CURRICULUM

OF

WOMEN’S STUDIES

BS & MS

(Revised 2012)

HIGHER EDUCATION COMMISSION
ISLAMABAD
CURRICULUM DIVISION, HEC

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Prof. Talat Khurshed  Adviser (Academics)
Malik Arshad Mahmood  Director (Curri)
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Mr. Farrukh Raza  Asst. Director (Curri)

Composed by: Mr. Zulfiqar Ali, HEC, Islamabad
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PREFACE

The curriculum of subject is described as a throbbing pulse of a nation. By viewing curriculum one can judge the stage of development and its pace of socio-economic development of a nation. With the advent of new technology, the world has turned into a global village. In view of tremendous research taking place world over new ideas and information pours in like a stream of fresh water, making it imperative to update the curricula after regular intervals, for introducing latest development and innovation in the relevant field of knowledge.

In exercise of the powers conferred under Section 3 Sub-Section 2 (ii) of Act of Parliament No. X of 1976 titled “Supervision of Curricula and Textbooks and Maintenance of Standard of Education” the erstwhile University Grants Commission was designated as competent authority to develop, review and revise curricula beyond Class-XII. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the HEC undertakes revamping and refurbishing of curricula after regular intervals in a democratic manner involving universities/DAIs, research and development institutions and local Chamber of Commerce and Industry. The intellectual inputs by expatriate Pakistanis working in universities and R&D institutions of technically advanced countries are also invited to contribute and their views are incorporated where considered appropriate by the National Curriculum Revision Committee (NCRC).

A committee of experts comprising of conveners from the National Curriculum Revision Committees of HEC in the disciplines of Basic, Applied, Social Sciences, Agriculture and Engineering met in 2007 & 2009 and developed the unified templates to standardize degree programmes in the country so as to bring the national curriculum at par with international standards, and to fulfil the national needs. It also aimed to give a basic, broad based knowledge to the students to ensure the quality of education.

In line with above, NCRC comprising senior university faculty and experts from various stakeholders has finalized the curriculum for BS 4-year & MS 2-year in Women’s Studies. The same is being recommended for adoption by the universities/DAIs channelizing through relevant statutory bodies of the universities.

PROF. TALAT KHURSHED
Adviser (Academics)

May, 2012
Abbreviations Used:
NCRC. National Curriculum Revision Committee
VCC. Vice Chancellor’s Committee
EXP. Experts
COL. Colleges
UNI. Universities
PREP. Preparation
REC. Recommendations
LI Learning Innovation
R&D Research & Development Organization
HEC Higher Education Commission
INTRODUCTION

The final meeting of National Curriculum Revision Committee on Women’s Studies was held at HEC Regional Centre Karachi from May 14-16, 2012 to finalize the draft BS (4 years) and MS in Women’s Studies Curriculum. The following members attended the meeting:-

Prof. Dr. Tahera Aftab, Convener
Former Director,
Women study Centre
University of Karachi, Karachi.

Ms. Abida Bano, Member
Coordinator Gender Studies,
Institute of Social Work, Sociology and Gender Studies,
University of Peshawar, Peshawar.

Dr. Nasreen Aslam Shah Member
Professor and Director of Women Studies,
Department of Women Studies,
University of Karachi, Karachi.

Dr. Zeenat Sana Baloch, Member
Chairperson,
Department of Women Studies/Gender Development Studies,
University of Balochistan, Quetta.

Dr. Muhammad Farooq Member
Associate Professor,
Department of Pakistan Studies/Gender Studies,
Bahauddin Zakariya University, Multan.

Dr. M. Arif Khan Member
Head of Psychology Department,
Preston University,
Malir Campus, Karachi.

Dr. Misbah B. Qureshi, Member
Assistant Professor & In-charge Director,
Institute of Women Development Studies,
University of Sindh, Jamshoro.

Ms. Asma Manzoor, Member/ Secretary
Cooperative Lecturer,
Centre of Excellence for Women Studies,
University of Karachi, Karachi.
Ms. Rubeena Batool,  
Lecturer,  
Gender Development Studies,  
University of Balochistan,  
Quetta.  

