

**Sociology of Development SOC603****Table of Contents:****Page  
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**LECTURE 1****DEVELOPMENT: AN INTRODUCTION****TOPIC 001-005****Topic 001: Concept and Definitions of Development****Social & Economic Development**

Social and economic development as inherent processes:

- Emergence in the period of early nineteen fifties.
- Role of post second world war and decolonization on the concept of development.
- Declaration of 1960s as the “Development decade” by UN.

**Development is not one dimensional:**

- Have economic implications and affect the other dimensions of the society
- Development stands for “improvement in quality of life and conditions of living”

**Definition of Development**

In general terms, “development” means an “event constituting a new stage or a changing situation”.

- It intended as something positive or desirable
- It is usually means improvement, either in the general situation of the system, or in some of its constituent elements

The word “develop” has come from an Italian word “voluper” meaning to unwrap or unfold:

- Development can be defined as the process of economic and social transformation that is based on complex cultural and environmental factors and their interactions

**Use of Development as a term**

- Development as a vision: description of how a desirable society should be
- Development as a historical process: social change that takes place over long periods of time
- Development as action: deliberate efforts to change things for the better

**Topic 002: Characteristics of Development****Characteristics of Development**

The following are the important characteristics of development:

- Development is a continuous process

- Development follows a pattern
- Development has a direction
- Development can be evolutionary or revolutionary in nature
- Development is multidimensional
- Development is universal, but not uniform
- Development insists upon adaptability
- Development stands for dynamism
- Development is irreversible
- Development is diffusive
- Development always has positive yields
- Development has got its qualitative and quantitative meanings

### **Topic 003: Perspectives on Development**

#### **Perspectives on Development**

Development as a concept can be discussed from various perspectives:

- As a long-term process of structural societal transformation
- As a short-to-medium term outcome of desirable targets
- As a dominant ‘discourse’ of western modernity

#### **‘Development’ as a long-term process of structural societal transformation**

The key characteristics of this perspective are that:

- It is focused on processes of structural societal change
- It is historical
- It has a long-term outlook

#### **‘Development’ as a short-to-medium term outcome of desirable targets**

The key characteristics of this perspective are that:

- It is a vision or measure of progressive change
- It is concerned with a set of short to medium-term ‘performance indicators’
- It is focused on the outcomes of change so that it has a relatively short-term outlook

#### **‘Development’ as a dominant ‘discourse’ of western modernity**

The key characteristics of this perspective are that:

- It has emerged as a reaction to the thoughtful efforts at progress made in the name of development since World War II
- Development created in the Third World countries

## **Topic 004: Models of Development**

### **Background**

The post-World War II period, the process of decolonization, the emergence and need for economic reconstruction of nation-states, and the shadow of the Cold War widely shaped the development discourse.

The three models in the Sociology of development are that:

- The first world model of development is called the “Capitalist Model”
- The second world model is called the “Socialist Model”
- The third world model is called “Developing World Model”

### **Capitalist Model**

Is characterized by provision of private ownership of property and means of production, minimum state control on economic enterprises, and a free economy regulated by competition.

- Emphasizes sustained growth and modernization
- Results in uneven development i.e. increases rich-poor gap

### **Socialist Model**

It propagated the abolition of ownership of private property and means of production, emphasized state ownership of means of production, and a state regulated economy and centralized planning by the state for economic growth.

- Emphasizes on the equal distribution of the fruits of growth among all sections
- Resulted in poverty and unemployment after its failure

### **Developing World Model**

These developing countries like Pakistan witnessed wide diversity in terms of their socio-cultural and political settings and historical experiences and levels of technological and economic development.

- Experimenting with diverse models of development
- Adoption of “mixed economy”
- Role of Globalization and structural adjustment policies

## **Topic 005: Key Sociological Questions**

Sociologically it is important to examine people's own conception of their lifestyle, life-chances and motivations in order to see how they respond to apparent 'development opportunities':

Following are some key questions in the sociology of development:

- What do the 'ordinary' members of society think 'development' is?
- Do social implications associated with growth of consumer markets and the modern technology always undermine existing cultures and traditional ways of life?
- What resources did colonial and ex-colonial elite command to sustain their advantage?
- Can we use the models of class and power advanced many years ago designed primarily to account for patterns of inequality found in relatively advanced industrial contexts?
- Does the analysis of Third World inequality require a slightly different model?
- Do urban centers derive from an expanding industrial base that requires mobility, education and political stability or is it in some ways a pretense - modernization without industrialization?
- How does the development of education and urban centers compare with a similar development in the advanced industrial societies?

**LECTURE 2****ECONOMIC DETERMINANT OF DEVELOPMENT - I****TOPIC 006-009****Topic 006: Economic Growth: Meaning****Economic growth**

Economic growth is one of the prime goals of every nation be small or large:

- The prosperity of a nation is judged in terms of the rate of economic growth it achieves from time to time

**Economic Growth: Meaning**

Economic growth is the long-term expansion of a country's productive potential. It is the process by which a nation's wealth increases over time.

- An increase in the capacity of an economy to produce more goods and services, compared from one period of time to another becomes an indicator of economic growth
- Economic growth is indicated through GDP or GNP per capita
- The idea of sustainable development has become a prime indicator of economic growth as it focuses on environmentally sound processes that must be taken into account in growing an economy

**Economic growth has two meanings:**

- Growth is defined as an increase in the output that an economy produces over a period of time
- Economic growth is an increase in production of an economy by the use of its scarce resources

**Economic growth can be defined as following:**

- "The steady process by which the productive capacity of the economy is increased over time to bring about rising levels of national output and income" (Todaro & Smith)
- "The growth of output per head of population" (Arthur Lewis).
- Economic growth, thus simply means an increase in the production and consumption of goods and services
- However, it should be remembered that economic growth has its limitations and sometimes blind stress on economic growth results in negative yields like degradation of environment.

**Topic 007: Characteristics of economic growth**

Following are some marked characteristics of economic growth as indicated by Simon Kuznet:

- High rates of growth of per capita incomes
- High rates of growth of total factor productivity
- High rates of structural transformation of the economy
- High rates of social and ideological transformation
- Growth of trade, specifically import of raw materials and export of manufactures

### **Topic 008: Why countries desire economic growth?**

Economic growth is the most important economic indicator of development. It simply tells us how much more the economy is producing than it did before. If the economy is producing more, businesses are more profitable, and stock prices rise it leads to more capital investment and more employment. As more jobs are created, incomes rise. This gives consumers more money to buy more products and services, driving more economic growth. For this reason, all countries want positive economic growth.

Positive economic growth generates economic welfare. It raises the level of employment. It brings more purchasing power to the people. It betters of their consumption capacity and ensures them a better standard of living. When there is a general rise in the standard of living of the people, the country's economy moves forward.

### **Topic 009: Key drivers of economic growth**

There are certain driving forces of economic growth. According to Arthur Lewis, economic growth is conditioned by:

- Economic activity
- Increasing knowledge
- Increasing capital
- In other words, these three factors are labor, technical improvements and capital

The most important driver of economic growth are as follows:

- Increase in the physical capital stock of a nation which determines the distribution pattern in relation to land available, natural resources, water, forest etc.
- Increase in the labor force participation rate symbolizes economic growth
- Increased labor force participation creates opportunities for people, increase their economic self sufficiency
- Productive labor force is needed to make an optimal and efficient use of physical capital
- Productive labor force is the outcome of an increase in the quality of human capital which depends on the level of education, skill development, health of the workers, their training and ability to innovate, motivation for work.

- The stock knowledge plays a crucial role in economic growth, which is an intangible asset that comprises the information and skills of the individuals who serve as employees, their experience with the process of production, group work and on-the-job learning.
- However economic growth is always tied to economic stability and a stable system of governance.
- Economic stability is dependent on a prudent and stable government which plays a significant role in making economic policies, planning and programmes.

**LECTURE 3****ECONOMIC DETERMINANT OF DEVELOPMENT - II****TOPIC 010-013****Topic 010: Circle of Economic Growth**

There is a well decided circle of economic growth. It is initiated from the point of rising consumer demand. When the consumers have higher demand, the supply sides need a strengthening by increasing the output. To increase the output, investment of capital in all its forms, physical, human, and knowledge capital becomes a need. When the quality and amount of investment increases, there is a phenomenal rise in productivity. This leads to an increase in the wages received by the people engaged in production. This increases their purchasing power and the demand side is strengthened which boosts the subsequent stages of economic process and ultimately result in economic growth by increased per capita income and GDP. The circle of economic growth can be indicated through the figure below.

- Rising consumer demand
- increasing the output
- Increased investment of capital
- Rise in productivity
- Increase in the wages
- Increases in purchasing power of the respective people
- Strengthening of demand side
- Subsequently, increase in economic growth per capita income and GDP

**Topic 011: Phases of Economic Growth**

Economic growth normally has two important phases:

- They are the rising phase called economic expansion
- They are a declining phase called economic recession
- Economic expansion is the most desirable phase of economic growth, when the economy grows sustainably
- When economic growth becomes economic contraction, it's known as a recession. An economic depression is a recession

**Stages of Economic Growth**

Rostow described the transformation of countries from underdevelopment to development in terms of stages of growth. He is of the view that all countries must pass through the following stages:

- The traditional society: are custom-bound and tradition-oriented. These hinder progresses and generate economic backwardness

Rostow is of the view that all countries must pass through the following stages:

- The transitional society: the force of customs and traditions get reduced; economic motivation rises and there are perceptible improvements in physical and social infrastructure
- The take-off stage: it is required to make heavy investment from its resources for industrial production and development of allied services
- It's a stage where an economy transforms itself from a predominantly agricultural to a predominantly industrial society
- The mature stage: the government has to make some basic decisions concerning abundant resources and goods; whether to use them for strengthening the state military or for improving the welfare of the people
- The age of high mass consumption: The stage in which people will consume all kinds of goods especially durable goods like cars on a mass scale
- All nations have not gone through the order in which he has described the stages

### **Topic 012: Economic Growth and Development**

In the past, economic growth and economic development were used more or less with the same meaning. But now

- The wellbeing of population depends on the rate of growth of 'real' per capita GNP
- The common notion says if there is decline in poverty, unemployment, and inequality, there is economic development in the country
- Development means that there must be improvement in the quality of life
- Improvement of quality is referred to people having higher incomes, better education, better health care and nutrition, less poverty and more equality of opportunity

“Development must be conceived of as a multidimensional process involving major changes in social structures, popular attitudes and national institutions, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of poverty”. The economic development of a country is usually associated with rising incomes and related increases in consumption, savings, and investment. Economists measure economic growth in terms of gross domestic product or related indicators, such as gross national product or gross national income.

### **Topic 013: Barriers to Economic Growth**

Economic growth depends on the quality and availability of these factors. If any of the factors of production suffers from a lack of quality or availability, then economic growth will not be possible to take place.

These factors include:

- Dearth of infrastructure:
- Insufficient land
- Substandard labor supply
- Poor technical infrastructure, such as roads and communications
- Poor social infrastructure, such as schools or hospitals
- Poor industrial infrastructure, such as factories and machinery

**Poverty cycle:**

- Low incomes
- Low savings
- Low investment
- Low incomes

**Institutional and political factors:**

- Ineffective taxation structure
- Lack of property rights
- Political instability
- Corruption
- Unequal distribution of income
- Formal and informal markets
- Lack of infrastructure

**International trade barriers:**

- Overdependence on primary products
- Consequences of adverse terms of trade
- Consequences of a narrow range of exports
- Protectionism in international trade

**International financial barriers:**

- Indebtedness
- Non-convertible currencies
- Capital flight

**Social and cultural factors acting as barriers:**

- Religion
- Culture

- Tradition
- Gender issues

Today nations are taking measures to overcome such barriers to make economic growth a reality.

- The structural adjustment policies, liberalization process and globalization have significantly reduced the international trade and financial barriers
- Development of a strong political will, administrative reforms, and public policies are also tuned to economic growth

**LECTURE 4****HUMAN DEVELOPMENT****TOPIC 014-019****Topic 014: Human Development: The Concept**

According to this concept of human development:

- “Income is merely one option that people would like to have. But it is not the sum total of their lives. Development must, therefore, be more than just the expansion of income and wealth. Its focus must be people”
- It can be said to be a paradigm that speaks about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests.

The human development concept was developed by the Pakistani economist Mahbub ul Haq

- Dr. Haq argued that existing measures of human progress failed to improve people’s lives. He believed that the commonly used measure of Gross Domestic Product failed to adequately measure well-being
- He noted that the existing model of development had the lacunae of not trickling down to the lower rung of the social ladder. So, it was becoming pro rich and anti-poor
- The concept of human development was then expanded upon by other scholars who had the same development concerns

**Topic 015: Human Development in the United Nation’s Agenda**

According to this concept of human development:

It can be said to be a paradigm that speaks about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests

The UNDP, in its report has voiced its concern against the jobless, voiceless, and fortuneless growth in the late 1990s.

- The conventional development process resulted in jobless growth, since the economy grew but did not expand the opportunities for employment for large sections of the population.
- For example in the developing countries, jobless growth has meant long hours of work, but very low incomes.
- The UNDP says development that perpetuates today’s inequalities is neither sustainable nor worth sustaining.
- The UNDP, in its report has voiced its concern against the jobless, voiceless, and fortuneless growth in the late 1990s.

- The conventional development process resulted in jobless growth, since the economy grew but did not expand the opportunities for employment for large sections of the population

All levels of development, the three essential ones that can indicate human development by UNDP are:

- To lead a long and healthy life
- To acquire knowledge and
- To have access to resources needed for a decent standard of living

When human development insists upon expanding the choices people, its focus hovers around the following propositions:

- To allow human beings to lead lives that they value
- To improve the human condition so that people have the chance to lead full lives
- To avoid the concentration of the goods and services that underprivileged people need
- To allow people to take their own decisions
- To enable human beings to participate in the life of the community

The UNDP depicts two sides of human development. They are:

- The formation of human capabilities – such as improved health, knowledge and access to resources; and
- The people making use of these capabilities for productive purposes – being active in cultural, social and political affairs

### **Topic 016: Human Development Approach vs. the Conventional Development Approach**

The last decade of the twentieth century witnessed the development of a new approach to development known as the “Human Development” approach. The approach got widespread popularity with the efforts of the United Nations to make it an avowed purpose for all nation states. By this time, the planners, policy makers and the intellectuals realized that development of a society becomes a myth without the proper development of its human beings who are the ultimate stakeholders of the benefits of development. This thinking led to the development of the concept of “Human Development” which has become the most vital index of and an instrument for development today.

The UNDP depicts two sides of human development. They are:

- The formation of human capabilities – such as improved health, knowledge and access to resources.
- **The people making use of these capabilities for productive purposes – being active in cultural, social and political affairs.**

### **Conventional Development Approach**

The UNDP depicts that

- According to this approach, the conventional focus of the development on economic growth only.
- Developments are focused to economic parameters like GDP growth rate, per capita income and quantitative figures

### **Topic 017: Indicators of Human Development**

There are six basic indicators of human development. They are: equity, sustainability, productivity, empowerment, cooperation and security.

- Equity is the idea of fairness for every person, between men and women. Every individual has the right to an education and health care.
- Sustainability is the view that we all have the right to earn a living that can sustain our lives and have access to a more even distribution of goods.
- Productivity states the full participation of people in the process of income generation. This also means that the government needs more efficient social programs for its people.
- Empowerment is the freedom of the people to influence development and decisions that affect their lives.
- Cooperation stipulates participation and belongingness to the communities and groups as a means of mutual enrichment.
- Security offers people development opportunities freely and safely with confidence that they will not disappear suddenly in the future.

### **Topic 018: Economic development and human development**

There is a close nexus between economic development and human development:

- Economic development can stimulate human development and human development is a necessary pre condition for economic development.
- When there is growth, increase in per capita income, people gets better purchasing power and the standard of living increases.
- Their affordability capacity increases and they are in a position to spend for their education, nutrition, health etc.
- Human development stimulates economic development. Economic development always presupposes growth which is dependent on human productivity.
- Knowledge, health and access to opportunities like education, health, nutrition, and information generate skill, capacity and expertise in the human beings and make them not only productive, but also add quality to their work.

### **Topic 019: Barriers to human development**

There are several forces that constrain human development. The prominent among them are:

An in egalitarian environment that promotes sectorial interest restricts human development. When the interest of a group is protected and promoted at the cost of the majority, the development of the majority is challenged.

Their freedom, choice is sacrificed and their development does not get focus.

For example, in the traditional caste society, the privileges were cornered by the higher castes and the vast majority of lower caste people were debarred from accessing the benefits rendered by the society.

When the societal resources, economic opportunities are monopolized by a segment of the society, human development becomes retarded. Political disempowerment restricts the participation of the citizens in a healthy manner and this affects the process of human development. Lack of cooperation among the people, rising conflict restrict human development. Because the enabling environment cannot be created when human safety is affected due to conflict and tensions created. For examples in the conflict areas human development becomes impossible.

**LECTURE 5****SOCIAL DEVELOPMENT****TOPIC 020-022****Topic 020: Social development: Meaning and definitions**

Social development is a process that results in the transformation of social structures to improve the capacity of a society in order to fulfill its objectives.

It refers to a paradigmatic change within the social and economic structure.

The UN document claimed a social development aims at bringing about a more equitable distribution of income and wealth for promoting social justice, alleviating poverty, maximizing productivity, employment and expanding and improving facilities for education, health nutrition, groups and communities.

Herbert Blumer argues social development is a new concept which is closely associated with the cultural values of the community.

Finally, Social development as a process concerned with achieving an integrated, balanced and unified social and economic development of society that gives expression to the value of human dignity, equality and social justice.

**Topic 021: Features of Social Development**

The chief feature of social Development includes:

The International Agencies visualize social development as a progressive process of change resulting in steady improvement in social conditions.

The chief features of social development include:

- Promotion of social progress and betterment of human conditions of living by according human beings a life with dignity, equality, respect, mutual responsibility and cooperation.
- People centric development where economic development is a means to achieve human development by fulfilling the basic needs of the individuals.
- Making economic policies and social policies mutually supplementary to each other to maximize development.
- Ensuring social and distributive justice and to achieve maximum sustainable human development.
- Achieving equity and equality for all by ensuring access, opportunity and quality of life to all.
- Creating an enabling environment for all individuals by enriching and enhancing their capabilities.
- Empowering the people to make the right choice for themselves. Also to allow them to enjoy their rights, have access to resources.

- Providing autonomy to all.

To cite some examples, equitable distribution of societal resources like property, prestige, greater and better access to institutions like education, health, food security, greater enjoyment of freedom and dignity by the people, changes in the stratification system and greater opportunity for social mobility are the examples of social development experienced by a society.

### **Topic 022: Social Development in The United Nation's Agenda**

The World Summit for Social Development was held in March 1995 in Copenhagen with the heads of 117 countries. Here, the Governments reached a new consensus on the need to put people at the center of development. The Social Summit was the largest gathering ever of world leaders. It pledged to make the conquest of poverty, the goal of full employment and the fostering of social integration overriding objectives of development.

Among the ground-breaking agreements made by the world's leaders in the Declaration are ten commitments to:

- Eradicate absolute poverty by a target date to be set by each country;
- Support full employment as a basic policy goal;
- Promote social integration based on the enhancement and protection of all human rights;
- Achieve equality and equity between women and men;
- Accelerate the development of Africa and the least developed countries;
- Ensure that structural adjustment programmes include social development goals;
- Increase resources allocated to social development;
- Create "an economic, political, social, cultural and legal environment that will enable people to achieve social development";
- Attain universal and equitable access to education and primary health care; and
- Strengthen cooperation for social development through the UN.

The United Nations General Assembly convened a special session in Geneva in June-July 2000 to assess the achievements made at

**LECTURE 6****SOCIAL DEVELOPMENT IN PAKISTAN****TOPIC 023-025****Topic 023: Social Development in Pakistan****Poverty**

Poverty is the deprivation of food, shelter, money and clothing when people can't satisfy their basic needs. Poverty can be understood simply as a lack of money or more broadly in terms of barriers to everyday human life.

**Illiteracy**

Inability to read and write a simple message in any languages. Inability to understand all forms of communication.

**Terrorism**

Terrorism is the unlawful use of force or violence against person or Property to intimidate or coerce o government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

**Food and water crisis**

As we all know that now a days our country is facing severe shortage of water. There are two main reasons of water crisis

- Natural Reason
- Mis-management

This is due to prolong drought which is beyond the control of a man. In the years when the rainfall is not normal or below from the normal state, The Country generally faces water shortage, the govt reduces the 5% quota of water in sindh and punjab due to the bad rainfall which decreases the level of Mangla Dam.

**Population growth**

Population refers to a group of organisms of the same kind or specie living in the same place at the same time. A population may increase or decrease due to birth, death, immigration and migration.

It is the change in a population over time, and can be quantified as the change in the number of individuals of any species in a population using "per unit time" for measurement. In demographics, population growth rate (PGR) is the rate at which the number of individuals in a population increases in a given time period as a fraction of the initial population.

**Poor health facilities**

### Healthcare services/industry

Healthcare industry is a wide and intensive form of services which are related to wellbeing of human beings. The major inputs of health care industries are as listed below:

- Hospitals
- Medical insurance
- Pharma industry
- Diagnostic services
- Medical tourism

Health care service is the combination of tangible and intangible. the services (consultancy) offered by the doctor are completely intangible. The tangible things could include the bed.

### Characteristics of Hospital Industry

- i. **Intangibility:** Health care services being highly intangible, to beat this intangibility the irony of modern marketing takes place such as use of more tangible features to make things real and believable. Eg press releases leaflets newsletters etc.
- ii. **Inconsistency:** Quality of service offered differs from one extreme to another. This is because of total dependence on human interactivity or playing human nature, i.e. because human beings can never mechanize or replicate themselves.
- iii. **Inseparability:** Service transaction becomes unique because it mandates, during transaction, the physical presence of the provider and the consumer.
- iv. **Perishability:** Services are intangible, they cannot be packed & neither can be stored nor can they be inventoried. The implication is that the service has to be produced and consumed instantly; there is no scope of storage.

### Discrimination of gender

- The term discrimination refers to unequal behavior. Threat to the security of the state. Pakistan needs to empower its women.
- The gender discriminatory structure has deep roots.
- The discriminatory attitude towards women as inferior is observed even before their birth. “What a country needs to do is be fair to all its citizens whether people are of a different ethnicity or gender.” – Dave Barry
- Gender discrimination is deeply rooted in Pakistani society.
- Limited opportunities for women to study as well as to work.
- Educational status of: Forced marriages is a very common practice in rural parts of Pakistan. Young girls are married for the settlement of dispute in the rural areas. Women are treated like slaves.
- Honor killing has become an honorable institution in rural areas of Pakistan. Honor killing is one of the most horrible forms of brutality against women.

### Topic 024: Factors Facilitating Social Development

Social development is a process. Different factors can contribute significantly towards it. These factors are:

- Education and awareness building
- A strong political will
- An ideology of equality among the people
- Initiatives among the people to avail opportunities
- Change in cultural values

Transformations in the attitude of the people and their practices along with a change in the cultural values and traditions will bring changes in the social institutions and promote social development.

### **Topic 025: Factors Facilitating Social Development**

Social development is a process. Different factors can contribute significantly towards it. These factors are:

There are certain factors which slow down social development. Prominent among them are:

- Illiteracy and ignorance
- Lack of political commitment
- Social cleavages like caste, class, gender, and ethnicity-based differentiations and social exclusions etc.
- Apathy of the people
- Social taboos, cultural conservatism

**LECTURE 7****SUSTAINABLE DEVELOPMENT - I****TOPIC 026-029****Topic 026: Sustainable Development: Meaning and Definition**

Sustainable development has been defined in many ways, but the most frequently quoted definition is from Our Common Future, also known as the Brundtland Report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

**Sustainable development**

- Sustainable development has been defined in many ways, but the most frequently quoted definition is from Our Common Future, also known as the Brundtland Report:
- Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Topic 027: Sustainable Development: Origin of The Concept****Sustainable Development**

Sustainable development has been defined in many ways, but the most frequently quoted definition is from Our Common Future, also known as the Brundtland Report: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

**Origin**

The concept of sustainable development formed the basis of the United Nations Conference on Environment and Development held in Rio de Janeiro in 1992. Sustainable development was the solution to the problems of environmental degradation discussed by the Brundtland Commission in the 1987 report Our Common Future.

Sustainable development: The first important use of the term was in 1980 in the World Conservation Strategy. But the term started gaining coinage in early 1970s following a range of key publications drawing attention to man's over exploitation of environment.

**Topic 028: World Conventions on Sustainable Development**

Sustainable development is formally defined by the World Commission on Environment and Development (WECD) as "development that meets the needs of the people today without compromising the ability of future generations to meet their own needs."

The theoretical framework for sustainable development evolved between 1972 and 1992 through a series of international conferences and initiatives.

- The UN Conference on the Human Environment, held in Stockholm in 1972.
- A Desirable human condition: a society that people want to sustain because it meets their needs.
- An enduring ecosystem condition: an ecosystem that maintains its capacity to support human life and others.
- A balance between present and future generations; and within the present generation.

### **Topic 029: Objectives of Sustainable Development**

Sustainable Development refers to the challenges of reducing global inequity and poverty, and promoting well-being.

- Effective environmental care and management in relation to climate stability.
- Species and natural resources are the chief objectives of sustainable development.
- It should be socially desirable: It means development should fulfill people's cultural, material and spiritual needs in equitable ways.
- It should be economically viable: It implies the costs of development should not exceed the output.
- It should be ecologically sustainable: It connotes maintaining long term viability for supporting the eco system.

The development which can be maintained for a longtime without undue damage to the environment is known as sustainable developments.

#### **Two objectives:**

- To provide the economic wellbeing to the present and future generation.
- To maintain a healthy environment and life support system.

**LECTURE 8****SUSTAINABLE DEVELOPMENT - II****TOPIC 030-033****Topic 030: Requirements of Sustainable Development**

Sustainable Development Implies the Fulfillment of Several Conditions. These Conditions are:

- Preserving the overall balance, respect for the environment, and preventing the exhaustion of natural resources.
- Reduced production of waste and the rationalization of production and energy consumption must also be implemented.
- In order to be sustainable, development must combine three main elements: fairness, protection of the environment, and economic efficiency.

**Sustainable Development Goals**

- i. Gender Equality
- ii. Clean Water
- iii. Sanitation
- iv. Affordable and Clean Energy
- v. Decent Work and Economic
- vi. Growth

**Topic 031: Dimensions of Sustainable Development**

Nobel Laureate Amartya Sen gives the following dimensions for social sustainability:

- Equity
- Diversity
- Interconnected/Social cohesions
- Quality of life
- Democracy and governance
- Maturity

**Economic Sustainability Includes:**

- **Growth**- It refers to an increase conventional gross national product (GNP)
- **Efficiency**- It is reflected more efficient production and consumption of (mainly marketed) goods and services
- **Stability**- It refers to the stability of prices and employment

Environmental sustainability means the capacity to increase and bring up the value of the environment and its peculiarities, while assuring the protection and the renewal of natural resources

### **Topic 032: Key Issues in Sustainable Development**

**Key issues that Arise Repeatedly in Debates about Sustainability. These are:**

- **Intergenerational Equity**

Intergenerational equity in economic, psychological, and sociological contexts, is the concept or idea of fairness or justice between generations. The concept can be applied to fairness in dynamics between children, youth, adults and seniors, in terms of treatment and interactions.

- **Types of Capital and Assets**

Capital is a term for financial assets, such as funds held in deposit accounts. While money is used to purchase goods and services for consumption, capital is more durable and is used to generate wealth through investment. The four major types of capital include debt, equity, trading, and working capital.

- **Concept of well being**

Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. ... Well-being generally includes global judgments of life satisfaction and feelings ranging from depression to joy.

**They are Typically Categorized into Three Types:**

- Manufactured and Financial Capital
- Human and Social Capital
- Natural capital

### **Topic 033: Challenges to Sustainable Development**

- The world's population is growing rapidly and most of this growth is taking place in cities. Cities are particularly vulnerable to environmental challenges due to their high population density.
- Population growth, poverty and degradation of natural resources often fuel one another and pose a challenge to sustainable development
- Climate change and its potential impact also challenge sustainable development.
- Globalization, removal of trade barriers, rapid and blind industrialization are negations to the concept of sustainable development.
- Growing consumerism is making people blind and they fail to foresee the needs of the future generation.

