and professional self for social development and change.

To orient the learners about IDSP expectations and hopes from the development of human resources and social capital.

This session is a part of the self actualization of the participants in a broader framework of their future vision and commitment to the value based and rigorous process of developing the family and community through self development. The interface of personal and professional life and the skills for its integration are a vital part of this discourse which has the tilt towards a disciplined leadership from within. It urges that, "Discipline is the basic set of tools we required to solve life's problems. Without discipline we can solve nothing". The discourse revolves round the basic postulates of discipline, which consists of the Delaying Gratification, Taking Responsibility, and dedication to Reality and Balancing.

A thorough session on the integration of the professional and personal life is conducted. The lead facilitator of this session takes concrete cases of the self growth through creative and dedicated work.

- Learning sources:**
- 1) Readings
  - 2) Discussions

- Suggested readings:**

- 1) Road less traveled By M.P Scott Peck (Urdu Translation: MUHABAT KI NAFSIAT by Yasir jawad)
- 2) The art of Loving by Erich From

- 3) "Leadership from within".

**3.Key to the Self growth:**

Duration: 24 Hours

Objectives:

Creating spaces for knowing the self through various exercises and tools

Analysis of the different aspects of self growth and emotional health.

The module consists of the much framed exercises, tools and methodology for helping the participants towards particular learning objectives. It starts with setting the learning norms and an introduction to the module. Hopes and fears of the participants are particularly considered in this context.

The facilitators strive to brain storm the participants about the ideal trainer, which adheres, interesting comparison of the significance of the behaviors, skills, and knowledge. This indicates that the behavior has a very vital role in the development of personality. Further details of the behaviors are explored while identifying the passive, aggressive and assertive types of behavior and it's over all impact on the society.

The discourse moves towards the childhood messages and its impacts on personality, acquaintance with the nature of feelings, and emotions and its effective use in practicing and exploring the hidden dimensions of self.

The salient features of the modules are as follows.

- Knowing the different dynamics of behavior
- Understanding the feelings and emotions.
- Anger management.
- Power and control
- Understanding the prejudices.
- Communication.

**Faculty:**

**Readings:**

**Suggested readings:**

- |   |  |
|---|--|
| 1) "HUMAPNI DUNYABADLIN GAY" by ROZAN Islamabad | 2) The revolution of Hope by Erich Fromm |
|---|--|

**4: An introduction to the basic concepts of Gender:**

Duration: 24 Hours

Objectives:

Perception analysis of the diverse myths, theories and misconceptions regarding Gender.

Creating critical consciousness and sensitivity regarding Gender.

Exploring the touch points of self growth through knowing the gender related perceptions and myths.

Gender equality is one of the vital contemporary post development issues globally. The gender discourse in Pakistan and other developing countries, the manifestation of male and female relationship is usually defined either by the so-called liberals or by the religious extremists. This dichotomy is needed to be challenged through a conscious process of dialogue on the phenomenon of particular cases. It is evident that the discourse on these issues gets different pace with respect to particular socio-cultural and relegio-political circumstance.

The module flash light on the sever issues, regarding Gender discrimination at family, society and state level. It helps the participants to understand the primary gender myths, stereotypes and perceptions created in the socio-cultural frameworks. The module helps the participants to understand the phenomenon of violence in the context of gender and class and racism.

General features of the module are as follows:

Understanding the difference of sex and gender.

Stereotype Perception analysis.

Understanding the Gender in historical process.

Gender and violence.

Gender, prejudice, and identity

**Learning sources:** 1) Case studies 2) Role plays 3) Simulations

**Suggested Readings:**

- 1) [Letter to a Child Never Born](#) (Novel) by Oriana Fallaci (Urdu Translation, KHAT US BACAHY KAY NAM JO KHABI PAIDA NA HUWA)
- 2) "No Shame from the Sun" Lives of Professional Pakistani Women, by Shahla Haeri. 3) HUM APNI DUNYA BADLINGAY, by ROZAN Islamabad

##### **5: Bolstering the intellectualism and reasoning: Mentoring as a creative learning relationship.**

"Let no one say that he is a follower of Gandhi. It is enough that I should be my own follower. You are not followers but fellow students, fellow pilgrims, fellow seekers, fellow workers." "You must be the change you wish to see in the world." MK Gandhi

**Duration**

24 Hours

**Learning objectives:**

To practice mentoring as an alternative approach of learning and human resource development.