The meeting started with recitation from the Holy Quran by Dr. M. Arif Khan. Prof. Talat Khurshed, Adviser Academics welcomed the members of NCRC. Adviser Academics briefed about the importance of the subject of Women’s Studies. He briefed the participants about the aim and objectives of the meeting with a particular focus on developing the course outlines of BS (4-year programme) and revising MS in Women’s Studies to make them compatible with international standards and demands of the 21st century and as well as ensuring the uniformity of academic standards within the country.

Prof. Dr. Tahera Aftab was requested to chair the meeting. The house unanimously selected Ms. Asma Manzoor to act as Secretary.

On the request of the Convener all the members gave their detailed comments on the preliminary draft of the Women’s Studies curriculum. The committee during its deliberation considered the following objectives:

1. To finalize the curriculum in the discipline of Women’s Studies and to bring it at par with international standards
2. To incorporate latest reading & writing material against each course.
3. To bring uniformity and develop minimum baseline courses in each and every course of study.
4. To make recommendations for promotion/development of the discipline.

At the end the committee unanimously approved the final draft of the curriculum of the BS (4-year) and MS in Women’s Studies degree programmes. Malik Arshad Mahmood, Director Curriculum HEC, Islamabad thanked the Convener, the Secretary and all the members of the committee for sparing precious time and for their quality contribution towards preparation of the final curriculum of BS (4-year programme) and MS in Women’s Studies programmes. He acknowledged that their efforts will go a long way in developing workable, useful and comprehensive degree programmes in Women’s Studies.

The Committee highly appreciated the efforts made by the officials of the HEC Regional Centre, Karachi, and Director Curriculum for making proper arrangements to facilitate the forming of the Committee and the accommodation of the members in Karachi.

The meeting ended with a vote of thanks to the HEC officials for providing an ideal environment for the proceedings. The convener of the NCRC also thanked the members for their inputs for preparation and improvement of Curriculum in the discipline of Women’s Studies.
Rationale

Women’s Studies, first introduced as a five-year project in 1989 by the Women’s Development Division, Government of Pakistan, has now developed into a well-established discipline across the national universities of Pakistan. It has a well-developed and qualified faculty; some hold degrees in the discipline of Women’s Studies. The number of students enrolled in the discipline has also increased and this by itself is an evidence of the success of the discipline.

Twenty-three years back when the five-year project entitled ‘Women’s Studies Centres’ by the Women’s Division in close consultation with academics and activists, was first conceived as a discipline with the purpose of creating social change in the society by recognising women as agents of change, it was expected that the courses of study in Women’s Studies would:

- create an academic culture valuing the experiences and contributions of women by exploring and documenting women’s historic roles,
- build a body of knowledge based on lost or undiscovered lives of women,
- promote respect for women’s human rights by encouraging sensitivity to gender issues and patriarchal norms,
- strengthen students’ ability to critique traditional theories and methods of knowledge by applying feminist concepts and Women’s Studies scholarship, and,
- create strategies for empowering women in their struggle against inequality and oppression and for an effective participation in all areas of society and development.

Thus, the overall purpose was to make women visible and to develop or create alternative concepts, approaches, and strategies for national development with an active participation of women.

Even a cursory glance at the contents of the courses offered today in Women’s Studies in Pakistan shows the commitment of the discipline to the expansion and transmission of knowledge about women and gender. Today, Women’s Studies, which at its core remains an evolving interdisciplinary forum for scholarship, is showing a growing academic excellence in teaching and research by offering innovative courses.

Mission of Women’s Studies

The mission of Women’s Studies is to study women and gender from a feminist perspective, recognizing women’s experiences and ambitions by placing women at the centre of inquiry. The primary aim of Women’s Studies is to make women visible and to seek social justice for the marginalized sections of the society. Students in Women’s Studies are expected to adopt Women’s Studies as a change-making exercise. It also seeks to engage students in the production of knowledge that emerges from feminist critique of social, cultural and institutional structures that promote and strengthen patriarchy, for the elimination of gender biases.