**LECTURE 9****APPROACHES TO DEVELOPMENT - I****TOPIC 034-038****Topic 034: Approaches to Development: An Introduction**

The post Second World War period has witnessed two dominant models of development shaping the development discourse, policies and practices of majority of the nations of the globe:

**The Capitalist Model**

Capitalism is an economic system based on the private ownership of the means of production and their operation for profit. Characteristics central to capitalism include private property, capital accumulation, wage labor, voluntary exchange, a price system and competitive markets.

**The Socialist Model**

A socialist economic system is characterized by social ownership and operation of the means of production that may take the form of autonomous cooperatives or direct public ownership wherein production is carried out directly for use.

**The Developmental Model**

The state would have to mobilize domestic and foreign saving to create an investment pool from which it could finance a programme of directed industrial development

**Topic 035: The Post Globalization Era and the Ascendancy of the Capitalist Model**

Three main approaches to development are being discussed in detail. They are the Capitalist, the Socialist and the Islamic. They are also called the models of development:

- The capitalist model of development faced its tragic failure in many developing countries
- Development theory was tuned: The social, cultural, and political settings of the nations which coincided with the modernization perspective on development
- Since the 1980s there have been serious changes in the approaches to and theories of development.
- The “structural adjustment programmes”: especially the World Bank and the International Monetary Fund (IMF) creating conditions of economic growth

**Topic 036: The Capitalist Model of Development****The capitalist model of development**

The capitalist model of development is characterised by provision of private ownership of property and means of production, minimum state control on economic enterprises, and a free economy regulated by competition.

Simply speaking a capitalist model of development is characterized by free markets and the absence of government intervention in the economy. It is a social system based on the principle of individual rights.

It is based on the principles of laissez-faire which advocates for “letting the individuals free.” Fundamentally the capitalist model of development rests upon the ideological tenets of capitalism.

### **Topic 037: The Capitalist Model of Development: What It Is?**

#### **The capitalist model of development**

The engine of capitalism is private property and its primary motivational factor is profit:

- The capitalist model of development is the polar extreme of the socialist model of development in its principles and practice
- Capitalist model of development was followed by the first world. It was adhered to by the industrialized nations of the west.
- Such as Cuba and the People’s Republic of China, are now in a process of transition from the socialist to the capitalist model of development
- So, now capitalist model of development has become a dominant world model of development

### **Topic 038: History of the Capitalist Model**

- The roots of the capitalist model of development can be traced through the origin of capitalism
- Capitalism as a way of economic pursuit started with the establishment of trade links
- Economic trade for profit has existed since the second millennium BC
- Capitalism emerged gradually from an evolution of feudal social values
- The term capitalism is derived from the Latin term “caput” meaning “head”
- As an economic system it got established and popularized in the 12th and 13th centuries.
- This evolution occurred most rapidly in Europe during the social revolts in the 15th century that produced the Renaissance
- A new secular merchant class evolved with tremendous capabilities to generate and accumulate personal wealth
- A group of French economists began promoting what came to be known as laissez-faire (originally a French phrase translated as “allow to do”) economics
- Karl Marx, the German philosopher and radical economist suggested that “capital” and “mode of production” were interchangeable terms

**LECTURE 10****APPROACHES TO DEVELOPMENT - II****TOPIC 039-043****Topic 039: Types of Capitalist model of Development**

Though the ideology remains almost the same, there is a little variation in practice among them. These models are:

- i. The agrarian capitalist model
- ii. Mercantile capitalist model
- iii. The industrial capitalist model
- iv. The post globalization neoliberal model

**The Agrarian capitalist model**

- The agrarian capitalist model of development had its origin in the 16th century England.
- The tenants were also given incentive to improve their methods, in order to flourish in an increasingly competitive labour market
- Market forces were the driving forces for production

**Mercantile Capitalist Model of Development:**

- The model of capitalist development took place between 16th to 18th centuries.
- The age of discovery, geographic explorations, and discovery of sea routes contributed significantly to the development of this type of capitalist model
- Mercantilism was a system of trade for profit, although commodities were still largely produced by non-capitalist production methods
- This type of capitalist model is often said to be the founder of modern capitalist model of development and laid the foundation of colonialism

**The Industrial Capitalist Model: Mercantilism:**

- During the Industrial Revolution, the industrialists replaced the merchants as the dominant and deciding group in the capitalist system
- During this system of capitalist development, there was mass scale machine-based production. Market was becoming expanded and diversified.

**The post globalization capitalist model of development:**

- The post globalization period stressed on a neoliberal economy and private ownership started gaining momentum

- The model was also emulated by the third world economies while shaping their course of development

#### **Topic 040: Features of the Capitalist Model of development**

The capitalist model of development has got its typical features which are discussed below:

- Private Property
- Large Scale Production
- Profit Motive
- Competition
- Price Mechanism
- Wage Distribution
- Money and Credit
- Business Organization
- Market Economy

#### **Topic 041: Positive Outcome of Capitalist Model of Development**

Capitalist model of development reaps its own positive outcomes. The most spectacular among them are:

- The governmental interference is minimized under this model of development.
- So, corruption, lack of a self-interest and poor circulation of information within the market are prevented.
- A sense of ownership develops among the people which make development healthier.
- Capitalist model of development is market driven in character.
- Capitalist model of development promotes economic efficiency.
- It allows resources to be distributed according to consumer choice rearing the market to be more productive and consumer friendly in character.
- It is positive for economic growth.
- Capitalist model of development increases productivity.
- It solicits rapid innovations in designs, in technology, in products.
- So, it is always forward looking and development boosting in nature.

#### **Topic 042: Negative Outcomes of Capitalist Model of Development**

The capitalist model of economic development however lucrative it may be suffers from certain inherent pitfalls. The worst among them are:

- Capitalist economic development always favors the rich and is alleged to be anti-poor

- In a capitalist society, markets dominate the economy
- The role of the state is highly limited.
- The owners of property gain monopoly power over consumers and workers
- Only the wealthy dominate the decision-making process.
- A society based on a capitalist model of development is driven by the profit motives. It tries to maximize economic income in the short term.
- There is ruthless production and industrial production is emphasized to increase the quantity of production.

### **Topic 043: Present status of the Capitalist Model of Development**

#### **Irrespective of its vices:**

- The capitalist model of development is gaining currency throughout the world following the period of globalization
- In its attempt to homogenize the model of development the International Development Agencies are insisting on this type of development model
- The East Asia miracle has added further positive note to this model of development
- Gradually it is turning to be the determinant, dominant and driving model of economic development

**LECTURE 11****SOCIALIST MODEL OF DEVELOPMENT - I****TOPIC 044-047****Topic 044: Socialist Model of Development: What It Is?**

The socialist model of development was one of the reigning paradigms of development in the post Second World War period. This model had its root in the Soviet Russia. It is based on the philosophy of equity and state ownership as against the growth and market driven strategy of development propounded by the capitalist model of development. Simply it can be said that when the ideology of “Socialism” is put into development practice, it is called a socialist approach or model of development.

**Topic 045: History of the Socialist Model of Development**

The word “Socialist” is a derivation from the ideology called socialism. The word ‘socialism’ finds its root in the Latin word “sociare”, which means to combine or to share. Modern socialism originated in the 18th-century. During this period there was an intellectual and working class political movement against the blind process of industrialization that was taking momentum in the west. The movement also raised voice against the concept of private property that was emerging as an offshoot of the growing capitalism and was generating inequalities of a deep magnitude in the society. The revival of republicanism in the American Revolution of 1776 and the egalitarian values introduced by the French Revolution of 1789 became the founding values of socialism as an ideology.

In the early 19th century, “socialism” gained currency as a practicing ideology to curb the evils of capitalism. However, by the late 19th century, “socialism” got its root as a contrast to the capitalist system of development and production. It advocated for some form of social ownership. During this time, German philosopher Karl Marx and his collaborator Friedrich Engels published works on socialist trends and ideologies. To these philosophers, socialism would appear as a phase of development. It will be established through a revolution by the people against the conflicting class interests and exploiting relationship. To the socialist thinkers development of a society becomes impossible with gross inequalities, lack of distributive justice and exploitation of a group by the other. To be more specific, in 1888, the Marxists used the term socialism in the place of communism.

The socialist movement came to be the most influential worldwide movement and political-economic worldview of the 20th century. It was after the Bolshevik Revolution Vladimir Lenin used it as an intermediary model between capitalism and communism. Gradually this model was adopted by different nations as an operational model of development.

**Topic 046: Features of the socialist model of development**

The socialist model of development has its typical features which can be stated as follows.

**Public or Collective Ownership of Resources**

The socialist model of development opposes ownership of private property. To the advocates of the socialist model of development, private property is the root cause of social inequality and social disparity which challenge development of a society. In the socialist economic model of development, all the material means of production are owned and used by state organs in order to avoid private ownership and control. However, it does not mean that private enterprise and private property are totally nonexistent in socialist economy. But state ownership surpasses them and the bulk of the means of production are state owned and state run.

### **Economic Planning**

Under socialist model of development, the economy is well planned. Planning may be centralized or decentralized. All the basic decisions for the control and regulation of the economy are taken by government. Similarly all the basic and strategic functions are performed according to a definite plan. Formulation of plans is the responsibility of a central planning authority which is again state decided, state established and state directed in nature. Emphasis is given on economic planning to avoid unwanted production and to put a check on unwanted production. Economic planning tries to make production according to the real needs of the people and to synchronise production and distribution.

### **Social Welfare Motive**

The socialist model of development aims to maximize the welfare of the people. It focuses on equal rights of all individuals and equal opportunity for all members. Social welfare becomes the basis of all economic decisions and economic policies. Price policy is guided by social welfare motive. Everyone is entitled to the benefits of socialized production on the basis of equal rights. According to the socialist model of development, welfare of the people is not only the aim of development but the prime measure to assess development.

### **Little Importance of Price Mechanism**

A socialist model of development is not growth centric, but people centric in nature. Therefore, price regulation remains in the hands of the state to benefit all. The state too does not emphasize on hiking prices to ensure access, equality and quality for all people. Availability of the product remains the goal rather than making profit through fixing high price. Thus the socialist model of development tries to maximise availability, accessibility and affordability of resources and opportunities for the people.

### **People's Co-operation**

Socialist model of development rests on the ideology of people's participation through cooperation rather than cut throat competition. It aims at a planned economy. No plan can possibly succeed without the active participation of people. Therefore, while fixing the priorities of plans the central planning authority keeps in mind the interest of the community to seek the active participation of people in the implementation of plan. The government makes provisions for special incentives to seek people's cooperation in the process of production. Community planning, bottom up planning ideas later on became outcomes of the socialist model of development.

### **Lack of competition**

The resources are under government ownership in a society adhered to the socialist model of development. Therefore, government decides-what to produce, how to produce and for whom to produce. Prices are determined by government because productive enterprises are monopolized by the state. Govt., avoids all sorts of rivalries and competition among state enterprises. Thus, there is absence of competition in a socialist model of development. The socialist model of development thus promotes partnership, collaborations rather than competition.

### **Non-existence of Social Parasites**

The socialist model of development tries to break the division between haves and have-nots or between ‘master and servants’ or the economically rich and economic under dogs. It does not create a group of producers and a group of consumers. Everyone is both a producer and a consumer. The philosophy of a socialist model of development is “to each according to his needs and from each according to his ability.” Thus there is no place of social parasites and no possibility of exploitation.

### **Equality of Opportunity**

Under a socialist model of development design, the state guarantees equality of opportunities and equal pay for equal work. Government does not discriminate among members of the society on the basis of caste, creed, religion and sex. In short, a socialist economy is not regulated and driven by market mechanism. It is a comprehensively planned economy. This economy is in sharp contrast to a capitalist economy. In contrast to a capitalist economic system which goods and services are produced to generate profit, a socialist economy is a system which goods and services are produced directly for use.

### **Topic 047: Socialist vs. Capitalist Model of Development**

| Criterion     | Capitalist model of development                                                                                                                               | Socialist model of development                                                                                                                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Equity</u> | Capitalist model of development remains unconcerned about equity. It is argued that inequality is essential to encourage innovation and economic development. | Socialist model of development believes in egalitarianism. This model of development is concerned with redistributing resources from the rich to the poor. This is to ensure everyone equal opportunities and equal share in outcomes. |
| Ownership     | Capitalist model of development strongly believes in private ownership of property. Privatization of                                                          | Socialist model of development believes in collective ownership either                                                                                                                                                                 |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | the institutions and production are its principles. It always advocates for minimum state intervention. It promotes the state as a facilitator rather than an interventionist.                                                                                                                                                                                                                                                     | through the state or workers cooperatives.<br>The State will own and control the main means of production. In some socialist models of development, ownership would not be by the government but worker cooperatives.                                                                        |
| Efficiency, and innovation | Under capitalist model of development there is cut throat competition. This approach to development encourages efficiency. It is argued that the profit incentive encourages people to be more efficient, cut costs of production and to introduce innovation of new products that people want. So, there is competitive price, expanding market and product diversity in the societies opting for a capitalist development model. | Under socialist model of development, competition is discouraged. It is argued that state ownership often leads to inefficiency because workers and managers lack any incentive to cut costs. Welfare of the people is the target of the socialist models of development.                    |
| Unemployment               | Under the capitalist model of development, the state doesn't directly provide jobs. Labor displacements are frequent under capitalist model. Therefore, in times of recession, unemployment in capitalist economic systems can rise to very high levels.                                                                                                                                                                           | Employment is often generated and directed by the state. Therefore, the state can provide full employment even if workers are not doing anything particularly essential. Labor displacements are not common under socialist model. Socialist model ensures job security.                     |
| Price Controls             | Prices are determined by market forces in capitalist mode of development models. Capitalist producers have a free hand to monopolise the process of production, distribution, prices and exploit the labor force. Here inequalities are ever on rise. The gap between the rich and the poor is perceptible. There                                                                                                                  | Under the socialist model of development price control is in the hands of the state. The state decides the process of production, distribution and price keeping the larger interest of the population. Here inequalities are curbed. There is slow development, but a balanced development. |

|  |                                                      |  |
|--|------------------------------------------------------|--|
|  | is fast development, but not a balanced development. |  |
|--|------------------------------------------------------|--|

**LECTURE 12****SOCIALIST MODEL OF DEVELOPMENT - II****TOPIC 048-051****Topic 048: Types of Socialist Model of Development**

In the 20th century, there are three major established “socialist” economic models of development. Though the ideology remains almost the same, there is a little variation in practice among them. These models are:

1. Soviet model (centrally-planned / command economy)
2. European social model (social democratic mixed economy)
3. East Asian Model (socialist market economy)

The Soviet Model: The chief features adhered to by the Soviet socialist model of development can be described as below.

- Centralized state planning done through Gosplan (state planning committee)
- Decisions regarding the quantity of goods and services to be produced are planned in advance by a planning agency. The planning process is to balance economic inputs with planned output targets for the planning period.
- Five-year plans are prepared to fix the targets.
- Production quotas are pre fixed to avoid short falls and unnecessary surplus.
- Allocation of resources and jobs are done through bureaucratized political control.
- Prices of goods and services are determined by the government.
- Full employment is guaranteed.
- There is a system called bureaucratic collectivism where the bureaucratic state owns the means of production, while the surplus is distributed among the layer of party’s bureaucratic elites, rather than among the working class. It is the bureaucracy – not the working class or the people in general – who control the economy and the state.

**Social Democratic Mixed Economy Model of development**

This model of socialist development emerged during the post World War II period. This came as a response by European bourgeoisie to working class movement after World War II to curb the post-war revolutionary waves in Europe. The chief features adhered to by the social democratic mixed economy model of development can be described as below.

- There is the co-existence of public and private sector enterprise.
- There is the nationalization of key industries.

- National planning is done by the state authorities for industrial development.
- The state implements welfare state policies like minimum wage, social insurance, pension, full employment.
- The state recognizes the organization and functioning of trade unions etc.
- Care is taken for the redistribution of wealth through progressive taxation.
- India opted for this model of development.

### **Socialist Market Economy Model of Development**

This type of development model is based on a largely free market. Capital accumulation for profit and substantial private ownership along with state-ownership of strategic industries are the other remarkable features of this type of socialistic development model. State ownership is monopolized by a single political party. China (socialist market economy with Chinese characteristics); Vietnam (Socialist oriented market economy) opted for this variety of socialist model of development.

Socialism in China is a mixture of economic planning with a market economy. It was spearheaded during the regime of Mao when land reform was introduced to break the monopoly of landlordism and semi-feudal relations in rural areas. The Chinese revolution prior to market reform brought huge social gains for the impoverished population. People's Republic of China has "emerged" into an important economic power in the world today through its "market reforms". Although poverty reduction and the levels of development achieved by China after its market reform are commendable, but capitalist restoration as an unavoidable result of market reform also created tremendous problems (social inequality, environmental destruction etc.) and posed threat to socialist construction.

Socialist-oriented market economy in Vietnam is a form of mixed-economy consisting of state, private, co-operative and individual enterprises coordinated by market mechanism. The state is playing the leading role in the diversification of forms of ownership and modes of production. It is intended to be a transitional stage in the development of socialism.

Problems and challenges faced by the Socialist Market Economy Model of Development: The following are the challenges faced by the socialist market economy model of development.

- It ultimately restored capitalist commodity relations and production.
- This model gave birth to sharp increase in social inequality resulting from widening income gap.
- This model disempowered the working class.
- This model reflected the domination of state bureaucratic capitalists/elites.

### **Topic 049: Advantages of Socialist Model of Development**

Prof. Schumpeter has advanced four arguments in favor of socialism: which are reflected in the model of development based on this ideology. These advantages are: greater economic efficiency; welfare due to less inequality; absence of monopolistic practices; and absence of business fluctuations. These are discussed below.

- Under this model of development there is efficient use of resources to produce socially useful goods without taking the profit margin into account. Production is increased by avoiding wastages of competition.
- In this type of development model, over-production and unemployment are arrested. There is no business fluctuation. The economy is stable as production and consumption of goods and services are well regulated by the state mechanism.
- Under this model of development social welfare is well ensured and basic needs for human development are met.
- There is no corporate monopoly under the socialist model of development.
- This type of development practises egalitarianism. Social inequality is prevented to a great extent.

### **Topic 050: Disadvantages of Socialist Model of Development**

A socialist model of development has the following shortfalls. These shortfalls are discussed in detail below.

#### **Loss of Consumers' Sovereignty**

There is loss of consumers' sovereignty in a socialist economy. Consumers do not have the freedom to choose the products they want in terms of quality, diversity and quantity. Often the quality, variety and quantities which they can buy are fixed by the state.

#### **No Freedom of Occupation**

There is also no freedom of occupation in such a society. Every person is provided job by the state. But he cannot leave or change it. Even the place of work is allotted by the state. All occupational movements are sanctioned by the state.

#### **Mal allocation of Resources**

Under socialist model of development, the central planning authority often commits mistakes in resource allocation because the entire work is done on trial and error basis.

#### **Bureaucratic**

Under the socialist model of development model there is heavy dominance of bureaucrats. A socialist model of development is said to be a bureaucratic designed and driven model of development. Here people have least autonomy and motivation and room for innovation. So, sometimes the quality of production becomes poor.

### **Topic 051: Present Status of Socialist Model of Development**

However, it can be concluded that with the rise of global capitalism due to the process of globalization, the socialist model of development has lost its popularity and is in a process of

decline. The onset of globalization in the 1980s–90s coincided with the shift in China and Russia from socialistic model of central planning to trade-driven market economies, the hall mark of a capitalist model of development. The Chinese leadership consciously embraced globalization, and saw it as an opportunity rather than a threat. Globalization was itself one of the causes of the collapse of the Soviet state. Russia has regained political stability and experienced rapid and sustained economic growth while transiting into a capitalist model of development. Thus, with the entrenchment of the capitalist model of development to the socialist models adhering states, the socialist model of development has declined. Socialist model of development is a development model of the past and not of the present. Its delivering character has ceased to exist.

### **Gandhian Model of Development**

The Gandhian model of development was indigenous and unique to India. It was propounded by the father of the nation Mohandas Karamchand Gandhi. It spells out the socio economic vision of this great proponent who had his experience of the society by working close with the social milieu. It is based on ethical and moral considerations. It was human centered in nature. His stress on rural economy and emphasis on a simple life, coupled with his concern for universal well-being formed the foundation of his unique views on economics of development.

#### **Gandhian Model of Development: What it is?**

Gandhi's vision of development was based largely on his understanding of the Indian situation. Gandhi's modes of development are particularly humanitarian in nature and for him no economic model is worth implementation unless it aims towards the general well-being of mankind. The Gandhian model of development hovered around the ideas of nationalism, protectionism, humanism, socialism and securing social harmony by removing cleavages. To be more specific the Gandhian model of development had two priorities which distinguished it from other models of development. These two priorities were : The development of self of the individuals in the place of material prosperity and the development of the villages by strengthening the cottage industries and rural technology.

**LECTURE 13****ISLAMIC MODEL OF DEVELOPMENT****TOPIC 052-054****Topic 052: Islamic Model of Development: What It Is?****Islamic Model of Development**

- It presents a new model of Islamic development based on the substantive morality of Islam via micro dynamics expressed through an Islamic framework of spiritual development.
- Islamic model of Development never got entangled in a secular and materialist worldview
- To ensure the true well-being of all individuals, irrespective of their sex, age, race, religion or wealth, Islamic economics does not seek to abolish private property
- Development Islamic economists have benefited a great deal from the tools of analysis developed by neoclassical, social, humanistic and will continue to do so in the future.

**Topic 053: Basic Tenets of Islamic Model of Development****Islamic Model of Development**

- Governing human, economic and financial development in Islam, as understood from the Qur'ān and from the life and traditions of the Prophet Muhammad (PBUH).
- These rules pave the path to development as the basis of institutional structure, which in turn, underpin the path of economic and social progress
- The unity of creation, freedom and freedom of choice, economic and human development, economic system and financial practice

**Topic 054: Implementation of Islamic Model of Development****Implementation Role in Islamic Countries**

- The sources, process, outcome, implementation methods and end results of Islamic model of development in Muslim countries
- Implementation methods in more detail, contrasting the informal/personal method with the formal/institutional method suitable for Islamic states
- Islamic norms and values in relation to development and economy as part human centric paradigm are further linked with spiritual development
- Basically, the implementation of islamic development want to change individual and society socially, politically, with Falah (Salvation) and achieve social transformation in human beings

**LECTURE 14****AGENCIES OF DEVELOPMENT - I****TOPIC 055-058****Topic 055: Agencies of Development****Agencies of Development**

- The institutions and the instruments through which development is promoted in the society are called the agencies of development.
- The agencies of development can be the institution of the state or the non- Governmental agencies.
- It can be instruments like the prescription of the Constitution or planning efforts.
- It can be the legislative instruments like the Government schemes or programmes.

**These agencies have to address to:**

- Promotion of entrepreneurial culture.
- Planning to develop a system of services and identifying the most vulnerable social groups and tracing out their poverty traps are some of the important challenges.

**Topic 056: State as an Agency of Development**

The role of the state has been considered as pivotal in the process of development across the globe

This role has evolved from a long period, particularly following World War II

The state has always reigned supreme over the market till the period of globalization

State was estimated highly as a proactive agent of development for a few decades

The volume and quality of development depended on the efficiency and efficacy of the state agency

**Topic 057: Emergence of the State's Role in the Process of Development**

Ideological currents like Fascism, Marxism and Keynesianism asserted the need of state intervention to ensure proper development for the people and society.

The three decades following the end of Second World War and the period of decolonization and the building of new nation states somewhat demanded the state intervention as the key agent to promote development of the nations and to expedite the reconstruction work that was going on in the war devastated European countries.

Not only there was the demand for state intervention, but the state became the ultimate designer and driver of all development plans and programmes and tried to make it reach all sections of the population to ensure not only growth, but social justice. These changing roles of the state have had an impact on developing countries.

### **Topic 058: Decline of the State Intervention in Development**

For many newly independent developing countries in the 1950s and 1960s, much faith abounded in the role of the state as an agent of development. It was against the notion of the role of market forces enshrined in the invisible hand of Adam Smith. With the apparent lack of economic success of Latin America and in Africa, along with the collapse of the Soviet Union, in the 1980s and 1990s, there was a gradual decline in the faith on state as an agency of development. There was a shift in the stress from state to market. At this juncture, nations started to experiment with market as a forceful drive for development. The market substituted the state as an agency of development in the post globalization period.

**LECTURE 15****AGENCIES OF DEVELOPMENT - II****TOPIC 059-063****Topic 059: The Revival of the State Intervention in Development: The Emerging Debate**

However, the market also could not achieve full success in accelerating the process of development. The market could not give equal access to all. Inequalities were triggered under the market. This negated smooth development. So again, there was a worldwide debate whether to roll back to the same type of state intervention or to bring some reformation in state operational mechanism to ensure balanced development.

**Topic 060: The State as the Facilitator**

When the role of the state is in question, two important propositions come to the fore front. They are the state's role as a mere facilitator and the second one is the state's role as a direct interventionist. The neoclassical economists always give priority to the market over the state. To them the market can not only promote rapid economic growth, but can vigorously, ensure social progress. Thus, the market can promote the twin targets of development that is economic growth followed by social progress. To the neoclassical economists when individuals and firms are allowed to operate freely in an economy characterized by perfect competition, the 'invisible hand' of the market is able to determine the optimum allocation of a country's resources. Together with this, it is assumed that the market is able to achieve optimal social welfare because, as individuals and firms maximize their own self-interest (profits), they will unintentionally maximize social welfare by generating employment, and taxes to fund the provision of social services. On the other hand, government intervention in the economy is viewed as inefficient not only because of bureaucratic blockages, but also because of its tendency to distort market prices and cause misallocation of scarce economic resources. Therefore, in this view, there should be a "rollback" and a "retreat" of the state in economic affairs. Under this scenario, the state is expected to play only a facilitative role in economic development. With this argument the centrality of the role of the state is lost and the state is seen as a mere supplementing agency when and where needed.

As a facilitator, the state is expected to make provision of a 'business-friendly' and 'enabling' environment for the private sector. Within this framework, the private sector's role is to determine the pace and direction of a country's development, while the state only acts when the market fails. Here the role of the state is arrested and made very limited. The state has to withdraw itself from the productive roles and focus on distributive roles. This distributive role again is confined to the distribution of essential services. These include the provision of public services such as defence, education, health and infrastructure, setting up the required legal and institutional framework for the protection of private property; promotion of R&D for technological development, support of the financial sector through the work of the central bank; environmental protection.

**Topic 061: The State as Direct Interventionist**

The “Direct Interventionist State” is associated particularly with the economic development of some East Asian countries, particularly Singapore, South Korea and Taiwan. In these countries the visible hand of the state was creatively and innovatively combined with the invisible hand of the market in order to achieve the required development. This approach was motivated by the belief that “Markets and governments are both imperfect systems; that both are unavoidable forces of reality; that the operation of each is powerfully influenced by the existence of the other; and that both are processes unfolding in real time.” Thus, for these countries, the traditional dichotomy between governments and markets loses its meaning. When the state plays an interventionist role it is said to be an entrepreneurial state. Here the role of the state becomes central to the development of the economy and society.

The state intervention in development can be noted through its attempts at making the optimum utilization of its physical and natural resources. As the physical resources of the nations are state owned in character, the state plays a catalyst role in making the rational use of these resources. This ensures sustainable development which is the call of the day. If the resources are left to the hands of the market forces or private ownership, their depletion becomes faster and sustainable development becomes impossible.

The state takes the onus of identifying the key industries that appear as the engines of economic growth. The state takes a pioneering role in studying the global economic trends. It makes a judicious decision to transit from low delivering to high delivering industries without much labor displacement. For example, in state driven development economies, the state plays a significant role in moving from low-tech manufacturing where comparative advantage is based on natural resources to high-tech manufacturing in areas such as information technology, biotechnology, robotics, microelectronics and laser technology, where comparative advantage is based on created human resources.

The state as an agent of development plays a major role in investment. It makes huge financial investments to train people with skill, education and knowledge. The state as a development promoter tries for strengthening its human capital by adequate capacity building. This takes the form of:

### **Expanding formal technical and vocational training**

- i. Industrial training in which government encourages firms to train their employees by subsidizing the cost of training or allowing training expenses to be amortised for tax purposes and
- ii. Setting up collaborative training with foreign governments and manufacturers who were technology or market leaders in their fields.

These contribute towards generating qualified citizens, with the availability skills and equipping citizens with work ethics. The state ensures that the benefits of jobs created accrue mostly to the common citizens. As a result, problems of unemployment, poverty and income inequality are addressed.