To understand the significance conflicts in refining the relationships and promoting the learning process

Analysis of the conventional approach of schooling and discussing the opportunities of transforming the role of teacher into a mentor.

Popular mentoring literature attributes the origin of the term mentoring to Homer, one of the ancient Greek story tellers. In his classic tale Homer tells of the King of Ithaca, who asked his friend Mentor to look after his son Telemachus while he fought to win the Trojan War. However, scholars familiar with the original work believe that the model of mentoring portrayed by Homer would make most relationships fizzle rather than sizzle. However, in IDSP context, it is perceived as the very traditional approach of learning and growth in which individuals' takes conscious efforts to learn from another and develop them while developing and educating other persons. One of its simple definition is the experienced person usually takes inexperienced and young persons into their mentoring. The axis of mentoring is not the teaching of a particular skill or concept, but they (The

mentor and Intern) jointly strive to explore the meaning and essence of life.

Mentoring is about the learning of a life style, which is consisting of transparency, righteousness and freedom.

The module is aimed to understand the basic concepts of learning relationships and to critical analyze the institutional frameworks of learning while envisioning the approach of Mentoring in the wider spectrum of social development.

In this context the module urges to unveil the conventional spaces of learning and then evaluate the nature of relationships in these spaces. It develops arguments on the properties and nature of viable learning relationships.

General features of the module are as follows

- Historical background of mentoring

- Comparative analysis of the Mentoring, coaching, counseling, teaching

- Exploring the natural mentoring, in the traditional life livelihood and cultures.

- Significance of conflict in learning relationships. (How mentoring helps in resolving the conflicts)

- Indigenous patterns of mentoring.

#### **Learning sources:**

1) Indian Movie: SUR

2) Reading packet compiled by IDSP faculty

#### **Suggested Readings:**

6; Gender and Development:

#### **Objectives:**

To develop an advanced level understanding on the gender focused issues with special reference to the gender analysis of frameworks.

Study and analyze different approaches of development and its relevance to issue of gender mainstreaming

The contemporary discourses and movements on equalizing the gender relations are much influenced by the academic and philosophical approach of the western societies. This module focuses to analyze the gender relations in concrete local context. On the other hand, it is also obvious that, in the leading patriarchal society one finds visible discriminations amongst the human being at different levels, i.e. racial, ethnic, gender and religious. Gender discrimination is a cross cutting issue in all the patriarchal societies of the world.

The course flashes light on the evolution of women role in the pre-modern and post modern patriarchal societies. It focuses the process of imparting the women into development agencies and then considering her subjective intellectual and technical capabilities in the mainstream development planning and policies.

It presents a systematic analysis of the development notions, approaches and practices in accordance to the Gender equity. It also caters the gender analysis frameworks in the current context of glo-cal realities.

The modules principally takes the stand of generating the spaces for woman to organize, develop and act for reclaiming her dignity as an equal but different human being, than a man. The participants additionally exposed to the variety of gender analysis frameworks and help them to use it in live social situations.

Major contents of the module are as follows:

Perception analysis, what is development?  
 An historical overview of development approaches  
 Women in development (WID)  
 Linking the Gender and Development (GAD).  
 Gender analysis frameworks.  
 Gender dimensions of Sustainable development.

**Learning sources:** 1) Story telling 2) focus group discussion 3) News analysis

**Suggested readings:** 1) AURAT ZUBAN KHALQ SAY ZBAN HAL TAK, by Kishwar Naheed. 2) Burri Ourat ka khutha, by Kishwar Naheed. Understanding gender by, Kamla Bhasin. 4) Reading packet compiled by IDSP. 50 Pedagogy of the oppressed By Paulo freire.

## 7; Understanding the Basic political Structures:

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paul Freire

24 Hours

**Duration:**

**Objective:**

To create stimulating discourse on the history and essence of political processes, its outcome and significance.

To integrate the causal link between politics and development, and analyze the causes of the corrupt political traditions.

To shape an optimistic and activism oriented discourse on exploring the spaces of reconstruction and development in the mainstream political structures and devolved district governments.

The rhetoric of word politics or politician is mock when it is spewed in the context of righteousness, and the

The module is aimed to create a space for understanding the basic political structures and develop its links with the social and political processes.