The members of the Curriculum Revision Committee in Women’s Studies adopted the following Mission Statement in 2012:
“The Mission of Women’s Studies is to engage students in an on-going academic activity through class-discussions and research in the production and dissemination of knowledge through a feminist critique of the historic and current social, cultural, and institutional structures that hamper social justice and create a gender-based oppressive society.”

**Goals**

In this meeting, the members briefly revisited the aims and objectives of the discipline with the purpose of rejuvenating our commitment to Women’s Studies. Some of the goals and objectives of Women’s Studies, suggested by the members, are:

1. The fundamental aim of Women’s Studies is to critically analyse social construct of gender and apply this understanding to deconstruct gender inequality and patriarchy.
2. In teaching and research, we must begin with an understanding of our local needs; global should come next.
3. Feminist theories and Women‘ Studies praxis should be tested and practised in the context of the local experience and not vice versa.

Thus, we agreed that global and transnational understanding of women’s situation is essential to promote interconnections between women at all levels. We also agreed that development in Pakistan would occur in general and particularly for women when women themselves are mobilized in the change-making effort. Women’s Studies remains anchored to the concept that social resources need to be vested in the people.
SCHEME OF STUDIES
FOR BS 4 Years Programme

**First Semester**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Credit Hrs.</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td></td>
<td>Foundation I Introduction to Women's Studies/Gender Studies</td>
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<tr>
<td>2.</td>
<td>3</td>
<td></td>
<td>General-I Introduction to Sociology</td>
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<td>3.</td>
<td>3</td>
<td></td>
<td>General-II Introduction to Psychology</td>
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<td>4.</td>
<td>2</td>
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<td>Pakistan Studies</td>
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<td>5.</td>
<td>3</td>
<td></td>
<td>English-I</td>
</tr>
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<td>6.</td>
<td>3</td>
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<td>Math / Stat-I</td>
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**Second Semester**

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<th>Credit Hrs.</th>
<th>Course</th>
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<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td></td>
<td>Foundation II Women's History in South Asia</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
<td></td>
<td>General –III Introduction to Anthropology</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td></td>
<td>General-IV Introduction to Economics</td>
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<td>4.</td>
<td>2</td>
<td></td>
<td>Islamic Studies / Ethics</td>
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<td>5.</td>
<td>3</td>
<td></td>
<td>English-II</td>
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<td>6.</td>
<td>3</td>
<td></td>
<td>Math / Stat-II /Uni. Optional</td>
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**Third Semester**

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<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td></td>
<td>Foundation-III Women and the Feminist Movements: A Global Perspective</td>
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<tr>
<td>2.</td>
<td>3</td>
<td></td>
<td>General-V Introduction to Human Geography</td>
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<td>3.</td>
<td>3</td>
<td></td>
<td>General-VI Introduction to Political Science</td>
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<td>4.</td>
<td>3</td>
<td></td>
<td>Introduction to Computer Skills</td>
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<td>5.</td>
<td>3</td>
<td></td>
<td>English-III</td>
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**Fourth Semester**

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<td>1.</td>
<td>3</td>
<td></td>
<td>Foundation-IV Social Construct of Gender</td>
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<tr>
<td>2.</td>
<td>4</td>
<td></td>
<td>Foundation-V Feminist / Gender Theories</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td></td>
<td>General-VII Introduction to Environmental Science</td>
</tr>
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<td>4.</td>
<td>3</td>
<td></td>
<td>General-VIII Introduction to Philosophy</td>
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<td>5.</td>
<td>3</td>
<td></td>
<td>English-IV / Uni. Optional</td>
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**Fifth Semester**

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<tbody>
<tr>
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<td>3</td>
<td></td>
<td>Foundation- VI Women and Gender in Islam</td>
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<tr>
<td>2.</td>
<td>4</td>
<td></td>
<td>Foundation-VII Feminist Research-I</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td></td>
<td>Major-I Gender and Development</td>
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<td>3</td>
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<td>Major-II Women, Gender and Environment</td>
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<td>5.</td>
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<td>Major-III Women, Gender and Literature</td>
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**Sixth Semester**