### **Topic 062: Globalization and the Collapse of the State from the Process of Development**

It is worth noting that, as the forces of globalisation moved the world towards the market economy, the essential conditions for a market economy emerged in many countries. With the rise of the market economy, the state increasingly moved from being “interventionist” in nature to playing a “facilitative” role, of creating a market friendly environment for the operation of the private sector. Nevertheless, a creative and innovative mixing of the state and market still continues in many countries. For a developing country, facilitating and directing the market mechanism by the state is felt essential for successful economic development.

In the post globalization perspective, the role of the state in development is gradually sinking. It is becoming more “facilitative” in nature, in which case the private sector sets the pace and direction of economic development while the state plays the subordinate follower position. This is generally the position played by states with a neoclassical ideological inclination. However, it is noted that the facilitative role of the state benefits a microscopic minority while the direct interventionist role of the state is delivering for the large majority. When the state plays the facilitative role, there is economic growth without much social progress. There is poverty amidst plenty. So, the direct interventionist role of the state is desirable to make development pro people and inclusive in character. But the state has to give up the traditional vices like excessive bureaucratization to make development faster and hassle free in character.

### **Topic 063: The Role of the State in Pakistan Development Scenario**

- Pakistan’s economy continued to grow in FY18, reaching 5.8 percent. Growth was driven by higher consumption demand.
- Large scale manufacturing, which accounts for 65 percent of overall industrial output, contracted by 2.3 percent between July-January FY19.
- A country’s capacity to respond to climate change largely depends on the state of its development.
- More importantly, there is a glaring disconnect between development policy and planning.
- Few national plans exhaustively focus on social sector 12 Pakistan: Country situation assessment development.

### **Climate risks and Development**

- i. Climate risk management,
- ii. governance, institutions and finance,
- iii. markets and supply chains,
- iv. Natural capital
- v. human capital.

### **Climate risks to each of these critical factors**

The transmission of vector-borne diseases like malaria, dengue, which decreased now a days

**Implications for adaptation policy**

- Adaptation is collectively concerned with responses to both the adverse and positive effects of climate change.
- Current development and adaptation frameworks although spell out ‘climate proofing’ as a vital component, they lack concrete action plans to implement adaptation policy
- Thus, in concluding we can say that there is no case of downsizing the role of state but a need has come to give a right shape to the functions of the state to make it the most efficient agent of development.

**LECTURE 16****CONSTITUTION AS AN AGENT OF DEVELOPMENT****TOPIC 064-068****Topic 064: Constitution as an Agent of Development**

The constitution of any country is a basic document which not only spells out the fundamental objectives the state cherishes to attain, but it becomes the guiding document for the policy planners, policy makers as well as the policy practitioners. The fundamental objective of the constitution remains to ensure welfare of the people and development of the nation. Most of the provisions of the constitution contain within them the objectives of development.

The constitution of any country is a basic document which is fundamental for Development:

- Constitution is the guiding document for the planners
- Constitution is a document for policy makers and policy practitioners
- Constitution remains to ensure welfare of the people and development of the nation

**Topic 065: Constitution and Development Objectives**

The Constitution of India is the supreme law of India. It lays down the framework defining fundamental political principles, establishes the structure, procedures, powers and duties of government institutions and sets out fundamental rights, directive principles and the duties of citizens. The Constitution was adopted by the India Constituent Assembly on 26 November 1949, and came into effect on 26 January 1950.

**Topic 066: The Directive Principles of State Policy and Development Goals and Practices**

The Directive Principles of State Policy are guidelines/principles given to the central and state governments of India, to be kept in mind while framing laws and policies. These provisions are contained in Part IV of the Constitution of India. The directive principles ensure that the State shall strive to promote the welfare of the people by promoting a social order in which social, economic and political justice will be reflected in all institutions. Also, the State shall work towards reducing economic inequality as well as inequalities in status and opportunities, not only among individuals, but also among groups of people residing in different areas or engaged in different vocations. The State shall aim for securing right to an adequate means of livelihood for all citizens; men and women as well as equal pay for equal work for both men and women. The State should work to prevent concentration of wealth and means of production in a few hands, and try to ensure that ownership and control of the material resources is distributed to best serve the common good. Child abuse and exploitation of workers should be prevented. Children should be allowed to develop in a healthy manner and should be protected against exploitation and against moral and material abandonment. The State shall provide free legal aid to ensure that equal opportunities for securing justice is ensured to all, and is not denied by reason of economic or other disabilities. The State shall also work for organisation of village panchayats and enable them to function as units

of self-government. The State shall endeavour to provide the right to work, ensure right to education and to make provisions for public assistance in cases of unemployment, old age, sickness and disablement, within the limits of economic capacity. It shall also provide for just and humane conditions of work and maternity relief. Though these prescriptions are of social, economic and political in nature they try to eradicate inequalities, injustice from the Indian society and ensure human rights to the citizens of the country. All these no doubt are reflected in the policy measures taken by the state and ensure a balanced development which combines growth oriented development with people centric development. The Directives again make it mandatory for the state to ensure living wage and proper working conditions for workers, with full enjoyment of leisure and social and cultural activities. Also, the promotion of cottage industries in rural areas is one of the obligations of the State according to the directives. The State shall take steps to promote their participation in management of industrial undertakings. Thus, the directives try to guide the state to undertake legislations to increase participation, recreation and descent standard of living among the people which are the chief objectives of the process of development. Also, the directives stipulate that the State shall endeavor to secure a uniform civil code for all citizens and provide free and compulsory education to all children till they attain the age of 14 years. This directive regarding education of children was added by the 86th Amendment Act, 2002. It should and work for the economic and educational upliftment of scheduled castes, scheduled tribes and other weaker sections of the society. Thus, it insists upon the state to ensure the development of all the groups including the marginalized and the excluded ones. Thus the directive principles of state policy give directions to the Governments to make development inclusive by bring all sections of the society within its fold.

### **Topic 067: Accomplishment of Development through the Fundamental Rights**

The Constitution also tries to promote development by prescribing certain fundamental rights to the citizens. The Fundamental Rights are defined as basic human freedoms which every Indian citizen has the right to enjoy for a proper and harmonious development of personality. These rights universally apply to all citizens, irrespective of race, place of birth, religion, caste or gender. When these rights are enjoyed by the individuals, the nation witnesses a state of development. The eight fundamental rights recognised by the Indian Constitution are:

- i. **Right to equality:** It includes equality before law, prohibition of discrimination on grounds of religion, race, caste, gender or place of birth, and equality of opportunity in matters of employment, abolition of untouchability and abolition of titles.
- ii. **Right to freedom:** It includes speech and expression, assembly, association or union or cooperatives, movement, residence, and right to practice any profession or occupation, right to life and liberty, right to education, protection in respect to conviction in offences and protection against arrest and detention in certain cases.
- iii. **Right against exploitation:** It prohibits all forms of forced labour, child labour and trafficking of human beings.

- iv. **Right to freedom of religion:** It includes freedom of conscience and free profession, practice, and propagation of religion, freedom to manage religious affairs, freedom from certain taxes and freedom from religious instructions in certain educational institutes.
- v. **Cultural and Educational rights:** It helps to preserve the right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice.
- vi. **Right to constitutional remedies:** It is present for enforcement of Fundamental Rights.
- vii. **Right to elementary education:** It implies that any child between the ages of 6 to 14 should be educated.
- viii. **Right to Information:** It prescribes accessing information by every citizen is a fundamental right.

Right to property was originally a fundamental right, but under 44th Amendment Act, right to property ceased to be a Fundamental right. Instead the right to property is mentioned under 300A of Indian Constitution, stating that no person can be deprived of his property save by law.

### **Topic 068: Five year Plans and Development in Pakistan**

Five-year development plans of the Government of Pakistan are the major instruments to implement the noble intentions and directions of the Constitution with regard to development in the country.

#### **Since 1947:**

Various Government of Pakistan has formulated policies and strategies to make the education system consonant with ideological, social, economic and national needs of an independent of sovereign state

#### **These plans are design to achieve some fundamental objectives**

- Raising national income
- Improving the balance of payments
- Increasing opportunities for useful employment and making steady progress in providing social progress, like housing, education, health and social welfare

#### **First Five-Year Plans (1955-60)**

The first plan was conceived by the Ministry of Finance (MoF), and were studied and developed by the Economic Coordination Committee (ECC) based on the theory of Cost-of-production value, and also covered trickle-down economics.

#### **Second Five-Year Plans (1960-1965)**

The second five-year plans gave highest priority to heavy industrial development, and advancement in literature and science, and had a single underlying purpose: "to advance the country as far as possible, within the next five years, along the road of these long-range objectives

**Third Five-Year Plans (1965-1970)**

The third five-year plans promoted the activities of private sector investment and tend to increase the directly productive investment for the stable Financial sector development

**Fourth Five-Year Plans (1970-1975)**

The plan replaced with the nationalization programme which featured an intense level of government-ownership management on private entities. Only scientific aspects of fourth five-year plans were adopted in a view to turn Pakistan into a major "scientific superpower" in the world.

**Fifth Five-Year Plans (1978-1983)**

Many of the controls on industry were liberalized or abolished, the balance of payments deficit was kept under control, and Pakistan became self-sufficient in all basic foodstuffs with the exception of edible oils.

**Sixth Five-Year Plan (1983-88)**

The sixth five-year plans represented a significant shift toward the private sector. It was designed to tackle some of the major problems of the economy: low investment and savings ratios; low agricultural productivity; heavy reliance on imported energy.

**Seventh Five-Year Plan (1988-93)**

It was also intended that public-sector corporations finance most of their own investment programmes through profits and borrowing

In August 1991, the government established a working group on private investment for the Eighth Five-Year Plan (1993–98).

**Eight Five Year Plans (1993-98)**

- The eighth plan had not yet been announced, mainly because the successive changes of government in 1993 forced ministers to focus on short-term issues. Instead, economic policy for FY 1994 was being guided by an annual plan.
- From June 2004, the Planning Commission gave a new name to the Five-Year Plan - Medium Term Development Framework (MTDF). Thirty-two Working Groups then produced the MTDF 2005-2010.
- Now the Vision 2025 is under execution phase

**LECTURE 17****GOVERNMENT SCHEMES AND PROGRAMMES****TOPIC 069-071****Topic 069: Government of Pakistan's Schemes and Programmes to Ensure Basic Needs to the Population****Government Schemes**

- Agriculture & Fruit Processing
- Dairy
- Furniture
- Livestock
- Construction
- Food & Beverages
- Leather & Footwear
- Plastic
- Textile

**Government Schemes in Health Development**

- 64 basic health units/rural health centers.
- 19 maternal and child health centers strengthened.
- 12 community-based maternal and child health centers established.
- 148 de-worming campaigns conducted covering 65 655 school children.
- 148 de-worming campaigns conducted covering 65 655 school children.
- 164 health promotion campaigns undertaken.
- 1472 lady health workers trained on the BDN concept and process and 768 on immunization, malaria, tuberculosis, and maternal, neonatal and child health.

**Government Schemes in Health Development**

- 1477 women health volunteers trained in home health care, including nutrition and growth monitoring skills, and provided with weighing scales and growth monitoring charts.
- 130 traditional birth attendants trained.

**Government Schemes in Women's Development**

- 74 women's vocational training centers established through community co-financing 22,632 women trained in various skills
- 15 000 adult women taught basic literacy 160 000 mothers and 22 000 women's vocational training centre students trained on home health care and participatory skills.

**Government Schemes in Primary Education and Adult Literacy Development**

- 2930 primary schools active in basic development needs (BDN) areas.
- 37 adult literacy centers established and basic literacy imparted to over 51 926 adults, mostly women (47, 810).

### **Topic 070: Government Pakistan's Schemes and Programmes for Inclusive Development**

#### **On March 27, launched the “Ehsaas” program**

Ehsaas is about the creation of a ‘welfare state’ by countering elite capture and leveraging 21st century tools

Such as using data and technology to create precision safety nets

Promoting financial inclusion and access to digital services

Supporting the economic empowerment of women

Focusing on the central role of human capital formation for poverty eradication

Economic growth and sustainable development

Overcoming financial barriers to accessing health and post-secondary education

The program is for the extreme poor, orphans, widows, the homeless, the disabled, those who risk medical impoverishment, for the jobless, for poor farmers, for laborers, for the sick and undernourished; for students from low-income backgrounds and for poor women and elderly citizens

### **Topic 071: Government of Pakistan's Schemes and Programmes for Place Development**

#### **Addressing Elite Capture and Making the Government System Work for Equality:**

- A new constitutional amendment to move article 38(d) from the “Principles of Policy” section into the “Fundamental Rights” section.
- Increase in social protection spending.
- Creation of the Ministry of Social Protection and Poverty Alleviation Coordination to address current fragmentation.
- Such as, Benazir Income Support Program, Pakistan Bait-ul-Mal, Zakaat, Pakistan Poverty Alleviation Fund, Trust for Voluntary Organizations.
- Creation of a one-window social protection operation to assist beneficiaries of social protection and to reduce duplication and abuse.
- Pro-poor goals and measurable indicators for every ministry.

- Priority earmarking of resources for pro-poor sectors to prevent channeling of resources to other sectors through ad hoc decision-making.
- A need-based system in the framework of the new National Finance Commission Award.
- All Provincial Finance Commissions will be encouraged to base their future awards on need-based systems to remove intra-provincial disparities.
- A policy to maximize the pro-poor impact of the Public Sector Development Program (PSDP) resources.

**LECTURE 18****NGOS AND DEVELOPMENT****TOPIC 072-076****Topic 072: NGOs Participatory Model****Particularly since the eighties**

- Non-Governmental Organizations have emerged as the key role players in the landscape of development
- With the recession of the governmental interventions, NGO activism has gone up from local to national and international level
- NGOs are taken as alternative agencies of development and are often called the third sector
- They are perceived to be the replacements and supplements to the Government in initiating and expediting the process of change and development
- They are today recognized as the catalysts of development and change makers.
- NGOs have significant contributions towards emergency response, democracy building, conflict resolution, human rights work, cultural preservation, environmental activism, policy analysis, and generating ground level research insight and information.
- Today the NGOs are the promoters of development by raising people's awareness, participation and take a lead role in micro planning involving the people.
- NGOs are the via media between the Government and other private development initiators and the people for whom the development programmes are designed and directed.

**Topic 073: Origin and Development of the Concept of NGOs****The Term non-governmental organization**

- Non-governmental organization" or NGO, came into currency in 1945.
- During this period, when the reconstruction work was going on in the post-world War devastated countries with the partnership of Government and private organizations.
- The UN made the differentiation in its Charter between participation rights for intergovernmental specialized agencies and those for international private organizations.
- At the UN, virtually all types of private bodies were recognized as NGOs.
- They are non-Governmental agencies enjoying autonomy in their structure and way of functioning. They are non-profit organizations.
- A non-governmental organization, NGO, is also often referred to as "civil society organization" or CSO.
- Different sources refer to these groups with different names, using NGOs, Civil Society Organizations (CSOs), Private Voluntary Organizations (PVOs), non-profits charities/charitable organizations, third sector organizations and so on.
- NGOs are always task-oriented and made up of people with a common interest.

- NGOs perform a variety of services and humanitarian functions, bring public concerns to governments, monitor policy and programme implementation, and encourage participation of civil society stakeholders at the community level.

#### **Topic 074: Role of NGOs as Agents of Change**

##### **The rapid growth and expansion of NGOs worldwide:**

- At the international level, NGOs are perceived as vehicles for providing democratization and economic growth in Third World countries
- NGOs are also the source and centre of social justice to the marginalized members of society in developing countries.
- Within Third World countries, NGOs are increasingly considered good substitutes for weak states and unfavorable markets in the promotion of economic development and the provision of basic services to most people.
- NGOs are considered as responsive to the needs of the marginalized and vulnerable section of the population of a society which includes the poor, the excluded, the women, the children and the disabled.
- NGOs seek to organize and involve the marginalized groups in their own development.
- NGOs try to link their clients to the powerful segments of society by providing access to resources that are normally out of reach to the poor.

##### **The various roles played by the NGOs in the development process can be concluded as:**

- Mobilization of population
- Building models and undertaking experimentations
- Supplementing Government efforts
- Organizing rural poor
- Educating the rural people
- Providing training
- Disseminating information
- The various roles played by the NGOs in the development process can be concluded as:
- Mobilization of population
- Building models and undertaking experimentations
- Supplementing Government efforts
- Organizing rural poor
- Educating the rural people
- Providing training
- Disseminating information

#### **Topic 075: Role of NGOs in Pakistan's Development**

**Role of NGOs in the Social Sector**

- In Pakistan NGOs are functioning in different sectors like health
- Education
- Women welfare
- Child welfare
- Drug abuse
- Women development
- Many international NGOs are working at national level in Pakistan.
- Alkhidmat Foundation working in the areas of water, sanitation, disaster and social welfare.
- Akhuwat Foundation working in the area of Micro Finance.
- BAHBUD Established in 1967 is concerned with health, education. HELP Established in 1989 is the health, education and literacy project.

**PNCP And NCD Pakistan Narcotics Control Board and Narcotics Control Division:**

Are two main agencies working to control drug abuse. They aimed at policing crop substitution and law enforcement. Besides these there are so many NGOs working in different areas. Basically, their aim is to work for the welfare of people

**NGOs In Rural Development**

- Agriculture and related land development
- Irrigation system
- Agricultural extension education
- Employment generation: skill development through training
- Health and family welfare family planning propaganda, motivation, research and training, rural health centers, dispensaries

**Topic 076: Challenges Faced by NGOs in the Process of Development**

**A few important challenges which prevent the smooth operation of NGOs as development agents:**

- Lack of Funds
- Lack of Dedicated Leadership
- Inadequate Trained Personnel
- Misuse of Funds
- Monopolization of leadership
- Lack of Public Participation

The role of NGOs in the process of development is tremendous. But the hurdles on the way of their functioning are many. A few important challenges which prevent the smooth operation of NGOs as development agents are mentioned below.

**Lack of Funds**

Most of the NGOs suffer from paucity of funds. Government or donor agencies do not give cent percent grants in aid or make delay in sanctions of grants for numerous programmes. NGOs have to make matching contributions which they are sometimes unable to generate and are, therefore, unable to avail themselves of the grants. Now a day's charity is not so strong in the minds and hearts of the people as it was in the ancient society. This is a reason for languish of funds for NGOs.

**Lack of Dedicated Leadership**

Leadership qualities of the NGOs determine the quality and condition of the services rendered by any organization. In most of the NGOs, there is a crisis of leadership. Leaders lack adequate vision, take NGO activity as a profession to maximize personal gain or career with no other alternative livelihood options. Many times they lack dedication and ethics. Enthusiasm, voluntarism and professionalism become the missing elements for the leaders. All these create an impoverished leadership quality which they are required to have to spearhead development activities.

**Inadequate Trained Personnel**

Maximum NGOs lack trained personnel. The demand for higher package by trained personnel prevents the NGOs to recruit them. NGOs recruit unprofessional who make poor delivery of services. NGOs themselves do not have sufficient funds to provide on the job training to their personnel. This affects the quality of services provided by the personnel. Thus, they become ineffective agents to spearhead development programmes.

**Misuse of Funds**

It is a common experience that there have been serious charges of misuse and misappropriation of funds received as grant- in-aid form the government, foreign donors and raised through their own resources by the most of the NGOs. Instead of utilising the funds for community development, many NGO authorities siphon them for personal gain. This becomes a major threat for accelerating the real development on the part of the NGOs as an alternate agent of development. This leads to the withdrawal of trust and faith on NGOs as agencies of change and development.

**Monopolization of leadership**

It has been observed that there is a growing tendency towards monopolization and interlocking of leadership at the top level of voluntary action groups and organizations as is reflected in the same person being the president in one organization, secretary in the other, treasurer in the third and a member of the executive in the fourth. This interlocking of leadership prevents efficient people to adorn positions of decision making, and planning which also affects the performance of NGOs as development agents.

**Lack of Public Participation**

NGOs cannot alone ensure development. They have their limitations. Only when their efforts are supplemented by public participation, they do wonders for development. But tragically, in majority

of cases NGOs are not backed by public participation, but by public apathy. Some of the factors responsible for such a state of affairs are general backwardness of the people, absence of adequate number of dedicated persons. Over emphasis on targets and time bound programmes, political interference and vested interests, easy availability of funds without proper planning and assessment of felt needs and safeguards for the community, distrust of agencies and workers who do not have a base in the community and are unable to win its support and lack of decentralization are some of the reasons that constrain the role of NGOs in the process of development. When people fail to participate as partners with NGOs in the process of development, development becomes retarded and the role of NGOs as agencies of development becomes limited.

However, it is high time now for the NGOs to overcome these shortcomings and challenges in order to become the right alternative agents for development. Development cannot take place without the support and services of these NGOs.

**LECTURE 19****BOTTOM-UP MODEL****TOPIC 077-082****Topic 077: Community Bottom-up Model**

- Development always aims at improving the quality of life of the people by improving the infrastructure and services.
- Development is ensured through better availability of services to a community, better accessibility to these services and resources by the community and better affordability on the part of the community for an improved way of life.
- In the post Second World War period, followed by the process of decolonization, the newly independent states started with such a venture to ensure development for their societies.
- National Governments formulated visionary policies, designed spectacular plans and launched promising programmes to make community development a grand success.
- It was believed that these development plans and programmes will have a trickling down effect. But soon it was the ignorance, apathy of the community towards these policies.
- Plans and programmes which turned these promising plans into tragic failures and made them non delivering in character.
- It was realized that no development programme can attain its success unless and until it is being accepted by the community with a transformed attitude.
- For community development it is essential that the community should realize that the development should be by them, of them and for them.

**Topic 078: Bottom up Approach: Meaning**

Since then two practice models of community development programmes started dominating the development practice They were launched and implemented all throughout the world. These are the top-down and bottom-up approach

The top down approach implies that the priorities and strategies for development of communities are centrally anchored by the national or regional authorities for a community.

The community bottom-up approach means that local actors of the community for whom development is designed are to participate in decision-making about the strategy and in the selection of the priorities to be pursued in their local area

**Topic 079: Difference Between the Top-down and Bottom-up approach**

There are certain differences between the top-down and bottom-up approach, which is mentioned below.

|                                                                                                                                                                                                                            |                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Differences between the Top-down and Bottom-up approach<br>Top-down Approach to Community Development                                                                                                                      | Bottom-up Approach to Community Development                                                                                                                                                |
| This approach was the initial approach to community development.                                                                                                                                                           | This approach was a later developed and added approach to community development.                                                                                                           |
| Here development plans programmes are designed at the top. They flow downwards to the communities. To be specific they are centrally designed.                                                                             | Here development plans programmes are designed at the bottom. They are initiated at the community level and move upwards from the bottom. To be specific they are designed locally.        |
| In this approach, the knowledge, skills, expertise of the authorities that is the policy planners play an important role.                                                                                                  | In this approach, the knowledge, skills, expertise of the local community members play an important role.                                                                                  |
| In this approach, development planning is centralized. There is no substantial variation in development programmes for different localities.                                                                               | In this approach, development planning is localized. There are substantial variations in development programmes for different localities.                                                  |
| In this approach, the community becomes a passive receiver of the development benefit.                                                                                                                                     | In this approach, the community becomes an active participant in the process of development.                                                                                               |
| It is obvious that in this model, development programmes mismatch with the needs, priorities of the local community and become non delivering in character in many instances. Thus, development becomes slow and retarded. | It is obvious that in this model, development programmes suit to the needs, priorities of the local community and become highly delivering in character. Thus, development becomes faster. |
| Under this model, people are apathetic to development process and do not bear the responsibility for the failure of the process.                                                                                           | Under this model, people are actively involved in the development process and bear the responsibility for the failure of the process.                                                      |
| This type of approach is bureaucratic in its orientation.                                                                                                                                                                  | This type of approach is people centric in its orientation.                                                                                                                                |
| Local resources in terms of physical capital, human capital, social capital and knowledge capital are overlooked in this approach.                                                                                         | Local resources in terms of physical capital, human capital, social capital and knowledge capital are well tapped in this approach.                                                        |

**Topic 080: Different Stages for Working Out of the Community Bottom-Top Approach**

Community bottom- up approach to development assumes certain definite stages for working out the development model.

These are:

- Realisation that the community needs development,
- Identification of the felt needs,
- Tracing out the strength and weaknesses of the community,
- Collective decision making,
- Development of strategies,
- Voicing demand for support, Involvement in implementation,
- Impact assessment,
- Introducing innovations,
- Getting the programme institutionalized.

**Realization that the community needs development:** The first and foremost need of the community bottom-up approach model of development is that the community members should realize that there is a need of development in their community. Unless and until this realization comes, they cannot just embark upon the process of development. For this, they should feel certain deprivations. These deprivations will drive them to think about development. For example in a community unless and until the members realize that their children need education, they cannot think about the need of a school in the vicinity. So, the community should have a feeling that it is backward in certain respects for which it needs some improvement in that.

**Identification of the felt needs:** It presumes that the community should not only feel the deprivation in general, but it should be in a position to chalk out the areas in which it needs improvement. They should have the ability to put their needs in preference or prioritize their needs. For example, suppose a community identifies health care, education, empowerment of women, safe drinking water are some of the felt needs of the community, they have to prioritize their needs like safe drinking water, health care, education, empowerment of women as their list of priorities. This will enable them to satisfy the needs in a systematic manner.

**Tracing out the strength and weaknesses of the community:** Every community to mainstream itself in the process of development needs to trace out the strength and weakness that community has. In this context, the community is to be fully aware of its physical resources, human resources, the social capital and the knowledge capital available with the community. This will enable them to plan out their priorities and strategies for development. For example, suppose a community does not have water resources it should not try at Getting the programme institutionalised. developing agriculture as a means of livelihood; rather it should search out alternative livelihoods in order to improve the living conditions of the people.

**Collective decision making:** Community bottom-up approach demands the community's involvement in the decision-making process. The decision need not be taken by an individual member of the community rather it has to emerge from the collective decisions of the members. This will provide an impression that the development plan is of all the members, by all the members and for all the members. Now this practice is followed in the Gram Sabhas.

**Development of strategies:** Collective decision making finalizes the priorities to be put in the development agenda. Once the goals are decided, the means are to be decided. The means are called the strategies. The strategies include making plans to put the demand, the time frame and the arrangement of finance.

**Voicing demand for support:** The plans and programmes chalked out by the community and the strategies developed needs implementation. For that voicing them out is quite important. The community should voice it out at the right forum to get financial and other supports. Representatives can meet the right authorities, media exposure of these plans, programmes, and communication with the Government are the necessary follow up actions needed.

**Involvement in implementation:** Implementation needs proper field level monitoring which the local community can best provide. This requires vigilance, commitment and involvement on the part of the community members. By this the target can be achieved with quality.

**Impact assessment:** Once a project is completed, the impact assessment can be best done by the beneficiaries, not by any external agency. The community members can assess the benefits and liabilities. They can easily detect the loopholes associated with the programme.

**Introducing innovations:** A proper assessment of the project provides the opportunity to detect the loopholes. This can sharpen the community's ideas and enable them to introduce innovations to make the programme to make it more delivering in nature. Getting the programme institutionalized: Finally, the development plan can take its best form with the vision, efforts of the community members and can be transformed into a real and lasting programmes of action. It will become yielding and effective enough to tackle the local issues and to bring transformation in the community life.

### **Topic 081: Strategies Needed to Operationalize the Bottom- Up Approach**

Seven strategies were outlined by the US economist Blanchard (1988) to operationalize the bottom-up model of development. These strategies included:

#### **Comprehensive community participation**

Community participation is rudiment to community bottom-up approach. Unless and until majority members of the community participate in the development planning, this model will not be delivering in nature and will not satisfy its very purpose. So, participation of all members irrespective of their caste, ethnicity, and gender, economic and educational back ground is a required strategy to bring success to the model.

#### **Motivating local communities**

To stir community participation the icy barriers are to be broken. In every community, due to some traditional cultural practices, groups of individuals get alienated from the decision-making process. Further due to differences in the level of education, economic status, some groups feel hesitant to take part in the process of making a decision. This has to be overcome by motivating the community members to become forthcoming to improve their lives. This can be done by mobilization, awareness building.

### **Expanding learning opportunities**

Apathy towards development planning comes from the ignorance and illiteracy of the members of a community. Development of decision-making ability requires providing learning opportunities to the people who normally remain out of its ambit.