It presents a comprehensive analysis on the political history of Pakistan and unmasks the role of different actors and agents. It also emphasized on the individual role and contribution in the political process and recreating the alternative frame of reference. It is more analytical and informative, and covers the comparative analysis of the political and democratic journey of Pakistan to the other neighbor countries. It focuses the evolution and spaces of the structure of newly devolved system at district, tehsil and union council level.

Basic thematic areas of the module are as follows.

The Process of constitutional development; Pakistan perspective.

Local Government Structure, challenges and opportunities.

The political history of Pakistan.

CCBs as a prominent opportunity in the Local government structure.

**Learning sources:** 1) Indian movie, "MIE AZZAD HOON"

Suggested readings:  
Asad Saleem Sheikh

- 1) "The murder of History" by KK Aziz
- 2) "PAKISTAN JAMHOORIAT AWR ANTHKHABAT" by
- 3) "Taking the risk out of democracy" by Alex carry

## **8; The Gender dimension of Islam; issues and perspectives**

*Much of what has happen to Muslim women through the ages becomes comprehensible if one keeps on fact in mind: Muslim in general consider it a self evident truth that women are not equal to men. Men are "above" women or have "a degree" of advantage over them. There is hardly anything in a Muslim women's life which is not affected by this belief. Hence it is vitally important, not only for theological reasons but also for pragmatic ones. to subject it to rigorous scholarly security and attempt to identify its roots.*

*Dr. Riffat Hassan. An Islamic Perspective*

**Duration:**

**24 Hours**

**Learning Objectives;**

To unpack the fundamental Quranic principles for stimulating the reasoning, equity, wisdom and justice beyond symptomatic level.

To analyze the framework of interpretation of Quran, Hadieth, and other traditions in the context of gender equality.

To challenge the prevailing dichotomy of the gender relations and equity defined by the western liberals and religious fundamentalists.

The contemporary discourse on Gender equality is mainly dominated by the western thoughts and parameters of freedom, rights, and democracy etc. the over all development paradigm has the inherent tendency to see and resolve the issues of injustices without the context of religion and culture. It discards the culture and religion and proposes a mechanical solution to resolve the issues of rights and equality.

On the other hand most of the under developed and poor communities of the world, the people still have strong bonds with religion and culture. This module engages participants in a critical discourse to explore ethical foundations of Islam and then examine all the stereotypes that have been widely perceived as Islamic principles. It poses question to all the myths devised by the so-called liberals and conservative extremists. It clarifies the Islamic stance in a sound society without Gender and class distinctions. The major intellectual stance of the module is to re-access the Quran and the lay man has to take the responsibility of understanding it and taking lessons from this divine source of Hiday'a (bless)

Addressing the current crisis, it urges on exploring the Quranic wisdom and its ethical framework for a sound social and political change.

The general features of the module as follows..

- Quran; what it is? What is in it?
- Ethical foundation of Islam
- Unpacking the Gender myths pertaining to the Quran.
- Gender issues and Islam.

**Reading sources:** 1) Readers compiled by IDSP 2) Gender and Islam by Dr. Riffat Hassan Collected by IDSP.

**Suggested readings:** 1) Islam and Modernity by Dr. Fazal ul Rehman. 2) "The Tao of Islam" by Sachiko Muurata.

3) "The Reconstruction of Religious Thought in Islam" Dr. Allama

Muhammad Iqbal

**9; An overview of development practices; Pakistan context**

**Duration:**

**24 Hours**

**Learning Objectives:**

To critically analyze the causes and process of the development generating disparities, inequalities and socio-cultural

To see the impacts of several acts of development for on the societal development and economic prosperity.

Leading development practices have carved the very adverse impacts on the quality of livelihood in most of the developing economies like Pakistan. GNP rises but the over all growth in poverty also gears up, infant mortality and crimes rate are similarly rises with the same proportion.

This module presents the simplistic analysis of the contemporary development processes in the south Asian and dominantly in Pakistan's context; this is an advanced discourse on the disparities in the today's development paradigm. It launches critique on the ideological and technical myths devised by the leading development leaders i.e. the neo-liberals and so-called democrats. In order to understand the over all impacts of the development projects and programs, driven the government and non-government organization it presents the potential case studies.