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<tr>
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<td>Foundation- VIII Women and Work</td>
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<td>2.</td>
<td>4</td>
<td></td>
<td>Foundation- IX Feminist Research-II</td>
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<tr>
<td>3.</td>
<td>3</td>
<td></td>
<td>Major-IV Women, Gender and Law in Pakistan</td>
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<td>4.</td>
<td>3</td>
<td></td>
<td>Major-V Women, Gender and Health</td>
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<td>5.</td>
<td>4</td>
<td></td>
<td>Major-VI Internship</td>
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<tr>
<td>S. No</td>
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<td>Course</td>
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<tr>
<td>1.</td>
<td>3</td>
<td>Major-VII</td>
<td>Women, Gender and Media</td>
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<td>3</td>
<td>Major-VIII</td>
<td>Psychology of Women / Gender</td>
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<td>4</td>
<td>Major-IX</td>
<td>Gender and Development Planning in Pakistan</td>
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<td>Elective-I</td>
<td>Social Construct of Masculinities</td>
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<td>5.</td>
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<td>Elective-II</td>
<td>Women Gender and Religion</td>
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<tr>
<td>1.</td>
<td>4</td>
<td>Major-X</td>
<td>Research Project</td>
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<td>2.</td>
<td>3</td>
<td>Major-XI</td>
<td>Violence Against Women</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>Major-XII</td>
<td>Women, Gender and Politics (with focus on Pakistan)</td>
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<td>3</td>
<td>Elective-III</td>
<td>Women, Technology and Entrepreneurship</td>
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<td>5.</td>
<td>3</td>
<td>Elective-IV</td>
<td>Women, Gender and Art</td>
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### Model Scheme of Studies for BS 4 Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Name of subject</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Semester – I</td>
<td>Introduction to Women’s Studies / Gender Studies (f)</td>
<td>3</td>
</tr>
<tr>
<td>Semester – II</td>
<td>Women’s History in South Asia (f)</td>
<td>3</td>
</tr>
<tr>
<td>Semester – III</td>
<td>Women and the Feminist Movements: A Global Perspective (f)</td>
<td>3</td>
</tr>
<tr>
<td>Semester – IV</td>
<td>Social Construct of Gender (f)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Feminist / Gender Theories (f)</td>
<td>4</td>
</tr>
<tr>
<td>Semester – V</td>
<td>Women and Gender in Islam (f)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Women, Gender and Environment (m)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Feminist Research – I (f)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Gender and Development (m)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Women, Gender and Literature (m)</td>
<td>3</td>
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<tr>
<td>Semester – VI</td>
<td>Women and Work (f)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Women, Gender and Law in Pakistan (m)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Women, Gender and Health (m)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Feminist Research – II (f)</td>
<td>4</td>
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<td></td>
<td>Internship (m)</td>
<td>4</td>
</tr>
<tr>
<td>Semester – VII</td>
<td>Women, Gender and Media (m)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Construct of Masculinities (e)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology of Women / Gender (m)</td>
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</tbody>
</table>
### INTRODUCTION TO WOMEN’S/GENDER STUDIES

**Course description:**
This course is designed as an introduction to the interdisciplinary field of Women’s Studies and Gender Studies and is focused on the ways that sex and gender manifest itself in social, cultural, and political contexts. The primary goal of the course is to familiarise students with key issues, questions, and debates central to Women and Gender Studies scholarship, both historical and contemporary. Students will become acquainted with many of the critical questions and concepts feminist thought has developed as tools for the study of gendered experiences. In addition, we will study the interconnections among systems of oppression (such as sexism, racism, classism, ethno-centricism, homophobia, and others). The course would help the students in developing critical understanding of women and gender issues as well as prepare them to act as agents for creating social change.

**Objectives of the course:**
The course would help the students to:
- define and utilize basic terms and concepts central to Women’s and Gender Studies, including sex, gender, sexuality, feminism, patriarchy, and oppression,
- recognize and understand a variety of methods of studying gender as a social institution, and
- apply concepts and theories of Women’s and Gender Studies to their own individual life experiences.

**Course contents:**
1. Introduction to the course: Need for the discipline, historical background. Her-stories: theories, activism, and women’s lives.