### **Improving local resource management**

Every community has its own resources. These resources are physical resource, human resource, social resource and knowledge resource. But many times these resources remain unutilized or underutilized. Efficient resource management is a cardinal principle of development. Local resources are to be managed by the people. But for that, trainings are to be imparted to develop skill among them. With the skills of resource management, they can make the best utilization of the resources to develop their localities.

### **Human development**

Human development is the greatest pre condition for bottom up model of development. Because, it is the human beings of the local community who are to design, direct and deliver the fruits of development. Human development presupposes that local human resources are to be tapped. For this they are to be given ideas, education, knowledge and skills to make decisions regarding development. Till now bottom-up model has faced the greatest challenge from the human factors that are unaware, uneducated and apathetic towards the whole process of development.

### **Increasing communication and interchange**

Lack of communication is a barrier to bottom-up model of development. Because, communication is needed to increase sharing of ideas, connectivity with other individuals and institutions. Inter change or exchange of ideas can better strengthen the decision making at the bottom.

### **Localizing financial access**

Financial support cannot always be expected from external sources. The communities have to develop financial sustainability. For this generation of funds from local sources is a need. This will lead to ensure viable, stable and smooth development at the bottom.

### **Topic 082: Challenges to Bottom –Up Approach**

There are certain challenges which have paralyzed the community bottom- up approach. Though initiatives have been taken in this direction, they have not become very effective in many countries. The major challenges to this community bottom –up approach emanate from the illiteracy and ignorance of the people of the community, the public apathy, the cultural conservatism,

gender stereotypes that prevent many groups like the female gender groups to participate in the decision-making process. Sometimes the traditional social cleavages arising out of caste, ethnicity, and social exclusion practices against lower caste groups, prisoners, aids victims, disabled and the prevailing social and economic inequalities also prevent the operationalization of this approach.

However, the community bottom- up approach is the need of the day. So, efforts should be on to eradicate the preventing factors to make the approach functional. This will have a galvanizing effect on the process of development.

**LECTURE 20****WELFARE AND DEVELOPMENT****TOPIC 083-089****Topic 083: Welfare and Development**

The welfare principle as the very name suggests implies doing good to the people. India has adopted a welfare state. The concept of a welfare state requires the state to play a key role in the protection and promotion of the economic and social well-being of its citizens. It is based on the principles of equality of opportunity, equitable distribution of wealth, and public responsibility for those who are unable to avail for themselves the minimal provisions needed for a good life. The principle of welfare assumes that unless and until the conditions of the people improve there cannot be any development of the state. Under the principles of welfare, development is perceived as improvement in the conditions of life with better access to opportunities, better availability of the basic minimal of life. Thus, the principle of welfare suggests development is not to be measured in terms of material progress, but in terms of people's access to basic conditions of living. Particularly, the nations where there is a bulk of population in a marginalized condition, where people are segregated from the process of development and development benefits are rationed by a few, welfare principles become the instrument to achieve equality, ensure distributive justice, allow people to enjoy their human rights and through that they bring development for the nation. They try to remove social cleavages, marginalization and social exclusion which are detrimental to the process of development.

**Topic 084: The Ideological Background of Welfare Principle**

When a state adopts the ideology of "Welfare", it is called a welfare state. The responsibility of a welfare state is tremendous. Under a welfare state, the state assumes primary responsibility for the welfare of its citizens. Welfare state can also mean the creation of a "social safety net" of minimum standards of varying forms of welfare. In the strictest sense, a welfare state is a government that provides for the welfare, or the well-being, of its citizens completely. Such a government is involved in citizen's lives at every level. It provides for physical, material, and social needs of the people to ensure them a basic standard of living. The purpose of the welfare state is to create economic equality or to assure equitable standards of living for all.

The welfare state provides education, housing, sustenance, healthcare, pensions, unemployment insurance, sick leave and equal wages through price and wage controls. It also provides for public transportation, childcare, social amenities such as public parks and libraries, as well as many other goods and services. A Welfare State also implies an efficient administration, speedy justice for the people, a regime totally free from corruption, inefficiency, sloth and the frustrating complexities of red tape etc. Thus, the overall objective of the welfare state is to ensure a better quality of life to the citizens, the very aim of human development through social progress. The prevailing ideology of a state wedded to the welfare principle is "A state is a developed one when it promotes the well-being of its citizens."

### **Topic 085: Types of Welfare Adhered To**

There are two ways of organizing welfare by the states. Accordingly, two models of welfare state have emerged. The first model suggests that, it is the prime responsibility of the state to direct the resources for the people who are in urgent and real need of it. This requires heavy state interference and bureaucratic control gains supremacy under this model. This model of welfare state is prevalent in U.S.A.

According to the second model, the state distributes welfare with little bureaucratic interference to all people who fulfil easily established criteria (e.g. having children, receiving medical treatment, attending old age etc). This requires collection of heavy taxes to meet these needs. This model was developed by the Scandinavian ministers Karl Kristian Steincke and Gustav Möller in the 1930s and is dominant in Scandinavia.

### **Topic 086: Origin of the Principles of Welfare**

The concept of welfare is pretty old. It was the chief prophecy of almost all religions. It was adopted into state craft for the first time in Britain. The British Government tried to lay stress on ameliorative policies to ensure welfare to its citizens. The interplay between conservative, liberal and socialist ideologies became the foundation of welfare principles adopted by the British Government. Through the concept of welfare state, the British political system created a new tradition.

The concept of welfare became an avowed purpose for the Governments for two reasons. These reasons had development concerns. First of all, in the post world war period it was realised by the newly independent states and the war affected states that majority of the people in these countries were undergoing misery and lacked the ability to get out of such situation by self-effort. The continuation of such miseries will prove to be detrimental to the process of development. Secondly, the amount of private donation, philanthropy and private charity were inadequate to solve problems like mass poverty, illiteracy, ill health, unemployment, squalor which had negative impact on the process of development. All the aforesaid conditions and realizations led to the acceptance of welfare as an ideology and practicing principle for the states.

### **Topic 087: Welfare Tradition in Pakistan**

#### **The Concept of Welfare:**

- The concept of welfare is not new to Pakistan. Pakistan has a rich tradition of welfare. Welfare is reflected through administration and public policies since the period old tradition
- But since the dawn of independence in 1947, the Pakistani leaders have earnestly sought to establish a Welfare State
- The framing fathers of the Pakistan Constitution wanted to adopt a Welfare State for the country to ensure the overall development of the nation along with the process of nation building.
- Quaid-e-Azam had distinct concept of a Welfare State and gave some vital clarifications in this regard. To him welfare state was a need of Pakistan to fight against the problems of

poverty and unemployment which prevent people from participating in the process of nation building.

- Participation of the people in public life, gainful employment of the people can trigger the process of economic growth and development will be in Pakistan.
- Pakistan is providing to their People's happiness which is ultimate aim of a Welfare State.
- Everyone must also have the means to satisfy his basic needs, consumer goods etc. Development, as Quaid-e-Azam said, is ultimately to be judged in terms of human welfare and the happiness of our people.

### **Topic 088: Welfare Principles and the Pakistan Constitution**

- Secure the well-being of the people, irrespective of sex, caste, creed or race, by raising their standard of living, by preventing the concentration of wealth and means of production and distribution in the hands of a few to the detriment of general interest and by ensuring equitable adjustment of rights between employers and employees, and landlords and tenants.
- Provide for all citizens, within the available resources of the country, facilities for work and adequate livelihood with reasonable rest and leisure
- Provide for all persons employed in the service of Pakistan or otherwise, social security by compulsory social insurance or other means
- Provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment.
- Reduce disparity in the income and earnings of individuals, including persons in the various classes of the service of Pakistan
- Eliminate riba as early as possible.
- The shares of the Provinces in all federal services, including autonomous bodies and corporations established by, or under the control of, the Federal Government, shall be secured and any omission in the allocation of the shares of the Provinces in the past shall be recertified

### **Topic 089: Welfare in Practice**

#### **Welfare ideals reflected in the Constitution into practice:**

- Industrialization and green revolution have been spearheaded in the country to increase production and national growth and prosperity
- National Commission and state Commissions for the protection and welfare of Women have been established
- Nationalization of banks has been made to make easy credit supply to the people and rural banks are established to liberate them from the clutches of the money lenders

- In order to reduce economic disparity, Right to Property has been deleted from the chapter on Fundamental Rights
- Subsidized public distribution schemes have been launched to help the poor people
- Equal pay for equal work, abolition of child labor, bonded labor safety net for the workers are some of the welfare activities

There are many hindrances in the non-implementation of Directive Principles of State Policy. The main reasons are

- Lack of political will on the part of the states,
- Lack of awareness and organized action on the part of the people and
- Limited material resources.
- Added to all these, in the post globalization period, with the float of the neo liberal theory and rise of global capitalism, the role of the state is gradually getting limited. With the process of privatization taking momentum and the recession of the state from developmental activities, the welfare principles become difficult to be implemented.

It can be concluded that the welfare principles adopted by India since independence and reflected in the Constitution has acted as a pole star for enabling the Government to undertake various development measures from time to time. It has tailored to fit to various social and economic reforms undertaken in the country. Societal development without the ideology of welfare lose its focus and development becomes a myth.

**LECTURE 21****EQUALITY AND DEVELOPMENT****TOPIC 090-094****Topic 090: Equality and Development**

Equality is a major principle adopted by nations to ensure development. It is perhaps the greatest investment for development. It is a means while development becomes the goal. The World Bank 2006 World Development Report says in its introduction: “We now have considerable evidence that equity is also instrumental to the pursuit of long-term prosperity in aggregate terms for society as a whole.” The principle of equality is a philosophical, moral, and legal doctrine asserting that all human beings are on the same footing and that they ought to be treated "equally" under the law. This means treating everyone with fairness and respect and recognising the needs of every individual is a moral principle. It is about addressing existing disadvantages, discriminations affecting people in their day today life which prevent their participation in social, political and economic life. The goals of eradicating poverty and of achieving economic growth and sustainable development are obstructed by the inequalities that are imbedded in societies. Therefore, the focus is to attain equality and through that development.

Equality helps to overcome the divides in wealth, esteem and power. This stimulates human development, sustainable development by ensuring justice and human rights. Equality makes every individual a productive member of the society and this contributes for economic growth.

**Topic 091: The Ideological Background of the Principle of Equality**

The ideological current of “equality” is very popular in the Western European and Anglo-American philosophical traditions. The source of this thought is the Christian notion that God loves all human souls equally. The principle of equality was one of the cardinal slogans during the French Revolution of 1776. It emanates from the ideological base of egalitarianism. Egalitarianism is a trend of thought in political philosophy. This trend of thought emphasizes that people should get the same, or be treated the same, or be treated as equals. An alternative view is: people should be treated as equals, should treat one another as equals, should relate as equals, or enjoy an equality of social status of some sort. Egalitarian doctrines tend to rest on a background idea that all human persons are equal in fundamental worth or moral status. The term equality is a principle adopted by the socialist models of development and democracies also adopt this as the guiding principle to bring about balanced development in the societies. The champions of democracy support the idea that equality is necessary but at the same time they consider it as an ideal only.

**Topic 092: Types of Equality**

There are different types of equality found in society. These are as follows.

**Civil Equality**

There is civil equality in the society, when law permits all people to enjoy various rights, liberties, opportunities or privileges. There can be no civil equality when law discriminates among the people providing opportunities to some and preventing others from enjoying them. Civil equality as a concept has been accepted in a democratic form of government. It implies that all citizens should be treated alike in the matters of possession of their rights without any discrimination on the grounds of religion, belief, caste or creed. Political Equality:

### **Political equality**

implies that all citizens should have political rights and should have equal access to all offices of authority. It implies to exercise franchise rights, contest for political positions and to express opinion.

### **Social Equality**

It means that all citizens are equally eligible to enjoy various opportunities and resources available in society. Distinctions, discriminations on the grounds of caste, class, religion, ethnicity and sex are to be avoided and no one should be debarred from enjoying social privileges, prestige etc.

### **Natural Equality**

Natural equality is another type of equality. It implies that all men are born free and equal and are endowed with equal gifts and talents. It also means that the society should try to reduce inequality, rather than perpetuate it. Society is to provide those social and economic opportunities that offer equal chances. Natural equality is rather an ideal and not an immediate reality. This ideal should be attained in a society as far as possible.

### **Economic Equality**

Economic equality, according to Lord Bryce, is “the attempt to expunge all differences in wealth, allotting to every man and woman an equal share in worldly goods.” It means that wealth should be enjoyed equally by all. It also implies abolition of poverty. The basic minimum of an individual should be fulfilled. If primary needs of an individual are not fulfilled, there cannot be real democracy. Political equality is said to be meaningless unless it is accompanied by economic equality. Economic equality tries to remove concentration of wealth with a few.

## **Topic 093: Inequality in Pakistan: A Block to National Development**

### **Despite Huge Challenges and Blocks**

- If more opportunities given to women and girls to utilize and realize their potential.
- Secondly, legislation is enacted to reduce violence against women.
- The evils of child labor are brought forward and debated with renewed commitment.
- Politicians, policymakers and people are taking more initiatives to increase employment, and especially decent work.

- Recognition of minority rights and the need to protect them, including the needs of the transgender community.
- Pakistan to become a society in which all persons can exercise their rights equally, free from stigma and violence.
- Pakistan need to explore more often, and more openly, issues of ethnicity, gender, disability and other social inequalities.

#### **Topic 094: Pakistan Constitution and the Provisions of Equality**

The first constitution of Pakistan was promulgated in 1956; it included all the fundamental rights for all the citizens irrespective of their religion. Nature of Rights 1956 Constitution 1962 constitution

1973 Constitution Rights to equality a) Equality before law. b) Equal protection of the law.

#### **1973 Constitution Rights to equality**

- A. Equality before law
- B. Equal protection of the law

#### **Article: 25 Equality of citizens**

- i. All citizens are equal before law and are entitled to equal protection of law
- ii. There shall be no discrimination on the basis of sex

#### **Article: 25 Equality of citizens**

- iii. Nothing in this Article shall prevent the State from making any special provision for the protection of women and children

**LECTURE 22****EMPOWERMENT AND DEVELOPMENT****TOPIC 095-101****Topic 095: Empowerment and Development**

Empowerment has become the mantra of development practitioners and theorists in the recent days. Development and empowerment are intrinsically connected with each other. Without the process of empowerment development is inconceivable and without the process of development empowerment becomes unimaginable. Thus, empowerment is considered as a means to development as well as a goal of development itself. In a society, some people are found to be powerless and they remain in the shadow region of the process of development. Their powerlessness arises from deficit capacity, confidence, skill, knowledge, access to opportunities and assets. This powerlessness makes them unable to make choices, translate these choices into action and to get included in the decision-making process and to participate in the process of development both as a recipient and as an active participant. Without equal opportunities for all, without the choice, voice of a group of people reflected through participation in societal affairs, development becomes a myth.

**Topic 096: Empowerment: A Conceptual Analysis**

The concept of empowerment is not a 21st century innovation. The concept of empowerment has swept the world's thinking to strengthen the human resources since the mid-1980s. It was a paradigm shift in re conceptualizing the concept of development along with providing a new interpretation to the idea of providing better recognition to individual's identity. This was an alternative strategy to tackle the problems of subjugation and segregation of a group of minority marginalized sections of the society by integrating them, giving them their due position and identity, power and share in the process of nation building. The tool of empowerment has thus, evolved within the course

of development discourse and later on has been accepted as the potent tool for uplifting the plights of weaker sections of the society. Rappaport (1987) defines empowerment as a process that conveys a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. Mc Ardle (1989) comments empowerment is a process whereby decisions are made by the people who have to bear the consequences of these decisions. Conger and Kanungo (1980) observe empowerment as an internal urge for exerting influence and control.

The concept of empowerment is different from the idea of entitlement. Entitlement simply means allotment. Allotment unless coupled with the ability to utilize and derive benefits cannot bring advantage to the person concerned. Thus, the concept of empowerment goes far beyond the concept of entitlement meaning acquisition of authority to decide the ways and the means to utilize

the opportunities in a more meaningful way, thereby yielding the maximum benefit to the person concerned.

Again the concept of empowerment is different from equality and emancipation. Equality means giving equal benefits or the sharing of life resources and life opportunities among all without any favor or discriminatory considerations. Emancipation implies liberation from the age-old taboos and structural barriers that prevent some individuals from enjoying their basic rights in the society. Empowerment is an outcome of both equality and emancipation and finally culminates in ensuring both.

### **Topic 097: The Ideological Background of the Principle of Empowerment**

Empowerment is related to the word power. In every society a group of people remain powerless. To invest power in them and to generate in them a feeling of worth and competent is called empowerment. The ideology is to make each member of the society feel that he is an active member having a choice and voice in the society. Barbara Solomon, Peter Berger and Richard Neuhaus and Julian Rappaport are the three famous writers who made the first conceptual use of the term and related it to the process of development. Barbara Solomon (1976, 1985) emphasized empowerment as a method of social work with oppressed Afro-Americans. Peter Berger and Richard Neuhaus (1977) proposed empowerment as a way of improving the welfare services by means of

mediating social institutions. Julian Rappaport (1981) developed the concept theoretically and presented it as a world-view that includes a social policy and an approach to the solution of social problems stemming from powerlessness.

Since the eighties, four ideological approaches have provided the framework of ideas for the discussion of empowerment. The first is an ethnocentric approach, suggested by Solomon, 1976; Gutierrez & Ortega, 1991. This seeks a solution for difficult social problems of ethnic and other minorities. To these theorist's development demands ethnic problems to be addressed effectively. When ethnic and minority problems get a solution, the communities become self-empowered psychologically. The second is a conservative liberal approach suggested by Berger & Neuhaus, 1977. It demands the community to care for its weak citizens to erode from them a feeling of powerlessness along with other development priorities. The third is a socialist approach proposed by Boyte, 1984. This approach demands the adoption of the principles of equity and social responsibility in the treatment of social problems and the empowerment of the people. The fourth approach is a democratic world view approach suggested by Julian Rappaport 1981, 1985, 1987. It suggests that empowerment is to provide courage to the people to feel that they are powerful and integrate them with the larger society. This will make democracy better functional in character.

### **Topic 098: Levels of Empowerment and their Development Implications**

There are two different levels of empowerment. They are the individual level of empowerment and the community level of empowerment. Individual level of empowerment focuses on what happens on the personal level in the individual's life. Community level of empowerment

emphasizes the collective processes and the social change; and empowerment as a professional practice. This type of empowerment sees empowerment as a means of professional intervention for the solution of social problems.

From the perspective of development both are very significant. While individual level of development implies development of human resources making them vital input for development, community level of development implies capacity building in a community for bringing solutions to their common and collective problems and thereby contributing for the process of sustainable development without much external dependence. Individual level of development brings people's development and community level of development brings place development, the two faces of the process of development.

Kabeer suggests empowerment can be noted at three levels. They are at an immediate level, intermediate level and deeper level or ultimate level. At an immediate level empowerment can be realized by the people through individual achievements like resource control, participation in the decision-making process of the family and through increased output and establishment of identity. At the intermediate level the individual has to enter in the public forums establishing his choice in community affairs right from resource utilization to decision making that can influence the community, gender groups, and caste or class groups. At the ultimate level they have to establish their identity at the society level through their distinct contribution to knowledge, economy or polity.

All these stands for the various facets of development. The analysis of these three levels suggest that empowerment through these means can ensure better participation, equal distribution, realization of human rights by the members in a society which are now considered as the leading indicators of development.

### **Topic 099: Models of Empowerment**

#### **Longwe empowerment framework (1989)**

- Insists upon the idea that empowerment can be best realized through the process of welfare, access, participation and control
- Welfare means well-being. It proclaims the material resources of the society like food, income and medical care should be equally bestowed on all individuals for their general good.
- Weaker and deprived sections should have an access to the resources commonly available and rights ensured in the society.
- Participation requires people to be actively involved in the process of decision making by playing a meaningful role in policy planning, policy making and policy implementation.
- They should be the real planners, policy makers, policy implementers and practitioners.
- Control implies having a degree of dominance over the factors of development and the outcomes of the process of development.

## **Topic 100: Pakistan's Disempowered Groups**

### **Human Development Index**

- Pakistan's is ranked 150 out of 189 countries in Human Development Index (HDI) since 2017.
- Pakistan accounts for 40 per cent of those who suffer from 'multi-dimensional poverty' and UNDP's term for deprivation.
- The country also does poorly on many indicators of inequality, in both absolute as well as relative terms.
- Gender inequality is a weak spot. In sectors like education, health, nutrition, employment, asset formation the deprivation rates are very high.
- This state of disempowerment of due to bilateral relationship of the countries and population negates development to Pakistan.
- All these groups have a low literacy rate, poor health situation, and poor nutrition, poverty of a deep magnitude which make them disempowered as communities and affect the process of development.

## **Topic 101: Empowerment Principles in Practice**

### **To put the empowerment principles into practice and to ensure development:**

Empowerment of women is a major thrust area of development agenda of the Government of Pakistan.

Pakistan has adopted a number of key international commitments to gender equality and women's human rights, the Universal Declaration of Human Rights, Beijing Platform for Action, the Convention on the Elimination of all forms of Discrimination Against Women, and the Sustainable Development Goals.

### **For analyzing the effect of social and economic well-being on women's status**

- GII= Gender Inequality Index
- Globalization
- HDI = Human Development Index
- ED = Economic Deprivation
- SSE = Secondary School Enrollment
- FD = Financial Development

### **Thoroughly Working on Empowerment Principles in Pakistan:**

- Patriarchal family system is shift to Matriarchal family system
- In male dominated society, the majority women in Pakistan have going to enjoy their right
- Make decisions and choices of marriages by their own

**LECTURE 23****POVERTY AND DEVELOPMENT****TOPIC 102-110****Topic 102: Measures of Inequality and Development**

Measurement of Inequality in Human Development:

It is widely accepted that country-averages of income, literacy, life expectancy and other indicators conceal widespread human deprivation and inequality. The measures of human development based on these indicators are also averages, and therefore mask disparities in the overall population.

**Measurement of Inequality in Human Development:**

- While the Human Development Index (HDI) itself is well accepted as a summary measure of HD capabilities and achievements
- Human Development Index (HDI) which is based on three dimensions of human achievements – health, knowledge and standard of living
- Inequalities in health, education, and income – key components of human development.
- The world's richest 1% of people receive as much income as the poorest 57%. The income of the world's richest 5% is 114 times that of the poorest 5%.
- Geographical or administrative units
- By social groups according to gender, ethnicity or rural/urban divide
- By economic delineation on rich and poor
- By some sort of wealth quintile, may reveal significant disparities in HD within countries as expressed by human development indices

**Topic 103: The Concept of Poverty****Historical definitions of Poverty**

Poverty is classified as relating to either lack of financial income or lower social status. Numerous factors contribute to the concept of poverty, including political, economic, social, and cultural forces.

**Concept**

- Amartya Sen, have moved away from this way of thinking. They have shifted towards thinking of poverty in terms of a failure to meet certain basic needs, or a failure to possess certain basic capabilities
- Poverty is often thought of in terms of a lack of riches, or material prosperity

**Topic 104: Chambers' Poverty Ratchet**

### Poverty Deprivation

- Chambers' poverty ratchet Townsend's approach to deprivation in industrialized countries is similar to chamber analysis of rural poverty in The Third World
- Like Townsend, Chambers argue that people experience worsening deprivation rapidly after the initial onset of poverty
- As the poverty ratchet twists it creates increasing vulnerability which in turn produces powerlessness and so on, thus creating a cross-linked cluster of deprivation

### Topic 105: The Third World and its Poverty

#### Definition of a Third World Country Underlying Meaning

- Third world countries are all the other countries that did not pick a side. This includes most of Africa, Asia and Latin America
- This definition includes countries that are economically stable, which does not fit the currently accepted definition of a third world country

#### Third World Country and Poverty

Third World countries are typically poor with underdeveloped economies. In these countries, low levels of education, poor infrastructure, improper sanitation, and limited access to health care mean living conditions are inferior to those in the world's more developed nations.

#### Why is there poverty in Third World countries?

Developing nations may also experience a lack of basic resources, such as fuel, water and land for growing food. Poor education contributes to this problem in situations where poor land management leads to lower crop yields. Additionally, poor public health and environmental practices lead to increases in disease

### Topic 106: Stages of Development

#### Alternative & Bottom-up Approaches

The territorial bases of development, Development from below:

Neopopulism- it involves attempts to recreate and re-establish the local community as a form of protection against the rise of the industrial system

#### Alternative & Bottom-up Approaches:

- Basic needs and development: The principal idea is that basic needs, such as food, clothing and housing, must be met as a clear first priority within particular territories
- Redistribution of wealth to be affected alongside growth
- Importance of creating employment

#### Development from below or bottom-up development:

Stöhr's criteria for the performing of 'development from below:

- Broad access to land
- A territorially organized structure for equitable
- Communal decision making
- Granting greater self-determination to rural areas
- Selecting regionally appropriate technology
- Giving priority to projects which serve basic needs
- Introduction to national price policies
- External resources used only where peripheral ones are inadequate
- The development of productive activities exceeding regional demands
- Restructuring urban and transport systems to include all internal regions
- Improvement of rural-to-urban and village communications
- Egalitarian societal structures and collective consciousness

### **Topic 107: Problems with using GNP to indicate 'development'**

#### **What is GNP?**

Gross national product (GNP) is a broad measure of a nation's total economic activity. GNP is the value of all finished goods and services produced in a country in one year by its nationals

#### **Why does GNP matter?**

Due to the increasingly global nature of national economies and the interdependence of labor forces, supply chains and sales channels.

GNP is still an interesting economic indicator. For example, the larger the difference between a country's GNP and GDP, the more a country is involved in international trade, finance and production.

#### **Why GDP fails as a measure of well-being**

- GDP counts "bads" as well as "goods."
- GDP makes no adjustment for leisure time.
- GDP only counts goods that pass through official, organized markets, so it misses home production and black market activity.
- GDP doesn't adjust for the distribution of goods.
- GDP isn't adjusted for pollution costs.

### **Topic 108: The Basic Needs Strategy**

**In the latter part of the 1970s, development economists adopted:**

Basic Needs' (BN) approach to development, largely as a response to the failure of economic growth to alleviate poverty in many developing countries.

The BN approach to development focuses on the need to ensure that everyone has access to enough basic goods and services to maintain a level of living above a basic minimum as a prime objective of economic developments.

- The basic needs' approach to development, largely as a response to the failure of economic growth to alleviate poverty in many developing countries.
- Second, there has been some disagreement about precisely how to define basic needs goods, but there is general agreement about a 'core' which includes food, water, health, education, and shelter.

**The International Covenant on Economic, Social and Cultural Rights, entered into force in 1976:**

Basic needs including the right to food, health, shelter, education, and work, as well as to other non-material aspects of life which many would include as 'basic' needs

#### **Topic 109: The Perception of Development from Below**

- Thus, in practice what is required for holistic development is to realize economic growth:
- The perception of development is defined in this Report as a sustainable increase in living standards that encompass material consumption, education, health and environmental protection.
- Development in a broader sense is understood to include other important and related attributes as well, notably more equality of opportunity, and political freedom and civil liberties.
- The overall goal of development is therefore to increase the economic, political, and civil rights of all people across gender, ethnic groups, religions, races, regions, and countries.

#### **Topic 110: Development v. indigenous community**

##### **Taking a Community Approach to Development:**

- Community-Driven Development (CDD) is an approach to local development that gives control over planning decisions and investment resources to community groups (including local governments).
- It is a powerful, effective instrument for empowering communities and delivering services to otherwise under-served populations.
- CDD programs operate on the principles of transparency, participation, local empowerment, demand-responsiveness, greater downward accountability, and enhanced local capacity.

**LECTURE 24****MODERNIZATION THEORY - I****TOPIC 111-115****Topic 111: Modernization Theory**

**Modernization theory is used to explain the process of modernization within societies:**

Modernization refers to a model of a progressive transition from a 'pre-modern' or 'traditional' to a 'modern' society. Modernization theory originated from the ideas of German sociologist Max Weber (1864–1920).

**Development and modernization:**

Development, like modernization, has become the orienting principle of modern times. Countries that are seen as modern are also seen as developed.

**Applications of Modernization theory:**

President John F. Kennedy (1961–63) relied on economists W.W. Rostow on his staff and outsider John Kenneth Galbraith for ideas on how to promote rapid economic development in the "Third World", as it was called at the time.

For underdeveloped world the critical stages were the second one, the transition, the third stage, the takeoff into self-sustaining growth.