It has posed challenges to the notion of empowerment through literacy and general development indicators. The case of the rise in literacy is critically analyzed with the rate of change in the socio-cultural indicators of the country. Following are the silent feature.

Understanding the basic terms pertaining to Development.

Facts and Figures, relevant to the shocking disparities in the world.

Pakistan facing the miseries of development, understanding the cause and effect.

Case studies of Pakistan educational development i.e. Literacy Vs Empowerment,

The cause and effect of poverty and literacy.

Comparative analysis of PRSP and PPA

**Reading source:** 1) Rader compiled by IDSP                    2) "Development without empowerment" Professor, Zia-uddin

**Suggested readings:** 1) PAKISTAN RIYASAT AWR USKABUHRAN, by Hamza Alvi        2) How they Run Pakistan, by Najma Sadique

**10 Understanding Power structures in gender perspective:**

**Objectives:**

To comprehend a holistic interpretation of power as a source of control and oppression.

To explore the connection of the various kinds of power act and to analyze the analogies of power within institutions, systems and individuals.

The worst kind of oppression is to replace the inherent instincts of creativity, freedom and righteousness through indoctrination and propaganda. The module strives to unmask the role of various forms of power in shaping the world view of people.

This module through light on the fundamental reasons of the overwhelming disparities and injustices in the form of gender, race, cast, tribe, color, age and ethnicity. Interactive discourses on the connection of different forms of power are demonstrated so that to understand the dynamics of power in holistic way.

The participants identify their affiliation and experiences to different types of power structures and try to make the causal link of one type of power to the other operational power structures. The major structures of power which operates as, patriarchy, feudalism, Racism, Imperialism, colonialism, religious extremism and modernism are critically analyzed simulations, role plays and interactive discourses. .

Salient features of the module are as follows.

Formal and informal types of power.

Analysis of the relevance of different types of power structures.

Critical analysis of the “Patriarchy”.

**Reading resources:** 1) Role plays 2) simulations 3) Interactive theatrical games.

**Suggested readings:** 1) What is Patriarchy? By Kamla Bhasin. 2) Naiey Zawiey (New dimensions) ASR's publication.

## 11 Analysis of prevailing pathologies in socio-cultural, political and religious Paradigms:

*It is not righteousness, that you turn your faces towards east or west: But it is righteousness to believe in God and the last day and the angels and the book and the messengers to spend of your substance, out f love of God, for your kin, for orphans, for the wayfarer, for those who ask, and for the ransom of slaves: To be steadfast in prayer, and practice regular charity, to fulfill the contracts which you have made: and to be firm and in pain( or suffering ) and adversity and throughout all periods of panic, such are the people of truth, the God -fearing.*

Al-Quran, Surah 2 Al-Baqarah; 177

**Duration:**

24 Hours

**Objectives:**

To demystify the inherent pathologies in the cultural, political and religious practices and to explore the spaces for its reconstruction and development.

To explore the innovative spaces of activism and concianitization and regenerating the spirit of creativity, freedom and collectivism from the indigenous culture, religion and political practices.

The contemporary discourse on the overwhelming crisis is much more complex and intricate. The notions of development and education have caused affecting the traditional mode of the local politics, religious trends and cultural practices.

The module basically caters three parts; it generates discourse on the dynamism in the cultural actions and the inherent instincts of creativity and collectivism. Culture is perceived as one of the major creative act in the historical process of the development of

consciousness. The organic framework of the cultural growth which is governed by the human needs and its social realities is a part of the modules.

Another part of the module is analyzing the significance of politics as process and its product. The unconditional affiliations and commitment to the different political practices is analyzed and vision oriented politicization is the key academic and practical perspective of the module. Analysis of the social crisis in religious perspective is another vital part of the module. It urges to redefine the essence of activism and the spirit of religion for social reconstruction and transformation. The process of development of Islamic traditions, the development of Shari'ah and the process of development of the Islamic jurisprudence are part of the session on Islam. In order to develop a holistic contextual understanding all the three parts are strived to be integrated and consolidated.

## **Major contents:**

- Religion, one of the vital factors for social reconstruction.  
Political processes and concientization..  
Rethinking he essence of activism and academia.  
Culture, a creative act social transformation.