<table>
<thead>
<tr>
<th>Semester – VIII</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Gender and Development Planning in Pakistan</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Women, Gender and Religion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Women, Technology and Entrepreneurship</td>
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<td>Violence Against Women</td>
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<td>Women, Gender and Politics (with focus on Pakistan)</td>
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<td></td>
<td>Women, Gender and Art</td>
<td>3</td>
</tr>
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<td></td>
<td>Research Project</td>
<td>4</td>
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6. The history of the women’s movement: First Wave Feminism, Second wave feminism, Third wave feminism, and Contemporary Feminism.

7. Feminism in the Third World: Muslim thought, Third world feminist perspectives on gender roles.


**Recommended Books:**


Women’s History in South Asia

Course description:

The aim of this course is to introduce the historical background of South Asian women. This course helps the students understand the paradoxical situations and dichotomies that continue in the lives of women in South Asia. Using feminist tools of historical research and of reading the inscribed texts, this course examines the past through gender lens. Thus, we would critically assess how politics of power and control have made women invisible and hidden and how the patriarchal craft of constructing history has objectified women as passive and not as active agents of history. Examining the earlier situation of women briefly, our exploration, in this course, starts with the commencement of the nineteenth century. We would read texts explaining the roots of the continuous debates that keep South Asian women marginalized and silenced.
Objectives of the course:
- To help students create a balanced and holistic view of the past by applying critical methods.
- To make women visible by retrieving, recognising, and reconstructing the past.
- To keep the students engaged in addressing the current challenges by tracing their historical roots.

Course contents:
1. Introduction: South Asia: Reading the map of the region.
2. Historical overview of South Asia: Events that changed women's lives, and women who changed the time.
3. An overview of women's roles in the early and medieval periods of the history of South Asia.
4. Women, gender, and socio-cultural traditions at the close of the 18th century: female infanticide, pre-puberty marriages, widow burning, polygamy, dowry, and divorce.
5. Connecting with the West: Colonisation of South Asia and the woman question.
6. Beginning of the socio-religious movements-(1) indigenous movements, and (2) movements initiated and supported by the colonial powers.
7. South Asian women's interaction with the Christian Missionary women.
8. Literature produced for and by women, with special focus on women's journals and magazines.
10. Suffrage movement and women's political awareness.
11. The Nationalist movement and women's question: beginning of women's organisations.
13. The dawn of freedom: communal riots, and atrocities against women.

Suggested Books:
Women and the Feminist Movements: A Global Perspective

Course Objectives:
This course will help the students critically analyze the different concepts and thoughts of feminism. It also traces the history of feminist movements and women's movements in the global contexts in general and in the context of the sub continent in particular. It explores the factors that led to these movements and takes into
account the paradigm shift from purely feminist perspective to the concept of gender taking the centre stage.

**Objectives of the course:**
- To identify factors depriving women of their rights.
- To analyse feminist struggle for the restoration of women’s rights.
- To map the global networking of women in search of new paradigms for gender equity.

**Course contents:**
1. Historical perspective on women's movements: Women’s movements in the Americas and Europe, Women’s movement in the Middle East, Africa, and Women’s movement in Asia.
4. First World Conference on Women as a milestone of modern movements (1975 Copenhagen). All the world conferences on women as part of modern movement – Beijing +5, UN Special Session/Pakistani perspective.

**Suggested Books:**

**Social Construct of Gender**

**Course description:**

This course seeks to answer the question, “what does it mean by gender, and how does it shape our everyday experiences?” We will look at sex and gender categories in the context of socially assigned meanings and role expectations associated with femininity and masculinity through all stages of lives. The course also examines the impact of gender categorisation in creating complex interactions between gender, race, sexuality, family, and the state. More importantly, this course critically evaluates how through a variety of mediums, such as the oral traditions, written texts, electronic media, and state policies, this gendered image is ratified. Thus, this course reviews how gendered role assumptions shape the directions of a society.

**Course Objectives:**

- To understand the ways that gender is socially constructed and is not rather biologically constructed.
- To understand how social perceptions of gender and sex create and perpetuate social, economic, and political inequalities.
- To reflect upon the recent efforts at challenging the gendered roles and to explore future strategies.