**Topic 112: The Theoretical Origins of Modernization Theory**

**Origin of Classical Traditional Approach to Modernization Theory:**

- The basic framework: The Contribution of A.O. Hirschman: Polarization is an inevitable characteristic of the early stages of economic development.
- The basic framework: The Contribution of A.O. Hirschman: Direct advocacy of unbalanced economic growth strategy.
- Growth in few sectors will create demand for the other sectors of the economy, so that a chain of disequilibria will lead to growth.
- Eventually development in the core will lead to the 'trickling down' of growth-inducing tendencies to backward regions.
- Trickle Down-Spontaneous process.
- Let the market decide.

**Topic 113: Summary of Modernization Theory and its Implications**

Implication of Modernization Theory:

- The rapid expansion of industrial manufacturing, a growth in population and urban centers, and the increasing national importance of the political and bureaucratic activity of the State.
- Such as, certain countries, particularly Britain, France and Germany,
- The pace and extent of change in these countries is comparatively massive,
- For a country to be seen as modern, modernisation theorists say it has to undergo an evolutionary advance in science and technology which in turn would lead to an increased standard of living for all.

### **Topic 114: Modernization theory and Emile Durkheim**

#### **Modernization Theory**

Modernization theory is used to explain the process of modernization within societies.

The theory looks at the internal factors of a country while assuming that with assistance, "traditional" countries can be brought to development in the same manner more developed countries have been.

#### **Emile Durkheim and Modernization Theory**

The French sociologist Emile Durkheim developed the concept of functionalism, which stresses the interdependence of the institutions of a society and their interaction in maintaining cultural and social unity.

Perform the limited tasks of a simple agrarian community based on groups of families or in-groups in village settlements.

Social cohesion is based on the simple life style and beliefs that prevail within and between settlements.

Social rules are much less inflexible than those of a traditional society.

Modern individual has a much greater freedom of action within a general set of moral limitations.

Potential dangers occur in society if the individual's desires and ambitions get out of step with the general moral code.

### **Topic 115: Modernization theory and Max Weber**

#### **Max Weber and Modernization Theory**

To explain the emergence of industrialization. Why capitalist manufacturing became dominant only in the economy of Western Europe.

The basic explanation for this occurrence was the existence of a cultural process of irregular to Western society, namely 'rationalization'.

Rational organization of business enterprise to establish stable profitability and the growth of capital (cost decrease, attentive investment, attempt to meet consumers demand).

### **Modern Society: Three Central Features**

People may have traditions but they are not slaves to them and will change any that seem unnecessary or get in the way of continued cultural progress;

Kinship has a very much less important role in all areas of society because of the need for geographical and social mobility which weakens family ties.

Members of modern society are not fatalistic but forward looking and innovative, ready to overcome the problems.

**LECTURE 25****MODERNIZATION THEORY - II****TOPIC 116-119****Topic 116: Tradition versus Modernity****Tradition**

A tradition is a belief or behavior passed down within a group or society with symbolic meaning or special significance with origins in the past.

The tradition that is maintained in the present has its origins in the past. Tradition is often contrasted with modernity, particularly in terms of the society.

Modernity can be defined as those sets of ideas or beliefs which are ever flowing and evolving like a stream.

**Tradition Versus Modernity**

- Blurred line between tradition and modernity
- modernity
- Western ideology
- A cultural phenomenon based on moral values which may not be attractive the world.
- Without changing the philosophy, the “rewriter” should remain unbiased in her values and beliefs

**Topic 117: The Critique of Modernization Theory**

**From the 1960s, modernization theory has been criticized by numerous scholars:**

- Andre Gunder Frank (1929 – 2005) and Immanuel Wallerstein (born 1930): The modernization of a society required the destruction of the indigenous culture and its replacement by a more Westernized one.
- Proponents of modernization typically view only Western society as being truly modern and argue that others are primitive or un-evolved by comparison.
- That view sees unmodernized societies as inferior even if they have the same standard of living as western societies.
- The theory has also been criticized empirically, as modernization theorists ignore external sources of change in societies.

**Criticism of modernisation theory:**

It is ethnocentric because:

- a. It devalues traditional values and social institutions e.g. extended families

- b. It ignores increasing inequality within and between countries
- c. It is not a neutral theory as it suggests (it promotes western capitalist values)

### **Topic 118: Religious Fatalism**

#### **Fatalism**

- Fatalism is a philosophical doctrine that stresses the subjugation (something under domination or control) of all events or actions to destiny.
- For Example, the acceptance of all things and events as inevitable; submission to fate.

#### **Religion**

- Religion is an organized collection of beliefs, cultural systems, and world views that relate humanity to an order of existence.
- According to some estimates, there are roughly 4,200 religions in the world.

#### **Religious Fatalism**

- This term to distinguish individuals whose belief in fatalism is largely connected to their religious beliefs/spiritual practices
- This term does not mean to imply that individuals who describe themselves as “religious” are inherently fatalistic, or that fatalism has only religious components
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### **Topic 119: Modernization' in Practice: The Case of a French Colony**

#### **Historical Sketch of French Colony**

Niger is one of the poorer countries of West Africa. These Niger were totally relied on groundnut oil and it was French colony (1920-60). Their eyes were on development which means the extraction of raw materials and the sale of French goods: the land was poor, the population small.

- French colonial officers found little justification for their presence, either military or economic.
- French come to the real commercial spirit and considered as a modern society.

**LECTURE 26****THEORIES OF UNDERDEVELOPMENT - I****TOPIC 120-123****Topic 120: Theories of Underdevelopment****Three theories of Underdevelopment**

- Classical Marxian theories: the theory is implicit in Marx's study of the laws of motion of the capitalist mode of production in his 3 volumes of Capital.
- Marx traces the development of the capitalist mode of production from the pre-capitalist era of feudalism.
- Earlier mercantilist forms of outright plunder and violent expropriation of land gave rise to the process of "primitive accumulation".
- The other major classical Marxian source on the theory of imperialism and underdevelopment is V.I Lenin's Imperialism.
- Imperialism is simply defined as the "monopoly stage of capitalism" in which finance capital plays a dominant role as it merges with industrial capital.
- Author Lenin highlighted the crucial importance of the export of capital, the escalation of rivalries between competing monopolies and the territorial division of the world between the major imperialist powers.
- Neo-Marxian Theories: The failure of capitalism to encourage economic development in the former colonial regions as Marx had envisaged, gave rise to the neo-Marxian theories of underdevelopment.
- Neo-Marxian Theories: Neo-Marxian paradigm, there is a consensus that the modern capitalist system can be divided into an advanced "centre" or metropolis, and an underdeveloped "periphery".
- Dependency and Theories of Dualism: The concept of "hegemony" has acquired a strategic meaning. Whether implicitly or explicitly.
- The term applies to one country or a group of nation-states, which form a dominant power bloc within a definite hierarchy of nation-states.
- Dependency and Theories of Dualism: The "world system" literature this configuration is viewed as a zero-sum game between the dominant core, satellite and peripheral states.
- Dependency and Theories of Dualism: The international division of labor dictates that the poorer countries produce mostly commodities but high-wage countries produce manufactured goods.

**Topic 121: Marx's Theory of Capitalism and Class Conflict****Marxist Believe that:**

Marxists explain the history of "civilized" societies in terms of a war of classes between those who control production and those who produce the goods or services in society. In the Marxist view of capitalism, this is a conflict between capitalists (bourgeoisie) and wage-workers (the proletariat).

Development of Class Conflict: the struggle between classes was initially confined to individual factories. Eventually, given the maturing of capitalism, the growing disparity between life conditions of bourgeoisie and proletariat, and the increasing homogenization within each class, individual struggles become generalized to coalitions across factories.

Capital confers political power, which the bourgeois class uses to legitimize and protect their property and consequent social relations.

**Overall, there are six elements in Marx's view of class conflict:**

1. Classes are authority relationships based on property ownership
2. A class defines groupings of individuals with shared life situations, thus interests
3. Classes are naturally antagonistic by virtue of their interests
4. Imminent within modern society is the growth of two antagonistic classes and their struggle, which eventually absorbs all social relations.
5. Political organization and Power is an instrumentality of class struggle, and reigning ideas are its reflection
6. Structural change is a consequence of the class struggle

### **Topic 122: Child Labor in early Capitalism**

#### **History of Child Labor**

- The medieval guild system introduced children to the trades. The subsequent advance of capitalism created new social pressures.
- In 1575, England provided for the use of public money to employ children in order to "accustom them to labor" and "afford a prophylactic against vagabonds."
- One of the authors who noted that "children have always worked" is Walter Trattner. During early human history when tribes wandered the land, children participated in the hunting and fishing. When these groups separated into families, children continued to work by caring for livestock and crops.

#### **Who Start Child Labor**

- The rise of child labor in the United States began in the late 1700s and early 1800s. When the Industrial Revolution started, many families had to find someone to work or they wouldn't survive. When European immigrants came they weren't strangers to hard work.
- Child labor refers to the exploitation of children through any form of work that deprives children of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially or morally harmful.

**Topic 123: The Exploitation of the Third World**

Third World Countries means: In order to make profit and achieve enough growth to outcompete opponents both capitalist nations and corporations have had to subjugate and exploit people in what are now unkindly called "third world" countries.

Third World Countries are countries at the 'periphery' of the world economy and produce mainly agrarian and mineral raw materials for industrialized states under mostly negative terms of trade.

**Frank, Four Points**

1. Unequal Exchange: All trade is monopolist an controlled by the centre for its over benefit (source of control changes). Same systems work internally (Major cities exploit the countryside)
2. Different explanation of Unequal Exchange: Wages and Dynamic Advantage
3. Excepts that there is pre-capitalist elements in the third world
4. Unequal Exchange: Excepts that there is pre-capitalist elements in the third world

**LECTURE 27****THEORIES OF UNDERDEVELOPMENT - II****TOPIC 124-128****Topic 124: Merchant Capitalism**

Merchant capitalism refers to Division of Labor; Social Organization of Work and Technology

Both Merchant and Industrial Capitalism make up 200 years of history

**Merchant Capitalism Three points:**

- Social Organization – At first, organized trade not production. Helped find people who needed each other's goods. Next, organized production by introducing cottage industry. Undercut guild work. Protestant Work Ethic
- Division of Labor– Now, people are only making part of a good
- Technology: Factories

**Industrial Capitalism: Division of Labor; Social Organization of Work and Technology:**

Social Organization: Forced economy by outlawing poverty. Sale labor Power in competitive marketplace. Can't survive without purchasing goods and selling labor power. Governments support Capitalists

**Topic 125: Colonialism****Colonialism definitions**

Colony: territory tied to a sovereign state

**Two Features of Colony**

1. No foreign policy, military
2. Sometimes internal affairs, too

Colonialism: A state imposes political, economic, cultural systems on another territory.

**Motives for colonialism**

1. Nationalism, economic, or cultural
2. "God, gold, and glory"
  - a) Missionaries spreading Christianity
  - b) Resources for European economies
  - c) More colonies = more powerful state

**Two waves of Colonialism**

1. First wave of colonialism (Americas)

2. Second wave (Africa, East Asia, etc.)

**First wave: 1492 to 1825**

1. European trading cities oriented to the sea
2. West African trading cities oriented inland
3. East Africa, China and India farther away from Americas
4. Trade winds favored Europe

**Second wave: 1885-1900**

1. Europe needed new markets
2. Surplus population from demographic transition
3. Increased nationalism
4. Geographical expeditions to Africa promised resources, markets

**1885 Europe began carving up Africa**

- Establishing trade, obtaining resources "Humanitarian" mission
- Increased political prestige
- Everyone else is doing it

**Impacts of colonialism**

- a) Decimation of native population (90%)
- b) Forced migration of slave populations
- c) Diffusion of language, religion
- d) Distinctive city plans, architecture
- e) Wealth to home countries
- f) Creating new national identity
- g) Resentment of favored minorities
- h) Importance of leadership
- i) New (or restored) iconography

**Topic 126: Neo-colonialism****What is meant by Neo-colonialism:**

Neo-colonialism: A form of indirect control over developing countries, most of them former colonies.

Three ways to being indirectly controlled:

- Aid: Often given with 'strings attached' forcing the developing countries to spend it in particular ways.
- Trade: Low raw material export prices contrast with high prices that developing countries have to pay for manufactured goods.
- Debt: Many developing countries pay huge sums of money to developed countries each year in interest.

**Topic 127: Explanations for Underdevelopment****Two Important Explanations of Underdevelopment:**

- The explanation of underdevelopment: cold war explained the situation of underdevelopment and the path for development from the viewpoint of western or socialist metropolis.
- Underdevelopment consist of small-scale agriculture, handicraft and petty trade, has a high degree of labor intensity but low capital intensity and little division of labor.

**Topic 128: The Leninist Theory of Imperialism****Vladimir Iiyich Lenin (1870- 1924)**

- He was leading political figures and revolutionary thinkers of the 20th century.
- Mastermind of the Bolshevik Revolution
- The first leader of the Soviet Union, the creator of Leninism, an extension of Marxist theory

**Lenin's Theory of Imperialism**

- Lenin's theory of imperialism was based on Marx's analysis of capitalism
- According to Lenin, modern imperialism marked capitalism's monopoly stage of arrested development
- Imperialism was capitalism's highest & final stage. The beginning of the end and the downfall of socialist revolution

**Four Major Features of Lenin's Theory of Imperialism**

- The concentration & merger of industrial & banking capital to create financial capital, dominated by a small financial firm
- The export of capital gains prominence over the export of commodities
- The formation of transnational corporations that compete to control global resources, labor & markets
- The division of the world between the largest capitalist powers becomes complete, this intensifies national rivalries & the danger
- The formation of transnational corporations that compete to control global resources, labor & markets
- The division of the world between the largest capitalist powers becomes complete, this intensifies national rivalries & the danger

**LECTURE 28****THEORIES OF UNDERDEVELOPMENT - III****TOPIC 129-132****Topic 129: Frank's Theory of Third World Dependency**

**Andre Gunder Frank (Feb1929-April 2005):**

1. He was German American economic historian and sociologist
2. Promoted Dependency Theory and World-Systems Theory

**Dependency Theory**

1. Dependency is historical condition which shapes a certain structure of the world economy such that it favors some countries to the detriment of others and limits the development possibilities of the subordinate economies.
2. A situation in which the economy of a certain group of countries is conditioned by the development and expansion of another economy, to which their own is subjected.

**Two Conditions of Development Theory**

1. Dependency occurs due to the interaction
2. Internationalization of capitalism

**Central Propositions: Dependency Theory**

1. Underdevelopment: Resources being used for the dominant states
2. Underdevelopment: Resources not being used
3. Underdevelopment: Latin America, Asia and Africa are not underdeveloped
4. Underdevelopment: Became POOR only when coercively integrated into the European Economic system(producers of raw materials or repositories of cheap labor)
5. Export Agriculture: Poor economies have high rates of malnutrition despite being producers of food for export

**Two important Policy Implication of Dependency Theory:**

1. Dependency theory refutes the central distributive mechanism of the neoclassical model or on how to distribute wealth
2. Primary concern is on efficient production and assumes that the market will allocate the rewards in a rational and unbiased manner

**Topic 130: What is Meant by Urban Bias****Historical View of Urban Bias**

- The most important class conflict in the poor countries of the world today is not between labor and capital. Nor is it between foreign and national interests.
- But it is between the rural classes and the urban classes. The rural sector contains most of the poverty, and most of the low-cost sources of potential advance; but the urban sector contains most of the articulateness, organization and power.
- So the urban classes have been able to 'win' most of the rounds of the struggle with the countryside; but in so doing they have made the development process needlessly slow and unfair.
- Although over 65 per cent of the people of less-developed countries (LDCs), and over 80 per cent of the really poor who live on \$1 a week each or less, depend for a living on agriculture.
- The proportion of skilled people who support development doctors, bankers, engineers going to rural areas has been lower still; and the rural-urban imbalances have in general been even greater than those between agriculture and industry.

### **Urban Bias Means**

- Urban bias refers to a political economy argument according to which economic development is hindered by groups who, by their central location in urban areas, are able to pressure governments to protect their interests.

### **Topic 131: Lipton's Theory of 'Urban Bias**

#### **Professor Michael Lipton**

Michael Lipton (born 13 February 1937) is a British economist specializing in rural poverty in developing countries, including issues relating to land reform and urban bias

#### **Definition of Theory of Lipton's Urban Bias**

Michael Lipton formulated a theory of urban bias to account for the poverty and inequalities that rack many developing countries today

#### **Main Proposition of Theory**

- The theory proposes that development planning in less developed countries is biased against rural areas in that most of the economic resources are allocated to the urban areas than the rural ones making the poor to get poorer.
- Poverty in the rural areas has been attributed to the urban bias as attributed by Michael Lipton considering the fact that urban bias has resulted in the uneven distribution.

### **Topic 132: Recent Trends in Development Theory: Towards a New Convergence**

- Regional Science is concerned with:
- The determinants of industrial location

- The regional economic impact of the arrival or departure of a firm
- Immigration patterns
- Regional specialization and exchange
- Environmental impacts
- Geographic association of economic and social condition
- What is where, why and so what?
- What: refers to every type of economic activity
- Where: refers to location and involves questions of proximity, concentration, dispersion and similarity/disparity of spatial patterns
- Why and so what refers to political implications

### **Three Foundation Stones of Regional Development**

- Natural resource advantages
- Economies of concentration
- Transportation costs

**LECTURE 29****POPULATION, URBANIZATION AND EDUCATION: DEVELOPMENT  
APPROACH - I****TOPIC 133-138****Topic 133: Education and Development****Educational development**

Educational development is about facilitating positive change in teaching and learning in post-secondary institutions at the individual, program/department and institutional levels. It is about helping these institutions function as robust, evidence-based, student-centered learning communities.

**Etymological meaning of education Concept of Education**

The word Education is derived from Latin word educere, and educatum which means “to learn”, “to know” and “to lead out.

**Human Capital: Education and Development**

In addition to physical economic resources, each society embodies also an immaterial resource, the human capital, which is mainly reflected in the labor.

Accumulation rate of physical capital. Cause: human capital accumulation. Later on, human capital was incorporated in growth.

**Topic 134: Population**

A population is the number of living people that live together in the same place. A city's population is the number of people living in that city. These people are called inhabitants or residents.

**Demography Means**

- The Study of Population
- Population means: Average number of offspring produced per individual, per lifetime is called population

**Changes in Population**

- i. Changes occur as a result of three processes:
- ii. Fertility (births)
- iii. Mortality (deaths)
- iv. Migration/Emigration

**Population Composition**

- i. The biological and social characteristics of a population, including age, sex, race, marital status, education, occupation, income, and size of household.

- ii. The sex ratio is the number of males for every hundred females in a given population.
- iii. A sex ratio of 100 indicates an equal number of males and females in the population.
- iv. A number greater than 100, indicates there are more males than females; if it is less than 100, there are more females than males.

### **Topic 135: Gender and Development**

#### **Gender**

- Gender: Social differences between men and women
- Manifested in different roles, qualities and behaviors of women, men and society as a whole
- Vary with race, caste, class, ethnicity, religion, relation position, situations, age, time
- Vary with situations, the same person may behave differently in different contexts

#### **Gender and Development and Women and Development**

- What is the connection?
- Why is it important?
- Equal Rights for Women

#### **Development Processes Criticized**

Economists, governments and international organizations (IOs) defined development primarily in terms of traditional measures, such as increased Gross National Product (GNP) and the degree of industrialization.

#### **Gender Empowerment Measure**

- Power over economic resources
- Participation in economic decision making
- Access to political opportunities

### **Topic 136: Urbanization and Development**

#### **What is Urbanisation?**

- i. Urbanisation is the process in which the number of people living in cities increases compared with the number of people living in rural areas. A country is considered to be urbanised when over 50% of its population lives in urban places.
- ii. Urban growth- absolute or simple growth in the number of urban dwellers.
- iii. Urbanism-characteristic way of life of urban dwellers.

#### **Urbanisation Levels in some Third World Countries**

- i. Mexico 69%
- ii. Argentina 84%

- iii. Malaysia 38%
- iv. Mauritius 54%
- v. Korea 64%
- vi. Brazil 73%
- vii. Algeria 43%
- viii. Poland 60%

### **Urbanization in Development Process**

- Because by and large impetus for economic growth lies in the cities.
- Urban populations are capital accumulating whereas rural populations are capital consuming.

### **Features of Urbanization in Developing World**

- Rapid urbanization has been accompanied by explosive growth of very large cities
- Primate city is used to identify cities that dominate the urban pattern of their respective countries.
- The growth of such large cities has produced mega-cities which exceed 10 million  
Examples: Bombay, Calcutta, Jakarta (Jabotabek), Mexico City, Sao Paulo

### **Topic 137: The Circumstances of Migration to the Towns**

#### **Migration**

- Migration means movement from one part of place to another
- Migration Issues:
- Types of Migration: What are the major forms of migration?
- Selective Migration: Why migration can be considered as a selective process?
- Brain Drain: What is the extent of movements of skilled labor?

#### **Types of Migration**

- Emigration and immigration
- Change in residence
- Relative to origin and destination
- Emigration and immigration
- Gross migration: Total number of people coming in and out of an area. Level of population turnover.
- Net Migration: Difference between immigration (in-migration) and emigration (out-migration)
- International Migration

#### **Education-Specific Migrations**

- May characterize some migrations (having or lacking of)
- Educational differences:

- 21% of all legal immigrants have at least 17 years of education
- 8% for native-born Americans
- 20% of all immigrants do not have 9 years of schooling

### **Topic 138: The Characteristics of the Market**

#### **Economic System**

- An organized set of procedures a nation uses in producing and distributing goods and services
- Market Economy: Based on individual choice, not government directives

#### **Answering the 3 Basic Questions**

- What- the goods consumers are willing to buy are produced
- How- by individually owned enterprises
- For whom- people who can afford them

#### **Advantages vs. Disadvantages**

##### **Advantages**

- Markets are driven by consumer demand
- Most efficient economic system
- Advantages: Act in your own self-interest
- Wide variety of goods/services
- Lower Prices

##### **Disadvantages**

Only productive resources rewarded market failures (monopolies, public goods, etc.) unequal income distribution

**LECTURE 30****POPULATION, URBANIZATION AND EDUCATION: DEVELOPMENT  
APPROACH - II****TOPIC 139-144****Topic 139: Demographic Circumstances****Historical Perspective**

Population and development debate dates back to times immemorial

- Chinese philosophers, Confucius and others: Ideal proportion between land and population. Checks to population growth
- Greek philosophers, Plato and Aristotle: Optimum population with respect to Greek city state. Ideal conditions for full development of man's potential
- Romans viewed population in the context of great empire

**Malthus Views about Population and Development**

- Subsistence severely limits population-level
- When means of subsistence increase, population increases
- Population-pressures stimulate increase in productivity
- Increase in productivity stimulates further population-growth
- Since productivity cannot keep up with the potential of population growth for long, population requires strong checks to keep it in line with carrying-capacity

**Three kinds of checks that limit the growth of population:**

- Preventive checks. These checks lead to a reduction in the birth rate – moral restraints, birth control and vice
- Positive checks. These checks lead to an increase in the death rate – war, plague, famine
- Abolition of poor laws which gave no incentive to birth control

**Population and Well-being**

- The conventional way to frame the hazards of population growth to well-being is in terms of the ratio of population or labor supply to other factors of production
- Malthus focused on land resources
- Without development, rapid population growth was likely to continue.

**Topic 140: Enterprise Development**

Introduction to Enterprise Development:

This process model initiative referenced Empowerment and Equity as its fundamental drivers to develop an all-encompassing integrated process model that addresses the many challenges faced by many community based enterprises. This model has been labeled the Rural Enterprise Empowerment Process (REEP)

### **What is meant by Enterprise?**

- Enterprise means a business or company
- Enterprise refers to entrepreneurial activity, especially when accompanied by initiative and resourcefulness

### **Development Phases**

The three broad development phases that an enterprise/project should pass through are defined as follows:

- i. Mobilisation (of the community and the business)
- ii. Enterprise development
- iii. Transfer and transformation

### **Mobilization**

This comprises two aspects, mobilization of the community and mobilization of the business (strategic and business planning, preparation of guidelines for enterprise development and signing of Memoranda of Understanding).

### **Enterprise Development**

The model provides a step by step guide for implementation of the enterprise, highlighting key stages such as securing all necessary authorizations for compliance with all legislation, establishing the legal entity for the operation of the enterprise and securing financial resources for implementation including technical support, infrastructure and equipment

### **Transfer and Transformation**

The transition and transformation stage provides a guide to achieving a transfer of equity and benefits to the community that reflects the change in their contribution to the enterprise as they are empowered and develop capacity and skills.

## **Topic 141: Urban Planning in Pakistan**

Problems and Issues in Urban Planning:

“Our towns and cities are facing a multitude of issues and problems, which are complicated in nature and are growing in number with every day passing”.

### **Urbanization and Urban Sprawl**

- Unprecedented pace of urbanization resulting in increase in size of urban areas as well as increase in their number.
- The level of urbanization in Pakistan has gone up from 17.8 per cent in 1951 to 32.5 percent in 1998.

### **Reasons**

- Migrations from rural to urban areas
- Migration from smaller to bigger urban areas
- Natural increase at a high rate
- Urban expansion and change from rural to urban

### **Appropriate Size of a City**

- The spatial distribution of urban services is perhaps the most dominant criteria identified by many theorists to determine the best size
- The urban services including education, health, employment, commercial areas etc. need to be provided in a hierarchical manner starting from at street level to neighborhood level, to district level and then to the city level and all at appropriate distances (Diagram).

### **Housing**

- National Housing Policy-2001
- It covers wide range of issues pertaining to housing and housing related aspects, but lacks flexibility to address the changing conditions
- The present backlog of housing in Pakistan in the said housing policy is estimated to be 4.30 million housing units and annual need for new housing units is approximately 270,000 units.

### **Topic 142: Education and Industrialization**

#### **Industrialization**

Industrialization is a period of social and economic changes that transforms a human group from an agrarian society into an industrial society

#### **Characteristics**

- It helps to make economic growth
- More efficient division of labor
- Use of technology
- Development of industries
- It helps to improve the system of transportation and communication
- Development of missionary action and communication

#### **Positive Impact of Industrialization**

- Low cost of production

- Employment
- Self sufficient
- Improved Agriculture

### **Impact of Industrialization on Education:**

- i. Establishment of sufficient education institutions
- ii. Liberalization, Privatization and Globalization
- iii. Establishment of foreign universities
- iv. Availability of resource materials
- v. Innovation and application of different technologies
- vi. Improvement of infrastructure facilities in educational institutions
- vii. Easy mode of transportation
- viii. Improvement of adult and distance education
- ix. Improvement of professional qualities

### **Topic 143: Levels of Educational Provision, Literacy and Attendance**

#### **Education legislation:**

- Development of Services to Schools
- School Development Planning, Curriculum Support, Education Centres
- Public Sector Management Reform – Strategic Management Initiative (SMI)

#### **Range of Evaluation Models in Education:**

- Primary
  - i. Teachers on probation
  - ii. School Report
  - iii. Thematic / Focused Evaluations
- Post-primary
  - i. Subject Inspection
  - ii. Thematic / Focused Evaluations

#### **Literacy and Numeracy in Disadvantaged Schools**

- Poverty - drug abuse, lack of effective parenting
- Widespread low achievement
- Absenteeism is a major problem for some pupils
- Poor attendance has serious, long-term educational consequences

#### **Management and Planning in the Schools**

- Not more planning! - more focused planning
- Delegation of curriculum leadership
- Should plan for improvement in literacy and numeracy
- Additional non-contact time is required to support school planning and review

### **Topic 144: Impact of Colonialism on Education Provision**

#### **Colonialism:**

Colonialism is a system of rules which assumes the right of one people to impose their will upon another

#### **British Colonialism is a Good Example:**

Politically, Britain has ruled for one century over different nations:

- Therefore, inherited much of Britain's democracy and aspects of British administration, educational organization and ideologies
- The nature of activities and life styles of the inhabitants were effected by the Britain colonialism
- Divided into many linguistic, cultural and ethnic groups
- Colonialism and education has been identified as instruments used by European powers to dominate and subjugate third world countries

Hellenic and Roman culture and technology by the Roman Empire, the Renaissance and the enlightenment of the fifteen and sixteenth centuries and the industrial revolution of the eighteenth and nineteenth centuries, most of the world has at some point been colonized by a European country.