**Learning resources:** 1) Role plays      2) New analysis      3) Group Discussions

**Suggested readings:** 1) ALMIA-E TARIEKH by Dr Mubarak Ali 2) Politics of Education, by Paulo Freire.  
3) BUNYAD PARAASTI, by Saleem Akhtar

## **12 Analysis of the leading development practices:**

*Of course, every imperialist power has argued that its control was preferable to the lawlessness and immorality that would ensue were it to permit local political solutions. And it is conceivable that in some instances American occupation may have prevented bloodshed, as it is conceivable that converting the United States into a Chinese colony might end American racism. Imperialist apologetics will no doubt be with us as long as one nation has the power to control another. One can only hope that the lessons of history, and the voice of common human decency, will not be totally submerged.*

### Duration:

48 Hours

## Objectives:

- To demystify the development processes through critical discourse on the analysis of the colonial history.  
To unveil the political economy of the development interventions projects and programs

The module is aimed to expose the inherent mechanism of inequality in the leading development practices. In this context it starts focusing the pre-European indigenous civilization, the brutality of European colonizers and then the process of decolonization and re-colonization up to the present day Globalization. In this context, it critically analyzes the impacts of the development on grass roots level.

It unfolds the political economy of poverty eradication, health, education, agricultural development, and other initiative. In this connection the module look at the role of the International Financial Institutions (IFIs), socio-cultural, geo-political, military and economic institutions of the United Nation.

**Major contents:**

- Colonial manifestation of development
- Distortion of history
- Emergence of global Socio-cultural and economic institutions.
- Case studies of development programs: 1)Structural adjustment program, 2) Good Governance, 3) poverty reduction strategies

**Reading resources:** 1)Reader compiled by IDSP, **2) Suggested readings:**

- 1)The case against Global Economy and for a turn towards local economy, by: Jarr Mouder.
- 2) Manufacturing the Consent By Noam Chomsky
- 3) Peoples history of United states, By Howard Zin.
- 4) Open views of Latin America by Howard Zin.

**13 Critical analysis of the role of world socio-economic, educational and cultural institutions.**

*The ascendancy and legitimacy of the present (fragile) global system of exploitation up requires total thought control and repression of ideologies which might question/challenge free market capitalism. Thus, we must all be made to believe that the individualistic, materialistic, superficial, and soul-less cultures of the West are humanity's greatest achievement and we have no power and no other choices. Conveniently, these civilizational assertions are verified by B.F. Skinner's 'scientifically authentic' experiments which 'prove' that individuals only labor for gain and wealth, that too under the threat of punishment or the lure of reward*

Wasif Rzviv

24 Hours

**Duration:****Objectives:**

To unmask the political economy of institutionalization and to understand the role of socio-economic, educational and cultural institutions in the prospects of globalizations and corporations led consumerism.

To critically analyze the role of factory schooling and mass media for creating a particular culture of silence and submission.

One of the common dilemmas emerged in the post modern world, is the overwhelming tendencies of human being entrusting the matters of their basic education, livelihood, learning, wisdom, creativity, history and liberation to the institutions devised by the nation state. These institutions are working on the fast track and are approaching the native people on some of the contemporary false notions of development, enlightenment and empowerment. The global agenda of mass education, supported by WB and other International Financial Institutions (IFIs) is to wipe out all the cultural and spiritual forces which have a different mode and pace and are not participating in the global political and economic systems.

This module strives to unpack the systematic and legitimate socio-economic and political injustices on global and local level. Creating a widespread silence, these institutions strive to control the masses while taming their instinctive faculties of righteousness, creativity and freedom. In this context the module presents strong critique on the role of educational, cultural, economic and political

institutions. Factory schooling and mass media are the focal institutions under critique. The module challenges the perceptions regarding the sanctity of the said institutions, which is usually perceived as the vital sources for social decorum and discipline.

**Major contents:**

Media: manufacturing the consents. 1) Propaganda and control through education. 2) Institutional manifestation of Militarization and, racism

Nation state with contrast to human values.