**Course contents:**

1. Studying women and men: Approaches to the concept of sex and gender system: Constructing social differences.
2. Patriarchy, its nature, and its role in the social construct of gender.
3. Sexuality and its gendered nature.
4. Men and women at work: The gendered division of work in the private and the public spheres.
5. Health and reproductive health: a gendered understanding.
6. The gendered discourse of language: language of authority and power.
7. Role of media in the construction and reconstruction of traditions.
8. Women, men, and religion: gendered believes and practices.
9. Constructing gendered social norms through school texts and syllabi.

Suggested Books:

Feminist / Gender Theories

Course description:
The primary goal of this course is to familiarize students with key issues, questions, and debates within feminist scholarship. In this course, we will consider questions like: What is theory? Why do we have to study theories? What is the objective of looking at feminist theories? A central feature of this course is to create an understanding of the bridge building activities between the theory of feminism(s) and action. To answer these questions we will consider a series of feminist frameworks, which suggest how gender relations have been in the past and how they are at the present. Thus, this course focuses on the ways in which feminists have challenged the ‘norms’ and ‘practices’ of civil societies. The course will then provide an analytical understanding of some major feminist theories by drawing out
dominant themes considering the ways in which class, ethnicity, and sexual orientation have interacted with women’s gendered identity and roles.

Objectives of the course:
- To understand the multiplicity of feminist theories and the major feminist texts associated with them.
- To analyze how feminism interacts with social, cultural and political practices.
- To develop the analytical skills needed to evaluate women’s experiences in Pakistan.

Course contents:
1. What is Feminism? What is feminist theory? Why do we need a theory?
2. The category of woman? What is a woman? Being a woman/Becoming a woman.
3. Feminist theory and the academic disciplines.
4. An overview of feminist movements in the West
5. The ‘waves’ of feminisms
6. Theories of feminism
   - Liberal Feminism
   - Radical Feminism
   - Marxist Feminism
   - Psychoanalytic Feminism
   - Socialist Feminism
   - Existentialist Feminism
   - Post-modern Feminism
   - Post Feminism
7. Black Feminism, Third world feminism
8. Islamic feminism.
9. The global debates and the new feminist agenda.

Suggested Readings:-
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Women and Gender in Islam

Course Description:

This course examines the historical and contemporary roles of women in Islam. Beginning with the discussion of women’s status in other major religions of the world, particularly in Judaism and Christianity, this course looks at the historical and contemporary understanding of God as a masculine power and critically examines the profound implications of this androcentric concept not only on the religious and spiritual experiences of women but also on the development of the society in general. We will read empirical studies about Muslim women and Islam to assess the complex intersections between traditions, male authority, state power, and women’s vision.

Course objectives:

- To introduce the students to the Islamic views about women and gender.
- To help students how to ‘read’ the Quran and ‘understand’ the major themes of the Qur’an.
- To help the students use this knowledge and understanding to think critically about connections between how Muslim women see themselves and how other see them.

Course Outline:

1. Introduction: Judaism, Christianity, and Islam: Common heritage, and modern approaches in scholarship on women in Islam.
2. Pre-Islamic Middle East: the coming of Islam
4. The major themes of the Qur’an.
5. Women and gender in the Qur’an.
6. *Tafsir, Hadith, the Sunnah, Shariah*, and the State power.
7. Female Figures in the Qur’an.
8. Islam, gender and patriarchy: Male authority-issuance of *Fatawah* and the role of the State power.
9. Women in early Islamic history: the family of the Prophet (PBUH). Mothers of the Believers and the Prophet’s (PBUH) daughters.
12. Concept of *Nishuz*: the Law of Obedience
13. Women’s economic freedom: property rights and inheritance, and gainful employments.
14. Women and spirituality: women in *Sufi* literature; women *Sufis*.
15. Women interpreting Islam: Islamic feminism?
16. Women and political leadership
17. Challenges and issues of the present century for Muslim women

**Bibliography:**


Feminist Research-I

Course description:

This course is designed to provide introductory framework for methods of research from a feminist perspective. The course begins by seeking to answer what is feminist research and in what ways it is different from other known categories of research. The course assesses how feminist scholarship challenges dominant theories of knowledge and the major methodologies employed in the social sciences, humanities, and the sciences, with the purpose of creating and applying new theoretical guidelines for their research undertakings.