The most notable colonial powers were Rome, Greece, Britain, France, Spain, Portugal, the Netherlands, Belgium and Denmark, whose combined empires covered at various times the whole of the North, Central and South America, Africa, Australia, much of Indonesia, India subcontinent

#### **The negative impact of colonialism on education**

The implementation of a new education system leaves those who are colonized with lack of identity and a limited sense of their past

**LECTURE 31****POLITICAL DEVELOPMENT AND SOCIAL CLASS - I****TOPIC 145-150****Topic 145: Political Development and Social Class: An Introduction****Political Development:**

- According to Huntington, firstly Political development can be defined as political modernization.
- Secondly, there are many criteria to measure political development because modernization and development are such broad topics, covering many areas.

**Political Instability**

It occurs when one party in a state's government is in opposition with another party or with another institution in government.

**Social Developments**

A process by which legislation is changed in order to adapt to economic and social changes

**Social Class**

Social class as groups of families more or less equal in rank and differentiated from other families above or below them with regard to characteristics such as occupation, income, wealth, and prestige”.

**Why does social class matter?**

- Social class is a natural form of division
- Classifying society's members into social classes to note differing shared values, attitudes, and behavior patterns among members of society.

**Level of Influence**

Membership in a higher class generally leads to greater influence within the workplace, organizations, and society as a whole.

The more responsibility, one has the greater the influence he or she can apply on others.

**Origin of Social Class**

- Western Philosophers realized that wealth, power, and prestige were not equally distributed in society.
- They understood that this unequal distribution of resources and social hierarchy, and families with different class interests based on the amount of wealth, power, and prestige that they controlled.

**Karl Marx**

Karl Marx argued that social classes are characterized by their relationship to the means of production.

**Karl Marx Social Class types**

- The bourgeoisie, or the capitalist class, who own the means of production (e.g., factories).
- The proletariat, or the working class, composed of those individuals who must sell their labor to members of the bourgeoisie for a wage in order to survive.

**Topic 146: Third World Politics: The Analysis of Instability****Third World Politics**

Third World referred to the developing countries like Asia, Africa, and Latin America that are influenced by other strong countries.

**Third World Highlighted Issues**

- Poverty
- Globalization
- Weak State
- Environment

**Third World and Politics**

- Poverty multi-party democracies
- Single-party governments
- Military regimes
- Personal dictatorships

**Analysis of Instability**

- Weaknesses in physical and human infrastructure
- Political instability harms investment and consumption
- Weak and ineffective state institutions to implement economic policies
- Widespread corruption

**Topic 147: The Pluralist Account of Instability****The Pluralist**

Politics and decision makers are in the framework of government, but that many non-governmental groups use their resources to apply influence.

The pluralism is how power and influence are distributed in a political process.

**Pluralism and Developments in Society**

- A definite change in the function of the state.
- Growth of associations.
- Emergence of state as an association.
- Change in the pattern of Social existence and allegiance.
- Need for international co-operation.

### **Account of Instability**

- If groups of individuals do not try to maximize their interests.
- Conflict is not multiple and shifting as power is a continuous bargaining process between competing groups.

### **Topic 148: The Structuralist Account of Instability**

#### **The Structuralist**

- Structuralist holds that all human own, its products even perception and thought itself are constructed and not nature.
- The study of sign, symbols and communication and how meaning is constructed and understood.

#### **The Account of Instability**

- Instability can lead to tragic failure must be accounted in policy.
- Instability is a strength-related limit state.

### **Topic 149: Class-divided Societies**

#### **Class-divided Societies**

- A society's dominant groups enjoy a position of power and privilege in comparison to minority groups, or groups who are out and treated unequally.
- Ethnicity is a social category based on a set of cultural characteristics, not physical traits.

#### **Society**

Society refers to any form of society whose main existence needs are often met by a combination of gather together with hunting and gathering and other forms of agriculture.

#### **Comte's and Society**

Comte's Classification and assumption was that " all societies passed through distinct stages of belief or ideology, evolving from the lower to the higher stages."

#### **Comte's and Society**

Comte's scheme consisted of types of societies namely.

- i. Military society
- ii. Legal Society
- iii. Industrial Society

### **Herbert Spencer and Society**

Herbert Spencer also constructed two extremely dissimilar types to classify societies into two categories namely.

- i. Militant Societies
- ii. Industrial Societies

According to Spencer, in the Militant Societies the regulating system was dominant and in the Industrial Societies the sustaining system was emphasized.

### **Topic 150: Economic Factionalism, Clientelism and The Pakistan State**

#### **Factionalism**

Factionalism refers to disputes between two or more small groups from within a larger group. There has been a large amount of factionalism within any movement.

#### **Economic Factionalism**

- Example: Existing believe about Iran that higher oil rents are harmful for economic growth, we instead show that increasing political factionalism in an oil economy is a curse for economic growth.
- We find a reducing effect of higher regularity of political power structure on growth for the case of Iran.

#### **Clientelism**

- Clientelism is the exchange of goods and services for political support, often involving an implicit or explicit.
- Clientelism involves an irregular relationship between groups of political actors described as customers, brokers, and clients.

**LECTURE 32****POLITICAL DEVELOPMENT AND SOCIAL CLASS - II****TOPIC 151-154****Topic 151: Class-divided Pakistan****Social Class Division in Pakistan**

A social class is a homogenous group of people in a society formed on the combined basis of

- Education
- Occupation
- Income
- Place of residence

**Class-divided Pakistan**

Who have similar social values similar interest in life and the social classes of Pakistan:

- Upper social class
- Middle social class
- Lower social class

**Upper social class**

- High level of income
- High paying occupation
- Living in cleanest place of country
- Their size is 2% of total society. Approx 3.7 million they have 60% to 65 % of money of country.

**Upper social class**

Actually, they are:

- High leadership
- Big Businessman
- Top Management of the country

**Middle social class**

- Their income is not so high
- They are hard workers for their goals
- Their level of wishes is not so much top class
- Their population is 53% to 54% of total population

**They are actually**

- They are small to medium size business man.
- Middle management
- Low ranking govt office

### **Lower Social Class**

They are actually

- They not much educated
- They are not in accusative profession
- Their income is low
- They build their homes hardly 2 rooms
- Their size is 20% of out of the total population

**They are actually**

- They are very small size shop owner.
- Low grade govt staff (Peons, driver)
- Poor former

### **Topic 152: The Third World State: Recent Marxist Views**

#### **Karl Marx (1818-1883)**

- The basic struggle between classes, and recommends action against the of capitalism.
- Marx regarded social systems as inherently unstable, rather than normally existing in a stable condition.
- He found the driving force of instability in the capacity of human beings to produce, by their own labor more than they needed to subsist on.
- He found that the way in which a social system-controlled people's access to the resources they needed was equally fundamental.
- Marx argued that the market created inequalities.

#### **Marxist**

- Marx examined the conflict generated by the increasing wealth of the capitalists (Bourgeoisie) at the expense of the working class (proletariat) who only in trouble into poverty.
- The wage is only equivalent to some of the value of the worker performed but the laborer.
- The remaining 'surplus value' is taken by the capitalist in the form of profits.
- In a capitalist society, the power and wealth of the dominant class is seen as appropriate, rather than simply backed by force as it was in feudal societies.
- bourgeoisie class have devolved interest in maintaining their power and will seek to resist such change

**Topic 153: Corruption within Pakistan****Corruption**

Corruption is the abuse of assigned power for private gain. It hurts everyone who depends on the integrity of people in a position of authority.

**Corruption Types**

There are mainly two types of corruptions:

- PETTY CORRUPTION: Low-level, small-scale corrupt practices.
- STATE CORRUPTION: Grand corruption, Impacts whole country.

**Forms of Corruption**

- Bribery (or transfer of value in exchange for official action.)
- Theft and fraud
- Abuse of will
- Exploiting conflicting interests
- Improper political contributions

**Fight Against Corruption**

Following are the major effects that a country faces due to corruption:

- Violation of merit
- Less employment.
- No Economic stability
- Less prosperity
- Less respect for rights.
- Less provision of services
- Destroying future of education
- Law and order situation

Six anti-corruption agencies are working in Pakistan, there are three sets of courts related to anti-corruption.

**Federal Based**

- Federal Investigation Agency (FIA)
- National Accountability Bureau (NAB)
- Anti-Corruption Establishments (ACEs).

**Solutions of Corruption**

- Media: A proper awareness campaign should be moved through media to fight against corruption.

- Civil Society and citizen: Many civil society organizations are working hard that the more people become aware through channelization about corruption.

### **Conclusion**

- This clearly shows that in order to get the country developed, we have to eliminate the corruption.
- This is only possible when people are educated.
- When there is no corruption, then countries develop.

## **Topic 154: Military Intervention in the Third World**

### **Third World countries**

- Third world nations having diversified political conditions.
- Low GPD per capita and a weak, and sometimes non-existent, industrial structure.
- Africa, South America and Asia were the stage of several ideological confrontations between the First and the Second worlds.
- Several situations of dependency were created between First World and Third World countries.
- Movements trying to organize Third World countries such as the League of Nonaligned Nations in the 1960s.

### **Military Intervention**

- Nearly all interventions defended or installed pro-U.S. dictators.
- Ideological agenda (defending capitalism) (Vietnam, Central America).
- Economic agenda (defending oil or investments) (Persian Gulf, Chile)
- A few interventions toppled dictatorships that had been backed by U.S.
- Intervened to prevent the people from overthrowing their own dictator first, and installing their own democratic government (Panama, Iraq).
- Reinstalled democratically elected leader to office, but undercut his power and later encouraged his ouster (Haiti).

**LECTURE 33****DEVELOPMENT AID - I****TOPIC 155-158****Topic 155: The Failure of Development Aid: Introduction****Aid**

- Money is paid to the government or an organization working in the other country. Sometimes it is expertise, workers, equipment or machinery.
- Aid is the transfer of goods and services from developed to developing nations.
- Foreign Aid, improving human wellbeing.

**Development Aid**

- The Human Development Index recognizes that a country's economy alone is not enough to measure its wellbeing.
- We have to look at its people and their capabilities. It looks at health, knowledge and standard of living.

**Democracy Analysis**

- The more democratic a nation is, the less benefit it develops from serving on the council.
- Dictatorships, on average, experience a five percent increase in aid.
- Reasons: Possible reasons for this phenomenon are the fact that dictatorships can vote further away from the interests of their countries without domestic effects from their population.
- This makes them more vulnerable to bribery

**The Failure of Development Aid**

- Encourages a culture of dependence.
- Aid can discourage development and hinder growth of a nation.
- There are dangers and risks associated with delivering aid.
- Promote economic growth for the rich, but not address environmental impacts and poverty-reduction. In other words (widen the gap between rich and poor).
- Poor countries may not afford to repay Australia. They can fall further into debt.

**Topic 156: The Debt-Crisis****The Debt-Crisis**

- The legal limit of the amount of indebtedness the government of the United States can have.
- This limit is also known as the debt ceiling.

- The United States Department of the Treasury has no authority to issue or incur debt beyond the debt ceiling set by Congress.
- A failure to raise the debt ceiling meant that potentially certain debts would not be paid, and this would potentially affect the government's ability to borrow quickly or at lower cost, due to a perception of increased risk in loaning money to the US government.
- If the debt ceiling were not raised, either government spending would have to be decreased, or debt would have to be paid later than promised, also known as a default.

### **Global Effect**

- Hong Kong, UAE and some other countries who have associated themselves with the dollar will find their currencies weakening and some of them might consider delinking themselves from dollar.
- The debt crisis will impact the earnings of oil producers in the Middle East. Half of China's \$3.2 trillion foreign reserves invested in US securities.

### **Topic 157: The impact of IMF policies**

#### **IMF**

- The IMF works to foster global growth and economic stability.
- Manage their exchange rates
- Such market imperfections, together with balance of payments financing, provide the justification for official financing
- The IMF can provide other sources of financing to countries in need that would not be available in the absence of an economic stabilization program supported by the Fund.
- To provide short-term capital to aid balance- of-payments.
- IMF negotiates conditions on lending and loans under their policy of conditionality.
- Low-income countries can borrow on concessional terms, which means there is a period of time with no interest rates, through the Extended Credit Facility (ECF).

#### **IMF Policies**

- IMF Quotas subscriptions generate most of the IMF's financial resources.
- Each member country of the IMF is assigned a quota based on its relative size in the world economy.

For each country, the quota determines:

- It's financial contribution to the IMF.
- The amount of financing it can obtain from the IMF.
- It's voting power.

#### **Impact of IMF Policies**

- IMF conditions are often criticized for their bias against economic growth and reduce government services, thus increasing unemployment.
- A country may also be compelled to accept conditions it would not normally accept had they not been in a financial crisis in need of assistance.

### **Topic 158: Aid Donor**

#### **Emerging of Donor**

- Choice of aid modalities (projects vs. programs)
- Assuring accountability or using country systems
- Attending to implementation and local donor coordination
- Pay attention to partner priorities and local capacity building needs when designing programs.
- Consider using program-based approaches.
- For example, favor aligned projects with sector programs over free standing projects.

#### **Aid Donor**

- Explore delegated cooperation opportunities.
- Participate in implementing local aid effectiveness action plans and monitoring processes or delegate to another donor.

**LECTURE 34****DEVELOPMENT AID - II****TOPIC 159-162****Topic 159: The Failure of Development Aid****Development**

- Individuals realizing improved well-being through
- Production and exchange of private goods.
- Cooperation and coordination in providing public goods and common-pool resources.

**The Failure of Development Aid**

- Aid to developing countries is strongly criticized
- Scholars and policymakers increasingly express doubt that development aid will
- Increase economic growth
- Alleviate poverty
- Promote social development
- Temporary democratic governments
- Have a positive sustainable impact

**Topic 160: Rural Development Programmes****Rural Development**

- It is a geographical area that is located outside towns and cities.
- It's an area where people are engaged in primary industry in the sense that they produce directly for the first time in cooperation with nature
- It is a strategy designed to improve the economic and social life of rural poor.
- It is all about bringing change in rural community from the traditional way of living to progressive way of living. It is also expressed as a movement for progress.

UN-it is a process of change by which the efforts of the people, themselves are united, those of government authorities to improve their economic, social, and cultural conditions of communities in to life of nation and to enable them to contribute fully to national programme.

**Topic 161: The Liberal Economic Critique of Aid****The Liberal Economic**

Economic liberalism is an economic system organized on individual lines, meaning that the greatest possible number of economic decisions are made by individuals or households rather than by collective institutions or organizations.

**Friedman argues that:**

Governments should not be involved in the economy except four main functions:

- Defence
- Law and Order
- International Affairs
- Communication

**Topic 162: The Radical Critique of Aid**

**The Radical Critique of Aid:**

Reasons:

- Natural Disasters/Relief
- Economic Development
- Encourage Political Reform
- Build new institutions
- Self-Interested Reasons (may also have altruistic component)
- State Failure has negative externalities (e.g. terrorism due to state failure in Afghanistan)
- Military/Strategic Reasons
- Media Coverage and Political Pressure

**LECTURE 35****CRITIQUE OF INDUSTRIALIZATION****TOPIC 163-166****Topic 163: Critique of Industrialization****Industrialization**

Industrialization is the process by which economic activities evolved from producing primary goods to factories that mass-produce goods.

**Critique of Industrialization**

- According to the theorist M.M, any country can reap the benefits of modernization.
- Tradition is the greatest barrier to economic development.

**Topic 164: The Populist Challenge to Industrialization****The Populist**

- Populism was the movement to increase farmer's political power and to work for legislation in their interest.
- All the financial crisis farmers confronted were origin from the Civil War.
- They produced more crops at a lower price.
- In 1892, the People's Party organized a political party and nominated James B. Weaver.
- The demands were that 16 ounces of silver equal 1 ounce of gold. Also, for federal ownership of railroads and a graduated income tax, tax higher earnings more heavily.
- The main goal was to strengthen the government in order to defend from self- interests.

**The Populist Challenge to Industrialization**

- The main goal was to strengthen the government in order to defend from self- interests.
- Populism brought to the United States the serious demands of the farmers who were affected by industrialization.

**Topic 165: The Ecological Critique of Industrialization****The Ecological Critique of Industrialization**

- Sustainable industrialization is a long-term process of transformation towards a desired vision of an industrialized economy.
- It contributes to wealth creation, social development and environmental sustainability.
- The path to a sustainable industrialization is for firms to compete through innovation; the alternative is to compete through lower wages and standards or through currency depreciation.

- To innovate means to improve products and processes in existing industries; to compete in higher value-added industry segments; and to enter in technologically more complex industries.

### **Topic 166: Alternate Technology**

#### **Alternate Technology**

Alternative technology is a term used to refer to technologies that are more environmentally friendly than the functionally equivalent technologies dominant in current practice.

**LECTURE 36****DEVELOPMENT MODEL AND POLICIES - I****TOPIC 167-171****Topic 167: Development Models and Policies****Growth vs. Development**

- Economic growth refers to increase in the National Income of an economy, without structural changes, showing expansion of the economy.
- Economic Development refers to structural changes in production and consumption, with increase in total output of the economy
- It refers to changes in the technology, modes of production, labour skills, education, health and also reduction in poverty and unemployment.
- Important to identify which sectors are growing.

**Economic Development**

- An Inquiry into the Nature and Causes of the Wealth of Nations.
- Since then, different economists have tried to answer this question.
- What factors lead to continuous economic progress in some countries and continuous decline?

**Structuralist Theory of Development**

- Raul Prebisch was the first to explore causes of under development, and solutions for it.
- He realized that economic development requires structural changes in production.
- Less developed countries must change from primary products producing countries to manufacturing and industrial development.
- Industrial development crucial to economic development.

**Topic 168: Developmental Models****Developmental Models**

A model is a smaller or simplified representation of a larger or more complex object or system.

- Institutionalization
- Role of Civil Society
- Economics and Politics
- Structural Functionalism

**Topic 169: The Tradition/Modernity Model of Modernization Development**

## **Modernization Theory**

The modernization theorists aim

- a. Explain why poorer countries failed to evolve into modern societies.
- b. Reduce the spread of communism by presenting capitalist values as the solution to poverty.

## **Topic 170: The Model of Capitalist Underdevelopment**

### **Underdevelopment Theory**

Underdevelopment Modernization as a non-economic process originates when a culture embodies an attitude of inquiry and questioning about how men make choices- moral (or normative), social (or structural), and personal (or behavioral).

- Each of different political systems defines conditions of choices differently.
- Normative: consist of the values and priorities that combine in a moral consensus.
- Structural: elaborates certain conditions of choice.
- Behavioral: embodies the conditions under which individuals and groups make particular choices.

## **Topic 171: The 'Alternative Development' Approach**

### **Alternative Development Approach**

Alternative development is an approach aimed at reducing the weaknesses that lead to involvement in illegal harvest cultivation and ultimately eliminating such cultivation.

### **Traditional Systems Life Cycle**

- A phased approach, dividing development into formal stages
- A formal division of labour between end users and information systems specialists
- Emphasizes formal specifications and paperwork
- Used for developing large, complex systems that require tight controls

**LECTURE 37****DEVELOPMENT MODEL AND POLICIES - II****TOPIC 172-175****Topic 172: The Policy of Modernization Theory****Modernization Theory**

Modernization theorists say it has to experience an evolutionary advance in science and technology which in turn would lead to an increased standard of living for all.

**Causes of lack of development**

That some countries have not modernized is seen to be the result of internal factors such as

- Poverty
- Insufficient culture

**Modernization theorists aimed to**

- Explain why poorer countries failed to evolve into modern societies
- Reduce the spread of communism by presenting capitalist values as the solution to poverty
- Modernization theory has become increasingly important, especially since failure of USSR.

**Topic 173: Dependency Theory****Dependency Theory**

Development is “externally conditioned”

Core dominates periphery

Expected outcomes for periphery

- Economic

Results in continued underdevelopment, i.e. poverty

- Social

Produces inequality and conflict

- Political

Reinforces authoritarian government

**Interpretations of Underdevelopment:**

- In the beginning (1500) LDCs were self-sufficient at low level

- Europe used its empire to market surplus goods and pay sub-economic costs for raw materials, agricultural products and minerals.

### **Topic 174: The Policy of Underdevelopment Theory**

#### **Underdevelopment Theory**

Underdevelopment is viewed as an externally-induced process which is perpetuated by a small but powerful domestic elite who form an alliance with the international capitalist system.

#### **Development Theory**

- Popularized Modernization Assumptions
- Traditional vs. Modern
- Agriculture vs. Industry
- Subsistence vs. Commercialism

#### **World Systems Theory**

- Core: Industrialized West
- Periphery: Non-industrialized societies
- Semi-periphery: Mix features of core & periphery
- Periphery supplies raw materials to core & buys manufactured products

#### **Articulation and space**

Architecture is said to be the art of the articulation of spaces. That system is the defining of object in the surrounding space. Articulation is the geometry of form and space.

### **Topic 175: The Policy of Appropriate Development**

#### **Appropriate Development**

- Appropriate development is an enlargement of the concept of Appropriate technology, appropriateness to the context (culture, economics, and environment), of all manner of development.
- The organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend.
- Central elements of appropriate development include empowerment, community participation, and an emphasis on the freedom of the planned beneficiaries.

**LECTURE 38****POSSIBLE FUTURES OF DEVELOPMENT IN THE THIRD WORLD****TOPIC 176-181****Topic 176: Possible futures of Development****Possible Futures Development****Economy:**

- More concerned with cultural diversity
- More concentrated wealth
- More concerned ecologically

**Technology:**

- More E-commerce
- Faster organizational process
- More productivity

**Workforce:**

- Increasing diverse
- Increasingly educated
- Increasingly contingent

**Organization:**

- More networked
- More Knowledge, learning, and innovation based

**Topic 177: Is Capitalist Development Possible in the Third World?****Capitalist Development and the Third World**

- The world system is the result of the increasing interdependence of cultures and ecosystems that were once relatively isolated by distance and boundaries.
- The defining attribute of capitalism is economic orientation to the world market for profit.
- Colonial plantation systems led to monocrop production in areas that once had diverse subsistence bases (beginning in the seventeenth century).
- Colonial commodities production was oriented toward the European market.

**Topic 178: World trends in Production****World trends in Production**

- The world system is the result of the increasing interdependence of cultures and ecosystems that were once relatively isolated by distance and boundaries.
- Emerging markets increase their global power
- Cleantech becomes a competitive advantage
- Global banking seeks recovery through transformation
- Governments enhance ties with the private sector
- Rapid technology innovation creates a smart, mobile world
- Demographic shifts transform the global workforce.

### **Topic 179: A Socialist Alternative in the Third World**

#### **Socialist Alternative**

Socialist Alternative are fighting in our workplaces, communities, and campuses against the exploitation and injustices people face every day.

#### **Alienation**

From his productive activity (work), which is experienced as a division of labor reduces him to small part in production process.

For humans produce blindly and not in accordance with their truly human powers.

### **Topic 180: The Case for an Actor Oriented**

#### **An Actor Oriented**

Norman Long's unique contribution was the actor-oriented perspective in development sociology, working with colleagues at Wageningen University and in Latin America. Development projects are treated as 'social arenas' in which numerous actors, with different interests, interact.

Knowledge and power become the focus of research, not standardized project outputs. It has been widely used to analyze the dynamics of development intervention and change on societies. He termed the development and modernization process a 'battlefield of knowledge'. He also developed sociological concepts of social interface, to identify what happens when different actors collide.

#### **Norman Long's Contributions**

Long's contributions have been to:

- Theoretical and methodological issues concerning rural development, planned intervention and social change, with special emphasis on actor-oriented types of analysis
- Commoditization, small-scale enterprise, livelihoods, migration and social capital
- Knowledge/power interfaces and transformations
- Processes of globalization and trans-locality.

## **Topic 181: The Paradigmatic World of Research**

### **Introduction**

When considering the rise and decline of paradigms one could not do better than to begin with Cynthia Hewitt (1982) interesting treatment of anthropological paradigms in post-revolutionary Mexico. She provides a detailed history of anthropological schools of thought and research practice dealing with Mexican rural life and agrarian problems. Hewitt draws her concept of paradigm from Kuhn's (1962) original work on the character and succession of contrasting paradigms or worldviews in the development of science. Modifying Kuhn's simple unilinear picture of paradigm development, Hewitt suggests that social science has always been composed of a multiplicity of paradigms, of which none has so far achieved the hegemonic status of a central theory or universal paradigm. Hence, although for certain periods particular theories or images of society may be considered more credible than others, due to the support they receive from scholars and academic institutions, the winds of change are always round the corner. This arises principally because general sociological theories and metaphors are mostly rooted in contrasting, if not incompatible, epistemologies; that is, they conceive of the nature of social phenomena and explanation quite differently.

### **Paradigmatic Dimensions**

Thinker may also highlight dimensions relevant to these same general theories, are more likely to provide detailed accounts of differential responses to structural conditions and to explore the livelihood strategies and cultural dispositions of the social actors involved.

At one level, this difference in analysis coincides crudely with the division between economics, political science and macro-sociology, as against anthropology and history; or more accurately between scholars concerned with the testing of general structural models and those interested in depicting the ways in which people manage the dilemmas of their everyday lives.

Some remarkable studies have of course managed to combine these levels reasonably successfully, but on the whole, these have been few and far between. A principal reason why it has been difficult to integrate structural and actor perspectives is that their theoretical and epistemological assumptions diverge, although this is not to say that it is impossible to combine them within a single study.

**LECTURE 39****PLANNED INTERVENTION - I****TOPIC 182-187****Topic 182: The Convergence of Structural Models of Development****Structural Models**

Despite obvious differences in ideology and theoretical trappings, two structural models have until relatively recently occupied center stage in the sociology of development:

- **Modernization theory**

Modernization theory visualizes development in terms of a progressive movement towards technologically and institutionally more complex and integrated forms of 'modern' society. This process is set in motion and maintained through increasing involvement in commodity markets and through a series of interventions involving the transfer of technology, knowledge, resources and organizational forms from the more 'developed' world or sector of a country to the less 'developed' parts. In this way, 'traditional' society is propelled into the modern world, and gradually, though not without some institutional hiccups (i.e. what are often designated 'social and cultural obstacles to change'), its economy and social patterns acquire the accoutrements of 'modernity'.

- **Political economy**

On the other hand, Marxist and neo-Marxist theories of political economy stress the exploitative nature of these processes, attributing them to the inherent expansionist tendency of world capitalism and to its constant need to open up new markets, increase the level of surplus extraction and accumulate capital. Here the image is that of capitalist interests, foreign and national, subordinating non-capitalist modes and relations of production and integrating them into an uneven web of economic and political relations. Although the timing and degree of integration of countries into the world political economy has varied, the outcome is structurally similar: they are forced to join the brotherhood of nations on terms not determined by themselves but by their wealthier and politically powerful 'partners'. Although this type of theory contains within it a variety of schools of thought, in essence the central message remains much the same, namely, that patterns of development and underdevelopment are best explained within a generic model of capitalist development on a world scale.

- **Conclusion**

These two macro perspectives represent opposite positions ideologically the former adopting a so-called 'liberal' standpoint and ultimately believing in the benefits of gradualism and the 'trickle-

down' effect, and the latter taking a 'radical' stance and viewing 'development' as an inherently unequal process involving the continued exploitation of 'peripheral' societies and 'marginalized' populations. Yet, on another level, the two models are similar in that both see development and social change emanating primarily from external centers of power via interventions by the state or international bodies, and following some broadly determined developmental path, signposted by 'stages of development' or the succession of different regimes of capitalism. These so-called 'external' forces encapsulate the lives of people, reducing their autonomy and in the end undermining local or endogenous forms of cooperation and solidarity, resulting in increased socioeconomic differentiation and greater centralized control by powerful economic and political groups, institutions and enterprises. In this respect it does not seem to matter much whether the hegemony of the state is based upon a capitalist or socialist ideology, since both entail tendencies towards increased incorporation and centralization. Both models therefore are tainted by determinist, linear and externalist views of social change.

### **Topic 183: Structural Analysis**

#### **Social Structure and Social Functions**

The structural-functional approach is a perspective in sociology that sees society as a complex system whose parts work together to promote solidarity and stability. It asserts that our lives are guided by social structures, which are relatively stable patterns of social behavior.

#### **Structural Analysis**

While the shortcomings of these earlier structural models especially their failure to explain adequately the sources and dynamics of social heterogeneity. This not only applies to the analysis of development processes but also more generally to theoretical interpretations of contemporary socio-cultural change.