**Learning sources:** 1) Role plays 2) Movie "True man show"

**Suggested readings:** 1) Manufacturing the consent by Noamn Chomsky  
3) Multiple intelligence theory by Haward Gardner

2) Pedagogy of the oppressed by Paulo Freire  
4) How they run the world? By Najma Sadique

**14 Alternative development in the prospects of social change:**

*Our strategy should be not only to confront Empire, but to lay siege to it. To deprive it of oxygen. To shame it. To mock it. With our art, our music, our literature, our stubbornness, our joy our brilliance, our sheer relentlessand our ability to tell our own stories. Stories that are different from the one we are being brainwashed to believe. The corporate revolution will collapse if we refuse to buy what they are selling. Their ideas, their version of history, their wars, their weapons, their notion of inevitability. Remember this: we be many and they be few, they need us more than we need them.* Arundhati Roy, confronting empire

**Duration:**

48 Hours

**Learning Objectives:**

To compare the interface of tradition and modernity in a broader perspective of contemporary development practices.

To develop a contextual understanding on the resistance movements against the imperialist forces worldwide.

To contextualize the local resistance movements and to redefine the essence of resistance in the spiritual and non-violent perspective of the transformation.

To re-invoke the indigenous societal learning and the traditional lessons for creating the alternative models of learning and empowerment.

The contemporary notions of development are created by the Western version of modernity. The concepts, principles, strategies and over all scenario of leading development sustains the domination of the said power elites. Implication of the neo-liberal economy, free trade, widespread consumerism, and other strategies of the international monitory institutions have formed a world, where the majority of population lives miserably.

The modules pose questions to particular subjective interpretation of development and also present the alternative sources of the social reconstruction.

It urges to create a value based, non violent and dialogical resistance in the face of democratizing the power at global and local level. Leading role models in this context are, Muhammad (P.B.U.H), Mk Gandhi, Malcom X, Che Guera and Bacha Khan.

**Major Contents:**

Comparison of the tradition and modernity.

Comparative analysis of the alternative concepts of development and contemporary development.

Islam and Social reconstruction.

Folk literature and social consciousness.

Learning societies, the alternative spectrum of learning and consciousness.

Case studies of the local and global resistance movements.

**Learning sources:** 1)Case studies      2) Movie, "GANDHI"

**Suggested readings:** 1) "Confronting the empire" by Arundhati Roy  
 2) "Learning from Ladakh", by Helena Norgburg Hodge      3) The Pacifist Uncover" by Imethab Pal  
 4) Sociology of Islam, by Dr. Ali Shariati      5) 'small Is Beautiful: Economics As If People Mattered, by E. F. Schumacher

## 15; Exploring a “giant leap for mankind”: Idea Generation Workshop.

*"Creation is freedom. It is a prison to have to live in what is; for it is living in what is not ourselves. There we helplessly allow nature to choose us and choose for us... But in our creation we live in what is ours, and there more and more the world becomes a world of our own selection; it moves with our movement and gives way to us according to the turn we take."*

Rabindranath Tagore

**Duration:** 18 Hours

**Objectives:**

To open the mind, for generating concert action plans and for exploring the innovative dimensions of practice.

To identify another world of possibilities and to understand the problem beyond symptomatic levels.

With this prayer the course is gets start,

"We are accountable for our action. All our actions are recorded and one day we will have to answer for these. We began this course with this belief and with the pledge to be truthful to our God, to ourselves ad to all those with whom we are related however distant and however near. We are responsible for ou action and we can fulfill this responsibility by being response-able to all those we are related to including ourselves".

The workshop is focused on generating realistic, concert and attainable actions plan of the course participants, so that to translate the theory into practice with a profound clarity and comprehension. It caters specific tools and exercises for concentrating the purpose of the action and its strategic position in the society. It is basically opening diverse windows of looking into the reality and understanding the holistic picture of the innovative intervention.

The first part of the workshop is focused on opening the mind, the second step focuses on breaking up of the problem/process/into parts which help the participants to identify the niche opening/threshold through which an entry could be made. Finally, the participants are able to convince the first step into a new world that could be a “giant leap for mankind”. This module is aiming to expose audience to their inner potentials. Mr. Fazal Noor has been exercising this workshop which is intended to be diversified in ht context of IDSP other process of human resource development.

### Major Contents:

Opening the mind, entering the temple, having a dialogue with oneself.

The new world, seeking new

**Learning Sources:** 1) Role plays, 2) Contextual readings 3) Pictorial Exercises

**Suggested readings:** 1) Seven Habits of highly effective people, by Stephen R. Covey 2) The Art of loving, Erich Fromm  
3) "The Alchemist" by Paulo Coelho.