Objectives of the course:

- To understand the need and purpose of conducting research.
- To examine how interdisciplinary feminist paradigms generate research for social change and policy interventions.
- To understand how the dynamics of feminist research methods give identities to the ‘objects’ of research.

Course contents:

1. Definition and historical background: What is feminist research and how it differs from other social science researches; theoretical background; need for feminist research; Research Paradigms.

2. Research Techniques: Ways of knowing women’s lives and experiences; women’s autobiographies and narratives; Qualitative, Quantitative, and triangulation methods.
3. Research Process: Problem identification; conceptualization; research design; data collection; data analysis; connection of research with real life situation; research application.

4. Data collection methods: Preparation of standardized Questionnaires and tests; pre-testing, reliability and validity issues, structured, semi structured and unstructured interviews.

5. Research ethics: informed consent of the respondent; due recognition of the respondents’ contribution and confidentiality and safety issues.

6. Report writing: Use of library and information technology in Research: Information sources; bibliographical sources; reference and documentation; types of bibliography; endnotes and footnoting.

**Suggested Books:**
Gender and Development
Course description:
This course is created to develop an understanding, with a feminist perspective, of the nature and importance of gender roles and gender relations in development processes. Gender and Development course assesses the meaning and purpose of development by raising two queries – development for what and who sets the agenda for development? It moves on to examine critically the effects of various development policies on men and women. It also focuses on women’s roles in the development process and lays emphasis on the need of recognizing women’s participation as actors and not as beneficiaries alone.

Course objectives:
- To understand the process of development from a gender perspective.
- To develop a holistic understanding of development including the issues of health, economic and knowledge and information.
- To make students aware how development projects affect men and women differently and what are the implications of implementing one project for both men and women.

Course Contents:
1. The concept and definition of development with an understanding of changing terminologies depicting the process of development.
3. Measurement of development, factors in development. The emergence of the first world, second world and the third world, characteristics of the third world countries, issues in the third world countries specific to Asia.
5. Approaches to Gender and development: Women in development (WID), Women and Development (WAD), Gender and Development (GAD). Women

6. Women’s growing engagement and activism: United Nations and Women’s Conferences, Gender Reform Action Plan (GRAP), Millennium Development Goals (MDG). The role of NGOs at local and global levels.

7. Changing notions of development and new emerging theories of development.

**Suggested Books:**


Women Gender and Environment

Course description:
This course acquaints students with key debates in the context of relationship between environment and women and gender. The course examines how conceptual issues related to ecological systems and environmental policies are closely linked with women and gender issues. It will assess how environmental destruction affects the lives of women and children. The course will also examine how patriarchal traditions, traditional systems of land tenure results in resource control thereby depriving men and women from poor communities.

Objectives of the course:
- To make students aware of interconnection between women, gender, and environment.
- To recognise the centrality of environmental protection for gender and development.
- To help students develop the skills to investigate environmental problems and develop strategies for its protection.

Course contents:
1. Introduction: Women, gender and Environment: Theoretical framework: Nature vs. culture, public vs. private, work vs. Family.
2. Women, gender, and the ecosystem; Environmental problems: overpopulation, forest degradation, environmental pollution, and loss of biodiversity.
3. Development and ecosystem: effects of industrialization on environment, modern agricultural development, and health hazards. Water crisis- water as an environmental issue; renewable and non-renewable recourses; alternative energy sources.
4. Ecological Change: Development and ecological changes and their impact on quality of life, effects of energy crisis, water crisis, social forestry etc.
5. Urbanization and ecological problems: Urban life and social and health hazards, population density migration, slum life and its impact women’s life, women as producers and consumers.
6. Women, environment, and sustainable development: Constraints of woman’s progress, education, communication, women working to improve the environment, case studies.
7. Strategies for planning: UN Agenda for Integration Women in Environmental Development; Earth Summit to Habitat II; environmental law; globally and nationally, current environmental issues in Pakistan.