#### **Example of Structural Analysis**

For example, many writers on postmodernity succumb to a 'stages theory' of history when they write of the transition from 'Fordist' to 'post-Fordist' forms of production (i.e. from mass production to flexible specialisation) as if this were a simple unidirectional process in tune with other socio-cultural changes. Implicit here is an ideal typical view of what it is to be 'postmodern'.

One example of this is Don Slater's (1997) use of a postmodernist lens for looking at the 'new times' in which we are living. Slater's interpretation pivots on the somewhat dubious assumption that the movement to post-Fordist patterns of organisation is congruent with other dimensions and representations of change, such as the shift from 'organised' to 'disorganised' modes of capitalism, from commodity 'exchange-value' to the increasing importance of 'sign-value', and from social identities based on criteria of work and citizenship to those based on global lifestyles. One is left wondering whether at this level of abstraction the empirical complexities and variabilities of contemporary life can ever be adequately addressed. This is the attempt to analyse in depth the intricate and varied ways in which new and old forms of production, consumption, livelihoods and identity are intertwined and generate heterogeneous patterns of economic and cultural change.

**Topic 184: Agency, Knowledge and Power****Agency**

In an attempt to improve on earlier formulations, many writers have turned back to reconsider the essential nature and importance of ‘human agency’. This meta-theoretical notion lies at the heart of any revitalized social actor paradigm and forms the pivot around which discussions aimed at reconciling notions of structure and actor revolve. But before recounting these discussions, it is important to stress that the question of agency has not simply been confined to a circle of sociological and anthropological theorists and their audiences. It has also penetrated empirical work in political science (Scott 1985), policy analysis (Elwert and Bierschenk 1988), communication studies.

**Knowledge**

In general terms, the notion of agency attributes to the individual actor the capacity to process social experience and to devise ways of coping with life, even under the most extreme forms of coercion. Within the limits of information, uncertainty and other constraints (e.g. physical, normative or politico-economic) that exist, social actors possess ‘knowledgeability’ and ‘capability’. They attempt to solve problems, learn how to intervene in the flow of social events around them, and to a degree they monitor their own actions, observing how others react to their behavior and taking note of the various contingent circumstances (Giddens 1984: 1–16). Yet, while the quintessence of human agency may seem to be embodied in the individual person, single individuals are not the only entities that reach decisions, act accordingly and monitor outcomes. ‘Capitalist enterprises, state agencies, political parties and church organizations are examples of social actors: they all have means of reaching and formulating decisions and of acting on at least some of them’ (Hindess 1986: 115).

**Power**

Agency, which we may recognise when particular actions make a difference to a pre-existing state of affairs or course of events, is embodied in social relations and can only be effective through them. It is not simply the result of possessing certain persuasive powers or forms of charisma. The ability to influence others or to pass on a command (e.g. to get them to accept a particular message) rests fundamentally on ‘the actions of a chain of agents each of whom “translates” it in accordance with his/her own projects’ – and ‘power is composed here and now by enrolling many actors in a given political and social scheme’ (Latour 1986: 264). In other words, agency (and power) depend crucially upon the emergence of a network of actors who become partially, though hardly ever completely, enrolled in the ‘project’ of some other person or persons. Agency then entails the generation and use or manipulation of networks of social relations and the channeling of specific items (such as claims, orders, goods, instruments and information) through certain nodal points of interpretation and interaction. Hence, it is essential to take account of the ways in which social actors engage in or are locked into struggles over the attribution of social meanings to particular events, actions and ideas. Looked at from this point of view, development intervention models (or policy measures and rhetoric) become strategic weapons in the hands of those charged with

promoting them. Yet the battle never ends, since all actors exercise some kind of ‘power’, leverage or room for manoeuvre, even those in highly subordinate positions.

### **Topic 185: The Theoretical Challenge of Research**

This new field situation presented a challenge analytically. My background as a social anthropologist gave me the wherewithal to describe and analyse micro processes, but it did not provide much of a theoretical framework for dealing with the ways in which these processes were locked into larger economic and political systems. So I turned for help to the existing Latin American literature on development. This was my first encounter with dependency theory. As I picked my way through the variations on this theme, I gained some new insights, but, in the end, dependency models did not seem to explain some of the more interesting aspects of the Mantaro situation. The most striking issue to come to grips with was that, despite being heavily influenced by the presence of a foreign-owned mining enclave, the hinterland was characterised by a dynamic peasant and small-scale entrepreneurial sector within which significant capital accumulation was occurring. This appeared to run counter to the assumptions of enclave theories. Another theoretical difficulty was that there was no obvious chain or hierarchy of dependency tying village to provincial centre to regional capital to the metropolis. This also cast doubt on dependency formulations.

The Mantaro data presented a mountain of complexities. One of these was how to analyse a region, taking into account not only economic and administrative criteria but also the cultural and socio-political dimensions. Another was how to develop an analysis of the interrelations of capitalist and non-capitalist labour processes and patterns of economic organisation. We also had to work out ways of analysing the impact of government intervention that would give sufficient weight to how the organisation and activities of local and provincial actors shaped the outcomes of development at regional, and even national, level.

These shortcomings of mode of production analysis served to reinforce my conviction that the main theoretical challenge facing us was in fact to explain how heterogeneity was generated and contained within a single politico-economic structure, or even within the same economic unit, such as the household unit or the family farm. An approach was needed that stressed the importance of analysing the interrelations and interpenetration of different labour processes, including those based on non-capitalist principles of organization within capitalist formations. So I attempted to develop such an approach by means of a series of case-studies dealing with different types of small-scale enterprise – commercial farms, trading and transport businesses, as well as multiple enterprises and confederations of households spanning several economic branches.

### **Topic 186: Deconstructing Planned Intervention**

There were also a few interesting anthropological studies that examined the social and cultural interfaces between bureaucratic agencies and their clients. These new directions coincided with my own growing interest in intervention issues. My experiences in Zambia and Peru had taught

me that farmers and their households organize themselves individually and collectively in a variety of ways when faced with planned intervention by government and other outside bodies. The discursive and organizational strategies they devise and the types of interactions that evolve between them and the intervening parties necessarily give shape to the ongoing nature and outcomes of such intervention. The problem for analysis, therefore, is to understand the processes by which external interventions enter the lifeworlds of the individuals and groups affected and thus come to form part of the resources and constraints of the social strategies and interpretive frames they develop. In this way, so-called ‘external’ factors become ‘internalised’ and often come to signify quite different things to different interest groups or to the different individual actors, whether implementers, clients or bystanders. The concept of intervention, then, needs deconstructing so that it is seen for what it is – an ongoing, socially-constructed, negotiated, experiential and meaning-creating process, not simply the execution of an already-specified plan of action with expected behavioural outcomes.

One should also not assume a top-down process as is usually implied, since initiatives may come from ‘below’ as much as they do from ‘above’. It is important, then, to focus upon intervention practices as shaped by the interaction among the various participants, rather than simply upon intervention models, by which we mean the ideal typical representations that planners or their clients have about the process. Using the notion of intervention practices allows one to focus on the emergent forms of interaction, procedures, practical strategies and types of discourse, cultural categories and sentiments present in specific contexts.

Thinking through these issues led me to the view that a more sophisticated analysis of intervention processes was called for, which hopefully would also have positive spin-offs for planners and development practitioners as well as for local groups pursuing their own values and interests. Hence rethinking intervention was as urgent for those directly involved in the process as for the researcher.

### **Topic 187: Exploring Intervention Processes**

In carrying out this research, we aimed to contribute to several fields of practical and theoretical interest: the development of an interface approach that analyses the encounters between the different groups and individuals involved in the processes of planned intervention; the study of peasant-based development initiatives and the ways in which local actors (including ‘frontline’ government personnel) attempt to create room for man oeuvre in pursuit of their own ‘projects’; and the development of an actor-oriented, social constructionist approach to the study of irrigation and water management problems.

The project was a coordinated team effort, requiring detailed field investigations in different localities and arenas of action. In order to research these themes in an integrated manner, we adopted an actor-oriented methodology. This had certain implications for how we conceptualized the central analytical issues. In the first place, we started with an interest in irrigation organization, not irrigation systems. This implied a concern for how various actors or parties organize themselves around the problems of water management and distribution. This goes beyond the

analysis of the physical and technical properties of the different systems of irrigation to consider how different interests, often in conflict, attempt to control water distribution or to secure access to it and to other necessary inputs for irrigated agriculture. Irrigation organization therefore emerges as a set of social arrangements worked out between the parties concerned, rather than simply 'dictated' by the physical layout and technical design, or even by the 'controlling' authorities who built and now manage the system. Hence irrigation organization should not be represented as an organizational chart or organigram, but rather as being made up of a complex set of social practices and normative and conceptual models, both formal and informal. The second dimension was the question of actor strategies.

This type of intervention study entails some understanding of wider structural phenomena, since many of the choices perceived and strategies pursued by individuals or groups will have been shaped by processes outside the immediate arenas of interaction. One way of achieving this, we suggested, was through adopting a modified political economy perspective, which would analyze how labor processes and the organization of production and related economic activities were structured by the larger arenas of economic and political power relations, including the ways in which the state attempted to control and manage the outcomes of local-level development (Bates 1983: 134–47). Such an approach would also give attention to analyzing the social, cultural and ideological mechanisms by which particular economic systems and types of 'production regime' (Burawoy 1985: 7–8) are reproduced. We argued that, providing one avoided the shortcomings of certain types of political economy (e.g. the tendency to accord theoretical primacy to the capitalist mode of production and its 'laws' of development, and to class categories and hierarchies of dominance), then such a perspective could offer a useful framework for examining how structural factors (such as changing markets and international conditions, shifts in government development policy or in the power exercised by particular groups at national or regional level) affected farmer organization and strategy, including the commitment to specific types of production such as irrigated export agriculture.

**LECTURE 40****PLANNED INTERVENTION - II****TOPIC 188-193****Topic 188: Concluding Reflections on Paradigm Change**

According to Giddens (1987: 19), this is compounded by the fact that ‘there is no way of keeping the conceptual apparatus of the observer from appropriation by lay actors’, which makes the distinction between ‘the researched’ and ‘the researcher’ ever more blurred. The existence of multiple paradigms does not of course exclude the possibility of some of them becoming prominent at particular historical junctures and being promoted by particular groups of scholars and institutions, as Hewitt’s study demonstrates for Mexican anthropology. It would be wrong, however, to expect the rise and fall of paradigms to conform to a neat ‘stages’ theory of intellectual development whereby new conceptions and findings lead to progressively more sophisticated modes of theoretical understanding. In fact one might even turn the argument around and say that dramatic shifts in theory and paradigm often signal the introduction of new simplifying conceptions or gimmicky ideas that close off certain existing areas of inquiry in favor of new ones. While this sometimes results in stimulating new insights, it may also produce increasingly sterile and inward-looking research, such as some of the work associated with Althusserian structuralism and with extreme forms of postmodernism. Furthermore, although it might be possible to identify specific periods when certain orthodoxies or ‘schools of thought’ have occupied the centre stage, a more fine-grained analysis would almost certainly reveal other scholars (professional and lay) operating outside the ‘mainstream’. Some of the latter might later be accredited with seminal contributions and their own band of devotees. Also, like all other intellectual and professional fields, development sociology is full of politicking for control over institutional resources, networking to secure the support of a wide constituency of colleagues, and the manipulation of the sources and legitimacy of knowledge and reputation.

These comments on multiple paradigms and communities of scholars lead me to consider briefly the contemporary situation of development sociology and, by implication, other areas of social science. If, as I have argued, this multiplicity is based on important differences of epistemology (between, say, structuralist versus phenomenological views), then it is hardly likely to disappear. Furthermore, as Kuhn’s early work clearly underlines, while certain historical periods may be characterized by the predominance of a particular worldview or the growing clash of opposing theoretical paradigms, others may manifest a kaleidoscope of possibilities and combinations. Although for some the latter may seem disconcerting due to the absence of a clear blueprint for doing research and a lack of fixed principles for legitimizing research work and conclusions, this scenario, I believe, is much more conducive to the development of new explorative and innovative types of research.

**Topic 189: Demythologizing Planned Intervention**

As the previous chapter suggested, a critical analysis of policy and intervention processes requires demythologizing notions of planned development. That is, it is important to challenge the time–space definitions, normative assumptions and praxeology implied in orthodox intervention models, and to expose the limitations of certain theoretical conceptions that underpin them, giving particular attention to the theorization of commoditization, institutional incorporation and the interrelations of state and civil society. This chapter offers such a critique and proposes as an alternative that we view intervention as a ‘multiple reality’ made up of differing cultural perceptions and social interests, and constituted by the ongoing social and political struggles that take place between the various social actors involved.

From the outset we must distinguish between theoretical models aimed at understanding processes of social change and development and policy models that set out the ways in which development should be promoted. This distinction is important but not absolute, since policy models are explicitly or implicitly based upon theoretical assumptions and interpretations that are supposed to explain how change takes place or how objectives are to be achieved.<sup>4</sup> Theoretical models may address themselves to specific dimensions (e.g. rural or urban development, or the transformation of the state apparatus and macroeconomic frameworks) and some aim to characterize the essential elements of policy-making and implementation itself. Hence we have ‘rational’ models which are based upon the belief that, by bringing more information, thought and analysis into the policy-making process, policies will become more effective; ‘disjointed incrementalism’ which regards policy-making as the science of ‘muddling through’ whereby policy-makers consider a narrow range of alternatives and respond to political contingencies as and when they arise (Lindbolm 1980); and various models that treat policy-making and implementation as inherently political processes involving bargaining and transactions between different interest groups (Warwick 1982, Palumbo 1987).

The interrelations of theoretical and policy models are, however, often left unexplicated and therefore unclear. It becomes important then to focus on intervention practices as they evolve and are shaped by the struggles between the various participants, rather than simply on intervention models, by which we mean the ideal-typical constructions that planners, implementers or clients may have about the process. Focusing upon intervention practices allows one to take account of emergent forms of interaction, procedures, practical strategies, types of discourse, cultural categories and the ‘stakeholders’ (Palumbo 1987: 32) involved in specific contexts, and to reformulate questions of state intervention and development from a more thoroughgoing actor perspective.

### **Topic 190: The Need to Deconstruct the Concept of Intervention**

The dominant theoretical paradigms of planned intervention in the 1960s and 1970s espoused a rather mechanical model of the relationship between policy, implementation and outcomes. A tendency in many studies (which still lingers on in certain policy discourses) was to conceptualize the process as essentially linear in nature, implying some kind of step by- step progression from policy formulation to implementation to outcomes, after which one could make an ex post facto

evaluation to establish how far the original objectives had been achieved. Yet, as any experienced planner or development worker will readily appreciate, this separation of ‘policy’, ‘implementation’ and ‘outcomes’ is a gross over-simplification of a much more complicated set of processes which involves the reinterpretation or transformation of policy during the implementation process itself, such that there is in fact no straight line from policy to outcomes. Also, outcomes may result from factors not directly linked to the implementation of a particular development programme. Moreover, issues of policy implementation should not be restricted to the case of top-down, planned interventions by governments, development agencies and private institutions, since local groups actively formulate and pursue their own ‘development projects’ that often clash with the interests of central authority.

These new directions coincided with a growing awareness of the diverse ways in which individuals and their households organize themselves individually and collectively in the face of planned intervention by government or other bodies. The strategies they devise and the types of interaction that evolve between them and the intervening parties shape the nature and outcomes of such intervention (see Long 1984b, Long and Long 1992, and de Vries 1992, 1997). A central problem for analysis, therefore, is to understand the processes by which interventions enter the lifeworld’s of the individuals and groups affected and thus come to form part of the resources and constraints of the social strategies they develop. In this way so-called external factors become ‘internalized’ and come to mean different things to different interest groups or to the different individual actors involved, whether they be implementers, clients or bystanders. These considerations lead to the conclusion that the concept of intervention needs deconstructing so that we recognize it for what it fundamentally is, namely, an ongoing, socially constructed and negotiated process, not simply the execution of an already-specified plan of action with expected outcomes. The usual ‘assumption is that decision makers, before they act, identify goals, specify alternative ways of getting there, assess the alternatives against a standard such as costs and benefits, and then select the best alternative’.

However, as Palumbo and Nachmias go on to point out, policy-makers often ‘are not looking for the best way or most efficient alternative for solving a problem. They are instead searching for support for action already taken, and for support that serves the interests of various components of the policy shaping community’ (Palumbo and Nachmias 1983: 9–11). It is not enough, then, to modify or seek refinements of orthodox views on planned intervention. Instead one must break with conventional models, images and reasoning.

### **Topic 191: The Image of intervention as a discrete ‘project’ in time and space**

Despite these critical observations, development intervention is still often visualized as a discrete set of activities that takes place within a defined time–space setting involving the interaction between ‘intervening’ parties and ‘target’ or ‘recipient’ groups.

Consequently, a critical analysis of intervention seen both as ideology and practice must go beyond the time and space definitions contained within conventional policy models. Intervention is not confined to the specific ‘space’ as delimited by the identification of the target group or population.

Nor do the people on the receiving end of policies, or those responsible for managing implementation, reduce or limit their perceptions of reality and its problems to those defined by the intervening agency as constituting the 'project' or 'programme'. People process their own experiences of 'projects' and 'intervention'. They construct their own memory of these experiences, as well as taking into account the experiences of other groups within their socio-spatial networks. That is, they may learn from the differential responses, strategies and experiences of others outside the target population or specific action programme. Hence intervention is not a discrete phenomenon in space and time. In practice it has no clear beginning, demarcated by the definition of goals and means, nor a final cut-off point, the 'end' of the project as defined by the writing of the evaluation report.

Intervention then implies the confrontation or interpenetration of different lifeworld's and socio-political experiences, which may be significant for generating new forms of social practice and ideology. Looked at from this point of view, the time-space conceptions contained within orthodox intervention models become a strategic weapon in the hands of intervening agencies. By adopting the notion that intervention consists of spatially and temporally discrete projects, one it were takes out history, thus implying that memory and learning from the past are in fact superfluous.<sup>10</sup> This attitude is reinforced by the assumption that, whatever the difficulties of the past and however entrenched the patterns of underdevelopment, a well-designed and well-targeted programme of intervention can make the break with the dead weight of 'traditional' modes of existence, thus stimulating or inaugurating 'development', whatever its specific features.

### **Topic 192: Evaluation as the moment of objectification**

Normally a project is not deemed 'successful' unless it is shown to have reached some of its stated objectives and to have achieved these without incurring too great a cost to the organization responsible or to the target population itself. Yet even if measured a 'failure' by these criteria, an evaluation may nevertheless provide the rationale for reformulating the programme and trying once again to achieve these same goals. Since it is seldom the case that evaluations question the whole idea of planned intervention and the rationality of planning, it is usually the farmers, environmental factors or the mysteries of distant commodity markets that are blamed for failure, not the package or the activities of the agency itself. In this way evaluation comes to play a useful role in confirming the self-fulfilling prophecy that interventionist policies are indeed viable and ideologically sound, even if moderated or buttressed by the hidden forces of the so-called free market. A critical analysis of intervention practices necessitates that we go beyond the simple statement of the policy functions of evaluation studies. Evaluation must be analysed in the first place as a mechanism interlinking different interventions through time; and second, as an important factor in the systematic production of ideologies legitimating the role of intervening agencies and thus also the implied power relations between these agencies and target groups.

Moreover, a critical analysis should avoid the temptation of using evaluation studies simply to denounce the unfulfilled goals of particular policies. A critique that merely focuses on the 'failures' produced is beside the point. 'Failure' is seldom a reason (at best it is one of the pretexts) to halt a

particular intervention policy. Normally ‘failures’ are the starting point for the elaboration of the next round of interventions. One could even argue that a certain degree of ‘failure’ is strategic in the reproduction of intervention itself. Irrigation schemes, integrated rural development programmes or extension programmes can in fact go on for decennia, since every four years (or whatever time span is planned for periodic evaluation) it may be concluded that the established goals have ‘not yet’ been reached, or that ‘new problems’, such as salinization or a decline in the demand for particular products, have.

As the latter example underscores, intervention is big business, not only for firms and consultancy bureaux but also for the government agencies or NGOs involved. For all of them, ‘development’ is a commodity with a calculable exchange value that reproduces and legitimizes particular intervention practices and interests. Consequently, the rules of the game called ‘evaluation’ are conditioned more by the social interests of those involved in manufacturing, promoting, selling and utilizing a particular commodity than by the functions it is assumed to fulfil in the intervention model.

### **Topic 193: Beyond Policy Models: theorizing Planned Intervention**

#### **Theorizing Planned Intervention**

When developing behavior change interventions, use theory and evidence, take a systems approach, and improve participation in the intervention.

Planning behavior change interventions is a step-by-step process, wherein each step builds on those preceding it.

#### **Concepts**

The primary elements of the theory

#### **Constructs**

A concept developed or adopted for use in a particular theory.

#### **Variables**

Operational forms of constructs (determine how a construct will be measured).

**LECTURE 41****AGRARIAN DEVELOPMENT - I****TOPIC 194-199****Topic 194: Agrarian development, heterogeneity and agency**

Planning and intervention are in the end about ‘development’. At least that is what is claimed and what legitimizes intervention practices. Limiting the discussion, for the sake of brevity, to the question of agrarian development, there are three essentials for developing a methodological and theoretical approach that avoids the myopia of interventionist thinking.

In the first place, we must recognize that the claim that intervention is the key to agrarian development is not only false but also, if we consider the possible implications of such a claim, part of the problem of development itself. Most dominant theories somehow assume that development has to be ‘induced’ (see Hayami and Ruttan 1985 on ‘induced technical and institutional change’); that is, external interventions are considered necessary in order to trigger off the process. And, although probably no one would maintain that no development whatsoever takes place outside the domain of intervention, it is none the less a widely shared opinion that ‘substantial’ or ‘adequate’ development depends critically upon intervention: in other words, on the introduction of packages consisting of various combinations of expertise, capital, technology and effective modes of organization. The logical converse of this, of course, is that outside this realm of the ‘cargo cult’ there is ‘ignorance’, ‘incapacity’, ‘poor resources’, ‘backward’ forms of technology and ‘powerlessness’; that is, those very features normally reproduced through the labelling processes outlined earlier, and which one should especially combat during the initial stages of intervention.

Heterogeneity is thus a structural feature of agrarian development. It does not emerge casually nor can it easily be engineered. Rather it must be seen as the outcome of processes that are designed and realized from ‘below’ in a diversity of local settings (van der Ploeg 1986). This ‘manufacturing’ of diverse forms of local knowledge – which results from the detailed and socially-mediated translation of local resources, constraints and conditions into action – is fundamental to the production and reproduction of this heterogeneity. Externally designed and planned interventions that work with ‘tested’ and standardized solutions are simply unable to build upon local knowledge and experience. And so, in the end, they possess very little mastery over these highly diverse local situations.

**Topic 195: Agrarian Structures and Processes of Institutionalisation****Agrarian Structures**

Agrarian structure involves the social, economic and technical elements that affect production in the agricultural sector.

Some concept of ‘agrarian structure’ is necessary in order to identify and classify the types of agricultural development patterns, the forms of interaction between differently located social actors (agrarian and non-agrarian) and the intersection of institutional frames and contrasting economic and political arenas. In this respect it is crucial to explore the relevant operational or management units, and the patterns of resource allocation, exchange and communication that interconnect them. Here I do not only have in mind production units (such as the peasant household, cooperative, hacienda or plantation) but also those institutions that are interlinked with them through existing social divisions of labor (Benvenuti 1987). In this way production units are articulated with other institutions and markets through a network of commodity as well as technico-administrative relations which have an important impact on the organization of the farm labor process (van der Ploeg 1986, 1990). Using such an approach, the notion of agrarian structure can be operationalized as composed of a set of interlinked human agencies involved in the ‘everyday negotiation of the role-definition and role-enactment of farmers’ (Benvenuti 1985: 225) and forming part of a wider regional constellation which, following Long and Roberts (1984), one might call ‘a regionalized system of production’. The latter is shorthand for the complex system of capital, labor and socio-political linkages that develops historically between various economic sectors and activities and between the social classes and groups that are spawned by them. This system of linkages is dynamic and not simply determined by the actions of one dominant sector. It is continually being remolded by the struggles that go on between different individuals and social groups, and is of course affected by the ways in which outside forces impinge upon it (cf. Long 1984b: 175–7).

The above points of course relate directly to the discussion on planned intervention. Intervention practices often do result in abrupt and massive increases in commoditization and institutionalization and these processes are often seen as the primary vehicles of development. But even so, one should not deduce from this that local actors are simply ‘expropriated’ and reduced to being powerless. While the tendencies towards such forms of expropriation might be strong, we will find within the same arena certain counter-tendencies where new points of leverage and new power relations will emerge. I have already described intervention practices as political struggles over access to, and distribution of, certain critical resources and, above all, as normative struggles over the definition of development and the role of the different actors. These processes will be all the more significant if commoditization and institutionalization constitute important components of intervention practice. Thus, rather than eliminating social and normative struggles, intervention practices are likely to radicalize them, introducing new discontinuities and heightening confrontations between differing interests and values.

### **Topic 196: Images and Theoretical Interpretations of The State**

There is also the tendency to reify state institutions and actions, and consequently to neglect the importance of such processes as inter-agency, inter-ministry or inter-group struggles in the determination and execution of policy programmes. In fact, these actions and struggles largely shape and reproduce the set of collectivities concerned with the institutionalized organization of political power. The two foregoing models of agrarian development and the state present

alternative ways of conceptualizing the increasing encapsulation of farming populations: the first focusing upon the expansion of commodity markets and capital penetration, and the second on the impact of various rural institutions set up to serve the farmer by organizing production inputs and outputs. Although both approaches mention the important role played by state agencies and other organizations, neither approach attempts to analyze the types of interactions and negotiations that occur between the representatives of the various organizations and the farmers themselves. When they do refer to encounters between the state and local groups, no room is allowed for the ways in which farmers or peasants themselves attempt to structure the interfaces they are drawn into. Thus the image one receives is that of a passive rural population faced by overwhelming external forces. Moreover, since both these theoretical interpretations assign little importance to the role of local forms of organization and knowledge in development, they tend to reinforce the image and efficacy of conventional top-down planning and intervention policies.

### **Topic 197: Farmer Responses and Strategies from an Actor Perspective**

Change is not simply imposed on them and different social patterns develop within the same structural circumstances. For instance, Bolhuis and van der Ploeg (1985) have drawn the contrast between ‘intensification’ and ‘extensification’ strategies that coexist within the same farming population in both Peru and Italy. These differences show how farmers cope differently with processes of commoditization and institutional incorporation. Another example is my own study (Long 1968) of small-scale commercial farmers in Zambia that exhibited differences in the mobilization and organization of labor which, I suggest, affects the long-term trajectory and viability of their farm enterprises. These differences among them were traced to a division within the community between Jehovah’s Witnesses and non-Witness farmers. The former adhered to a stricter and more ascetic social code and were able to build upon a network of social ties based upon church membership and restructured kinship relations, and were thus able to develop more stable strategies for organizing farm inputs and for accessing agricultural extension and credit facilities.

Another example is that of Bennett (1981) who analyses differences in farm management styles among Canadian farmers. Bennett depicts the folk categories which farmers themselves use to describe differences in farm enterprise development and from this he shows that the ‘best’ manager from the point of view of local culture is not the farmer who follows economically ideal, maximizing, management styles but the one who adapts these standards to his own operations. The latter are influenced by the stage of development of the farm enterprise, and by the constraints of the larger system. According to local folk terminology, the former is designated ‘scramblers’ and the latter ‘land grabbers’. Similarly, bursts of investment in farm machinery and infrastructural improvement seem to be a feature of the point at which the transfer of the farm to the new generation is imminent.

### **Topic 198: Actor Perspectives on State Policy and Intervention**

Grindle's (1985) book on agrarian development represents an interesting attempt to tackle questions of state intervention from a fairly explicit actor perspective. However, she concerns herself primarily with state elites and bureaucrats rather than with local producers or peasant groups. One theme she is interested in is the role and variable autonomy of state elites in the formulation and implementation of public policy. She shows that the executive and bureaucratic apparatus may pursue national development in opposition to the interests of particular powerful groups or class coalitions or alliances. She argues that giving more emphasis to the 'public managers' enables one to focus on the development belief systems and ideologies of policy-makers and planners, on the formulation and implementation of specific decisions, and on the skills and influence of particular political leaders.

A more explicit actor-oriented perspective than Grindle's would bring out the significance of building into the analysis a better appreciation of human agency. This entails, as already suggested in the discussion of agrarian change and development, both the idea of how individuals or groups – not solely class bound – develop social strategies on the basis of existing knowledge, resources and capabilities, and the idea of emergent organizational forms that both enable and constrain their actions. Hence, the execution of political power and policy becomes an active and ongoing transformation process (often with unforeseen outcomes), involving both cooperation and conflict among the various parties involved. It takes place within specific historical and institutional contexts which are themselves continuously being shaped and transformed by the actions of constituent groups and individuals.

Applying this theoretical perspective to questions of the state and state policy leads one to a fuller appreciation of the complexities of intervention practices and processes. It emphasizes the theoretical importance of considering differential responses to and outcomes of intervention, and thus exposes the limitations of highly generalized models. It criticizes planning models that assume a simple linear or cyclical process of policy formulation, implementation and outcomes, and points to the need to examine how policy programmes are transformed during the process of implementation. It posits that state policy is not only determined by major structural factors, such as trends in capital accumulation on a global and national scale, international markets, and the assumed importance of class struggle, but also by the social interests, ideologies and administrative styles of the state's political and bureaucratic elite. In addition, it points to the value of undertaking comparative studies of the social impact and dynamics of particular forms of state intervention at regional and local levels, and of the more 'autonomous' processes taking place off-stage or in the interstices of formal politico-administrative frameworks. This approach affords a better understanding of the practices of intervention and their ongoing transformations.

### **Topic 199: Social and Cultural Discontinuities in Development and Change**

These can be summarized as follows:

#### **Actor of Foreign Policy**

- Development is the process of growth and change that humans go through.

- On one hand, the continuity theory says that development is a gradual, continuous process.
- On the other hand, the discontinuity theory says that development occurs in a series of distinct stages.
- Discontinuity is one dimension of a debate in developmental psychology.
- Discontinuity explains human development as having distinct stages. So, in order to advance an individual must reach a behavioral goal in order to proceed.

**LECTURE 42****AGRARIAN DEVELOPMENT - II****TOPIC 200-205****Topic 200: Water Guards, The Interface Brokers of a Large Irrigation Scheme****Irrigation Scheme**

- Artificial application of water to the land to increase crop yield.
- Necessary in arid areas or during a period of inadequate rainfall.
- Irrigation Scheme
- Several methods exist such as: Surface Irrigation
- Manual Irrigation
- Automatic Irrigation
- Sprinkler Irrigation
- Drip Irrigation
- Subsurface Drip Irrigation
- Spate Irrigation
- High labor input and high self-help compatibility
- Require no technical equipment, therefore they are cheap
- Beside water cans, there more “automated” methods such as: Low-Cost Drip Irrigation System
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**Topic 201: The Intersecting Lifeworlds of Water Guards and Farmers**

A water guard works some sixty hours per week, covering between 50 and 80 kilometers on a motorbike, overseeing all the irrigation turns in operation, checking and adjusting gates, and talking to farmers, their laborer's or their sharecroppers. Water distribution is worked out on an ad hoc basis according to crop needs, individual requests for irrigation turns and the options available within the canal infrastructure. An official who records water pressures and deficiencies within the canal network sometimes accompanies the water guard. Water requirements vary considerably, since horticultural crops need water every seven to fifteen days, maize every two to three weeks, sugar cane every three to four weeks; and sandy soils require water more frequently than clays.

Different relationships develop with the more prosperous farmers who have large water requirements. One particularly rich and influential farmer had plots in three different zones and communicated by radio with the three water guards responsible. The latter would always jump to his orders, since, as they explained, they did not want their boss later passing on identical instructions. Another had close ties with an employee of the agricultural bank who arranged cheap credit and insurance for the water guard's own crops.

In exchange the farmer expected favors in respect to irrigation turns. Another example was a large-scale tomato producer who rented vast amounts of land. In this case, the water guard hardly ever met with the farmer but instead had to deal on a regular basis with his farm administrators. But when the tomato producer urgently needed water, he communicated directly with the chief irrigation engineer, who would then send instructions to the water guard.

### **Topic 202: Interactions between water guards and engineers**

Every afternoon, the water guards meet with the engineers at the district office. The two water measurers and the irrigation supervisor are also present at the meeting. Of the engineers, it is usually the head of the operations department and/or his deputy who attends.

The atmosphere during these meetings is relaxed. Usually, conflicts between water guards and engineers are covert. Before the meeting, the guards gather under the big tree in front of the district office. There they joke and gossip. It seems that this is the moment of the day when they can air the tensions built up during a hard day's work in the field. It is the only occasion where they are among equals and can share experiences.

During the office meeting, the discharges flowing into each zone are evaluated, and each guard has the opportunity to request a change in water quantity, and will raise any problems encountered. Then every second day they have to write a report listing the plots that have finished their irrigation turn. Only occasionally do conflicts surface, since water guards prefer to safeguard their arena of operations and preserve as much autonomy as possible to resolve problems.

While the engineer sits in an office on the first floor, overseeing the arena, the field personnel must get their boots muddy and struggle with the vicissitudes of day-to-day water management problems. Hence there is a huge divide separating the engineers and the field staff, not only in terms of educational and cultural levels, but also practically and cognitively. In short there is a marked discontinuity between what the engineer observes and how he3 interprets things, and the perspective of the water guard. Those at the lower end of the hierarchy are confronted with great variety and complexity, while the engineers deal in abstract designs based on simplified assumptions and incomplete data. Every day the engineers update the graph on the wall that plots the relation between expected and actual volumes of irrigation water released from the reservoir. On the basis of this, the head engineer devises appropriate strategies and issues instructions to the water guards to act accordingly. In this way he complies with his formal mandate which, in the end, boils down to making proper use of the stored water in the reservoir. He knows that his superiors in Guadalajara will not complain if this is seen to be satisfactory.

**Topic 203: Strategic Management in the Face of Farmer Discontent****Strategic Management and Farmer:**

- i. Planning
- ii. Implementation
- iii. Control

**Planning**

- i. Planning means choosing a course of action.
- ii. To plan, a manager must establish goals, identify resources, and allocate the resources to competing uses.

**Implementation**

- i. Once a plan is developed, it must be implemented, or set in motion.
- ii. To implement, the manager must acquire the resources needed for the plan and oversee the process. Coordinating, staffing, purchasing, and supervising fit under this function.

**Control**

- i. Control is the “feedback” function.
- ii. To control, the manager must monitor results, record information, compare results to a standard, and take corrective action as needed.

**Topic 204: Group Culture and Practice****Culture**

Those qualities and attributes that seem to be characteristic of all humankind.

The group as such is most visible when they gather outside the district office every afternoon. The rest of the district personnel (some eighty persons) acknowledge them as a ‘closed’ group that expresses solidarity when pressing for higher wages or better conditions. Occasionally the district engineers will invite the water guards to attend their social gatherings, and may themselves receive an invitation to the water guards’ annual ‘closing of the gate’ celebration, which marks the completion of the irrigation season.

When a new water guard is appointed (invariably a man), he will be initiated into the job by one of the water guards and expected to shadow him for at least a month. In this way the newcomer acquires a working knowledge of the many technical rules of thumb (e.g., lowering a particular shutter-gate by ten screw-threads leads to a reduced discharge of 200 liters per second). He receives advice on how to deal with both farmers and engineers, and learns the need for solidarity and caution when one of their number is accused of malpractice or corruption. One frequently-stated

recommendation is: 'if you don't want trouble, never accept money from water users. A safe present would be something in kind, such as tyres for the motorbike.

### **Topic 205: The Remaking of Development Intervention**

#### **Development Intervention**

Development interventions are sets of structured activities in which selected organizational units engage in a series of tasks which will lead to organizational improvement.

The intervention is the procedure the development intervention consultant uses, after diagnosing an organizational situation and providing feedback to management, to address an organization problem or positive future.

#### **Reasons of use Development Intervention**

The organization has a problem something is broken, and corrective actions need to be taken i.e. it needs to be fixed.

#### **The organization sees an unrealized opportunity**

Something it wants is beyond its reach. Enabling actions- interventions- are developed to seize the opportunity.

#### **Features of the organization are out of alignment**

Parts of the organization are working at cross, purposes, Alignment activities, interventions, are developed to get things back in tune.

#### **The vision guiding the organizational changes**

Old vision is no longer good enough. Actions to build the necessary structures, processes, and culture to support the new vision- interventions- are developed to make the new vision a reality.

**LECTURE 43****AGRARIAN DEVELOPMENT - III****TOPIC 206-211****Topic 206: Promoting and Transforming Women's Enterprise****Promoting and Transforming Women**

Women Empowerment refers to increasing the spiritual, political, social, educational, gender, or economic strength of individuals and communities of women.

**Promoting and Transforming Women's Enterprise**

Enterprise refers to an individual's ability to turn ideas into action (Commission)

**Promoting and Transforming Women's Enterprise**

- Creativity
- Innovation
- Risk acceptance
- The ability to plan and manage projects in order to achieve objectives

**Topic 207: Gap Between Government and Peasant Livelihood and Knowledge****Peasant Livelihood**

Anthropology allows a part sentence to define peasant as “part societies with part cultures”.

- This indicates that peasant societies are part of a large society.
- It is part of an empire, or a nation state.
- Unite the peoples of an area into one national identity
- Provide justice (fair treatment under fair laws)
- Keep the peace at home
- Defend the country from enemies
- Look out for the well-being of its citizen

**Topic 208: Relations and Images of the State****Relation of The State**

- States are assumed to be persons by virtue of their capacity to act intentionally, if not always rationally.
- In international law, states are assumed to be persons by virtue of being bearers of rights and obligations.

- There are three widely accepted levels of generalization (or abstraction) to help understand highly complex problems in world politics and relations.

They are:

- The individual,
- State (or, society)
- The international system

### **Topic 209: Street children in Mexico City: The Interface Between Service-Provider and Unwilling Clients**

#### **Participation**

Participation represents action, or being part of an action such as a decision-making process.

#### **Service Provider**

Customer service is just a day in, day out, ongoing, never ending, unremitting, persevering, compassionate type of activity.

#### **Clients**

The client is not yet considering change or is unwilling or unable to change.

#### **Motivational Strategies for clients**

- Establish relationship, ask permission, and build trust.
- Raise doubts or concerns in the client about problematic patterns
- Express concern and keep the door open.

There was little attempt to examine how they actually managed to cope with life on the streets. Hence this became the main challenge of the research. The results produced a sketch of their ideal hostel, a matrix of services and hostels available, and charts drawn on the pavement to profile their time spent on the streets; and they identified the services they used around the bus station. The researchers then invited them to join the weekly research analysis meetings and to read the field notes the research students had compiled. But, despite all of this, the children showed relatively little interest. Like other similar efforts, the researchers met with a wall of disinterest, defensiveness and resistance when they tried to elicit views and information through interviewing and interacting with them. Even though they were able to establish some rapport with individual children through playing board games or sports with them, the conversations rarely went 'beyond their immediate needs, such as food, money and clothing'.

### **Topic 210: Issues of participation and empowerment**

#### **Participation**

Participation represents action, or being part of an action such as a decision-making process.

### **Empowerment**

Empowerment represents sharing control, the entitlement and the ability to participate, to influence decisions, as on the allocation of resources.

### **Why empowerment fails**

Empowerment requires consistent support and continued blessings of top management. If it is being carried out in a mechanical manner, just for the attractive purpose, it is bound to fail.

As shown in all four examples outlined above, interface analysis grapples with ‘multiple realities’ made up of potentially conflicting social and normative interests, and diverse and contested bodies of knowledge. It becomes imperative, then, to look closely at the question of whose interpretations or models (e.g., those of politicians, scientists, practitioners or citizens) prevail in given scenarios and how and why they do so. Intervention processes are embedded in, and generate, social processes that imply aspects of power, authority and legitimation; and they are more likely to reflect and exacerbate cultural differences and conflict between social groups than they are to lead to the establishment of common perceptions and shared values. And, if this is the normal state of affairs, then it becomes unrealistic and foolhardy to imagine that facilitators can gently nudge or induce people and organizations towards more ‘participatory’ and equitable modes of integration and coordination. This is the paradox of neo-populist discourses and participatory methods aimed at empowering local people.

Such formulations do not escape the managerialist and interventionist undertones inherent in the idea of ‘development’. That is, they tend to evoke the image of more knowledgeable and powerful outsiders helping the powerless and less discerning local folk. Of course, many field practitioners, who face the everyday problems of project implementation, show an acute awareness of this paradox of participatory strategies. Yet no matter how firm the commitment to good intentions, the notion of ‘powerful outsiders’ assisting ‘powerless insiders’ is constantly smuggled in. This is the central dilemma of planning and designing the means for engineering change in the first place. It is not removed by stressing the goals of participation and empowerment.

## **Topic 211: The contribution of an Interface Perspective**

### **Interface Perspective**

Social interface is a concept from social science, particularly, media ecology and sociology of technology.

- The concept implies face-to-face encounters between individuals or social units representing different interests and backed by different resources.
- Identifying the interfaces and analyzing the effects shows how they are changed by everyday life, and how in return everyday life is changed by the interfaces.

This struggle for space or room for manoeuvre – at once a battle over images, relationships and resources – and the social transformations and ramifications it entails, can, I believe, best be captured through an interface perspective. The notion of interface provides a heuristic device for identifying the sites of social discontinuity, ambiguity and cultural difference. It sensitizes the researcher and practitioner to ‘the importance of exploring how discrepancies of social interest, cultural interpretation, knowledge and power are mediated and perpetuated or transformed at critical points of confrontation and linkage. Such discrepancies arise in all kinds of social context. For example, in a village they may entail struggles between peasant and non-peasant interests and lifeworlds; in a bureaucracy, the intersection of political groupings, differing ideologies or authority levels; or in a broader arena, they may involve the interplay of “worlds of knowledge”.

All actors operate with beliefs about agency; that is, they articulate notions about relevant acting units and the kinds of ‘knowledgeability’ and ‘capability’ they have vis-à-vis other social entities. This raises the question of how people’s perceptions of the actions and agency of others shape their own behavior.

### **Example**

Local farmers may have reified views about ‘the state’ or ‘the market’ as actors, which, irrespective of their dealings with individual government officials or market traders, can influence their expectations of the outcomes of particular interventions. The same applies to the attribution of motives to authoritative local actors, such as political bosses and village leaders. The central issue here is how actors struggle to give meaning to their experiences through an array of representations, images, cognitive understandings, and emotional responses. Though the repertoire of ‘sense-making’ filters and antennae will vary considerably, such processes are to a degree framed by ‘shared’ cultural perceptions, which are subject to reconstitution or transformation. Local cultures are always, ‘put to the test’ as it were, as they encounter the less familiar or the strange. Analysis must therefore address itself to the intricacies and dynamics of relations between differing lifeworlds, and to processes of cultural construction. In this way one aims to understand the production of heterogeneous cultural phenomena and the outcomes of the interplay of different representational and discursive domains, thus mapping out what I described earlier as a cartography of cultural difference, power and authority.

**LECTURE 44****GLOBALIZATION AND LOCALIZATION - I****TOPIC 212-217****Topic 212: Globalization and Localization**

It is now commonplace to stress that we are living in an era of significant change: a turning point in history, a time of transition and radical social change; the end of industrial society and the promises of the Enlightenment (Touraine 1984, 1989), the beginnings of a digital age; and perhaps the 'end of history' as the West has envisioned it (Fukuyama 1989). Important dimensions of this change involve the rapid production and dissemination of scientific knowledge and technology, cultural styles and modes of communication, the restructuring of work, industry, markets and economic life, and the fragmentation and reorganization of power domains leading to the emergence of new social and political identities.

It would likewise be misguided to expect globalization to have a uniform impact everywhere. To do so would be to fall into the same trap as previous attempts at formulating general (or universal) theories of social change, namely that of reifying certain 'driving forces', 'prime movers' or 'cultural facilitators'.

Globalization should not be visualized as some kind of overarching hegemonic process that structures outcomes at the level of nations, cultures, economies and people's livelihoods, but rather as a convenient shorthand for depicting the ongoing complexities, ambiguities and diversities of contemporary patterns of global/local relations.

Discerning and interpreting these complex and often contested global/local scenarios is, of course, an enormous task that goes well beyond what is possible in this chapter. My task here is more modest. I aim to outline the main features of global change at the turn of the twenty-first century and to identify certain key theoretical issues entailed in developing a new agenda for research on globalization and localization.

**Topic 213: Recontextualizing social change: An Introduction****Social change**

- Social change includes change in social structures, social practices and social events.
- Social change is a concept in sociology which talks about a change in the established patterns of social relations, or change in social values or change in structures and subsystems operating in the society.
- The term social change is used to indicate the changes that take place in human interactions and interrelations.

**Recontextualizing social change**

- This operates through a spreading across structural and scalar boundaries which recontextualizes new discourses.
- Liberal discourses have been recontextualized in transitional countries and in new ways of interacting, including government addressing and interacting with citizens as consumers.
- In new ways of people adopting the lifestyles and identities of consumers, and materialized in such new constructions of space as the shopping mall.

### **Topic 214: Interwoven Fields of Change**

#### **Social change**

It has been understood that social change as a term shall signify such changes as affect the nature and structure of social groups and institutions and the social relations between the individual, the group and the institutions in a society.

Development evolution and progress are the different modes of change and whenever we speak of social change the importance of each of these modes has to be assessed.

#### **Interwoven Fields of Change**

- Continuity and change are interwoven: both can exist together.
- Chronologies the sequencing of events can be a good starting point.
- Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be decline for another.

#### **Periodization**

Periodization is the process or study of categorizing the past into separate, quantified named blocks of time.

#### **Periodization helps us organize our thinking about continuity and change:**

The first concerns changes in production, work and economic life more generally. This entails the following critical dimensions:

- Changes in the patterns of commoditization consequent upon the rise of new, and the 'reinvention' of old, modes of value, as consumer markets and interests become more diversified in the types and qualities of goods required.
- An uneven transition from 'Fordism' and the vertical integration of firms towards a more flexible and global pattern of production and accumulation marked by the growing importance of more loosely structured horizontal linkages covering subcontracting, industrial and artisan homework, and a multiplicity of linked service and consumption-based activities.
- Changing notions of 'work' and 'occupational status' resulting principally from increases in unemployment and part-time work and a reorganized gender division of labor.

- A move towards greater ‘informalization’ and fragmentation of economic life within the family/household, small-scale enterprise and local community, in some cases resulting in the demise of local systems of care and social support.

**Central dimensions here include:**

- The decline of corporatist modes of regulation and organization, and the ‘hollowing out’ of the state as it relinquishes more of its functions to non-state bodies.
- The emergence of new forms of coalition at local and regional levels as the politics, policies and organization of nation-states are transformed under the impact of more global interests, and as central government authority and control becomes weaker and increasingly delegitimized.
- Shifts in the relations and meanings of the ‘public’ versus the ‘private’ domain, bolstered by neo-liberal ‘free enterprise’ and ‘back-to-the-market’ discourse.
- The development of new social and political identities and movements based on diverse social commitments, where class constitutes only one among many forms of association and social difference (such as gender, ethnicity, locality, religion, membership of environmentalist or human rights groups, or a commitment to ‘transnational’ or ‘cosmopolitan’ notions of ‘citizenship’).
- The third field relates to issues of knowledge, science and technology. Here the focus is on debates about the nature and impact of ‘information society’, where sophisticated information, communication and media systems, production technologies and computerized modes of reasoning shape the social relations and cultural orientations of contemporary societies.

**Topic 215: The ‘cargo’ Image of Intervention**

The specific terminology used in intervention discourse, including the description of the direct encounters between intervening parties and farmers, is colored by the notion that there is a traffic of presents or gifts which come from the outside and have supreme qualities which cannot be produced within the local situation itself. This is illustrated graphically by the idea of ‘miracle’ seeds, ‘improved’ varieties, ‘the message of extension’, and ‘the benefits of privileged receivers’. These metaphors reproduce the image of an all-powerful ‘outside’ and an inferior ‘inside’. Several such terms also carry a magico-religious connotation, which can be compared with the idea of ‘cargo’ found in the cargo cults of Melanesia. Adherents of such cults believed that if they followed the right moral and ritual procedures and honored the spirits then they would be rewarded with the sudden and miraculous arrival, by ship or aircraft, of a cargo of highly valued commodities from overseas. How and where these commodities (e.g. tins of corned beef, matches and other manufactured items) were produced was unknown to the Melanesians, and so they assumed that the whites who brought them had privileged access to forms of esoteric knowledge which the Melanesians themselves had lost. Adhering strictly to the ethical code of the cult in anticipation of the arrival of the cargo was itself regarded as an act of redemption.

Equally strategic in intervention ideology is the clear separation of ‘internal’ and ‘external’ factors, of ‘inside’ and ‘outside’. Although interventions do not really possess an ‘inside’ and an ‘outside’, since intervention practices consist (and can only consist) of the intermingling of differing flows of events and interests, from which intervention as a socially-negotiated process itself emerges, this separation of ‘inside’ and ‘outside’ is nevertheless omnipresent and central to standard policy models.

The separation of inside from outside is, it seems, indispensable for the related image that intervention consists of the delivery of some kind of material or organizational input or ‘package’ from outside (or the ‘world beyond’) which is designed to stimulate the emergence of certain ‘internal’ activities geared towards the achievement of higher levels of production, income-generation, economic ‘efficiency’ or the better utilization of existing resources and the ‘human factor’. Even those programmes (often promoted by NGOs rather than the state) that do not have tangible material packages to offer but instead deal in less tangible items, such as organization or knowhow, are based on the idea of transferring to target groups those capabilities or types of knowledge that it is assumed they lack.

### **Topic 216: Globalization: Diversity and Policy Dilemmas in a Global Scenario**

#### **Globalization**

- Observers of globalization are increasingly recognizing that globalization is having a significant impact on matters such as local cultures, matters which are less tangible and hard to quantify.
- Acceleration and increase of economic interaction among the people, companies, and governments of different nations.
- The objective creates enough policy space to allow rich countries to rework their social compacts at home.
- Poor countries to restructure and spread their economies so that they can position themselves better to benefit from globalization, and all nations, rich and poor alike, to establish financial.

At this juncture, having dwelt so far on delineating broad trends and identifying critical dimensions, it becomes important to acknowledge the diversities and contradictions that are generated within and between these different fields of change. This is imperative if we are to distance ourselves from essentialist and reified interpretations of globalization that assume rather than demonstrate the force and uniformity of such change. It is also necessary to make a case against centrist and simple hegemonic modes of analysis.

The revolution in information and communication technologies has made the world look more uniform and interconnected. But in fact, we live in an increasingly diversified world with only the trappings of homogeneity. Even the most sophisticated communication and media systems and the most integrated international commodity markets have far from eliminated cultural, ethnic,

economic and political diversity. On the contrary, globalization represents a whole new set of diversified and constantly changing patterns of response at national, regional and local levels.

Awareness of such heterogeneity is reflected in the questioning, in certain policy circles, of standardized solutions to problems of economic development, employment and welfare, in favor of what are described as more flexible, localized and ‘sustainable’ strategies. This shift implies, at least in public rhetoric, a greater recognition of the strategic contribution that local knowledge, organization and participation can make to development intervention. Concomitant with this is the apparent decline of hierarchical and corporatist forms of organization and the emergence of new groupings and coalitions that delegitimize centralized political control and authority, thus reshaping power relations.

We should not assume that liberalizing and privatizing strategies, spearheaded by international bodies such as the World Bank and the IMF, mark the end of interventionist measures undertaken by the state. Indeed, the very implementation of liberalization policies requires a framework of state regulation, resources and legitimacy, and the use of a persuasive political rhetoric aimed at mobilizing people and enrolling them in this new type of strategic thinking. Moreover, policy measures that address themselves to the ‘solution’ of pressing economic problems often fall short precisely because they fail to come to grips with the everyday practicalities and diverse modes of making and defending a living. Thus strategic planning by government is always difficult to realize successfully when faced by a myriad of local and regional adaptations, but especially so when the political conditions militate against the state being able to govern effectively and steer change. Many domains of state activity in fact increasingly require international backing to function at all. These processes have exacerbated the fragility of many contemporary post-colonial states, generating high levels of political and ethnic conflict.

### **Topic 217: Global Domains and ‘New’ Social Movements**

#### **Social Movements**

Theory of social movements that attempts to explain the excess of new movements that have come up in various western societies roughly since the mid-1960s (i.e. in a post-industrial economy) which are claimed to depart significantly from the conventional social movement.

#### **Global Domains**

- The Global Domains International business has constructed a substantial number of followers as it is believed to provide the greatest price effectiveness for the creation of a website.
- There are more businesses looking to create internet pages and join the on-line trend in completing business processes and attending to information. Looking at the global domains international can help in learning about the business and what it has to offer.

It is difficult therefore to conceptualize nation-states or transnational corporations as the principal power-containers of important economic and social relationships in the new global political

economy. We must replace this model with one of global orders whose constituent parts extend beyond states and transnational corporations to include a variety of civic groups and associations operating within multiple and overlapping networks of power. These various networks are constantly reordering themselves in the face of changing global conditions, and in so doing they draw upon a diverse range of resources and values that appeal to and propagate images of the new 'global' scenario.

Globally-oriented groups and associations include not only recognized multilateral organizations, financial and trade bodies and newly-emerging inter-state political alliances, but also social movements where people group around what they perceive as pressing problems of a global nature. As Castells (1997: 68–109) shows in his analysis of three such movements pitched against the 'new global order', these movements can differ markedly in the way they define themselves, their goals, means and strategies, their ideologies or beliefs, and their social location.

**LECTURE 45****GLOBALIZATION AND LOCALIZATION - II****TOPIC 218-222****Topic 218: Globalscapes: Cultural Flows, 'Imagined Worlds' and Changing Sociopolitical Identities****Cultural Flows**

Cultural flows refer to multidirectional movements and reallocations of human beings, artifacts, and ideas within the ill-defined sphere of “culture” in its global, national, and regional dimensions.

**Imagined Worlds**

- Understanding the sociological imagination helps us understand the relationship between the individual and society.
- For example, exercising is not just a personal behavior but is vastly influenced by society.

**Socio-political Identities**

Identity politics refers to political positions based on the interests and perspectives of social groups with which people identify.

**Topic 219: Globalising and Localising processes: The Rise of New Ruralities****Globalization**

Globalization is the process of designing and developing applications that function for multiple cultures.

**Localisation**

Localization is the adaptation of a product or service to meet the needs of a particular language, culture or desired population.

**Globalising**

- An ongoing process that involves interconnected changes in the economic, cultural, social, and political spheres of society.
- As a process, it involves the ever-increasing integration of these aspects between nations, regions, communities, and even seemingly isolated places.

**Localising**

- Localism describes a range of political philosophies which prioritize the local.
- Localism supports local production and consumption of goods, local control of government, and promotion of local history, local culture and local identity.

**Topic 220: The construction and Transformation of Values in New Global Commodity Network****The construction**

Knowledge and people's conceptions and beliefs of what reality is become embedded in the institutional fabric of society. Reality is therefore said to be socially constructed.

**Global Commodity**

An internationally integrated process of economic links between corporations and workers whereby supplies are gathered, transformed into goods and services, and distributed to consumers across the world.

**Topic 221: Migration, Globalisation, and Transnational Networks****The Migration**

Migration is the movement of people from one place to another. Migration happens for a range of reasons. These can be economic, social, political or environmental. Push and pull factors drive migration.

These can be economic, social, political or environmental. Push and pull factors drive migration.

**The Globalisation**

- Globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture.
- Globalization refers to processes that increase world- wide exchanges of national and cultural resources.

Advances in transportation and telecommunications infrastructure, including the rise of the telegraph and its posterity the Internet, are major factors in globalization, generating further interdependence of economic and cultural activities.

**Transnational Networks**

Transnationalism, as defined by Basch et al (1994) is “a process by which migrants, through their daily life activities create social fields that cross-national boundaries”

We can think about transnationalism in two ways:

- Transnationalism from above: Corporations, Transnational capital, global media.
- Transnationalism from below: Informal economy (payments), shadow economy (illegal, drugs, etc).

**Topic 222: Refocusing one's analytical agenda****Refocusing one's Analytical Agenda**

- The foregoing reflections on change at the turn of the 21 first century underline the need for new analytical agenda on local and global relations.
- Importance of new theoretical and methodological challenges.
- Analysis complex relations that develop between policy discourses and modes of intervention and responses of local social actors.
- Government people and organizations have to deal with the dilemmas and contradictions of market led to development, ecological modernization and sustainability.