Suggested Books:


**Social Construct of Masculinities**

**Course description:**

This course aims to develop an awareness of the concept of masculinity/masculinities. Masculinity Studies emerged in response to the critical feminist discourses on women, femininity, and gender. This course will explore the approaches to the study of men and masculinities and identify key concepts and issues for in-depth analysis. This course will be interdisciplinary, drawing from research and writing in social sciences, literature, psychology, media and feminist theories.

**Course Objectives:**

- To develop an awareness of masculinity and femininity as gendered.
- To examine various approaches to the cross-cultural study of men and masculinities.
- To examine the concept of masculinity/masculinities in the national/local context.

**Course contents:**

1. The History and Emergence of Masculinity Studies
   - Introduction to the course
   - Men’s responses to the Women’s Movement
   - The Emergence of Masculinity Studies as a discipline

2. Masculinity and Femininity as Gendered and Relational Concepts
   - Overview of the concept of Gender
• Gender Socialization and the construction of masculinity and femininity
• Key concepts in the study of masculinity
• Masculinities in cross-cultural perspective

3. Masculinity, Violence, and Power Relations
• Masculine identity, Power and Dominance
• Hegemonic and subordinate masculinities
• Challenging Male Violence

4. Homophobia and the Policing of Masculinity
• Understanding sex/gender Diversity
• Homophobia and the policing of masculinity
• Understanding Heteronormativity

5. Masculinity, Sexuality, and Intimacy
• Sexuality and Masculine Identity
• Sexuality, Power and Control
• Masculinity, Love and Intimacy

6. The Meaning of Work and Labour
• The meaning of work in men’s lives
• Work and Masculine Identity
• The Family Wage and the Male Breadwinner concept
• The sexual division of labour at workplace

7. Masculinity and Male Marginalization
• The Male Marginalization Thesis
• Debates and Critiques of the Male Marginalization Thesis

Suggested Books:
Feminist Research II

Course description:

This course informs the students about the procedures of feminist research, both qualitative and quantitative, with a focus on the purpose of generating knowledge about women and gender. Built around the discourse of gender integration, this course guides the students to explore analytic paradigms and apply feminist theoretical models to the production of knowledge. This course primarily teaches how to formulate research questions that explore the diversity of women’s experiences with the purpose of empowering them. Briefly, the three major contents of this course are, formulating the research objective, informed by feminist standpoint theory, data collection and its analysis, and writing the report.

Objectives of the course:

- To learn the connection between research and theory, and to apply this to their research project.
- To apply an interdisciplinary critical thinking in formulating a research project.
- To apply ethical principles to all the major components of research, i.e., data collection, interviewing, and analysis and the project report writing.

Course contents:

1. Building the research proposal.
2. Formulating the research objectives and designing the methodology.
3. Grounded theory; oral history; ethnography. Case studies; focus-group discussions and participatory research.
4. Experiments, quasi-experiments, correlational and survey methods.
5. Sampling techniques: probability and non-probability, population and sample selection.
6. Qualitative methods of analyses: descriptive methods, content analysis, graphs.
8. Statistical package for social sciences (SPSS.) and Nudist and NVivo: data entry and data analysis.

Suggested Books:

Women and Work

Course description:
By developing a feminist understanding of work, this course explores women's historical and contemporary work experiences in formal and informal economies. Looking holistically at the issues of women's work, such as gender-based discrimination, sexual harassment, and non-recognition of women' work, this course focuses on the experiences of women in Pakistan. The course addresses some key questions regarding women and work. Some of these questions are a) what ‘counts’ as work when women do it, b) why are women paid less than men for the same work, c) why are certain categories of work marked as women’s work, d) does waged-work turns a woman into a truant mother and wife, and, e) why does women’s paid work remain invisible? Finally, this course explores strategies for the recognition of women' work and its integration into national economy.

Course Objectives:
- To understand the categories of women’s work (productive labour/reproductive labour/, waged/unwaged) in the urban and rural settings.
- To study global and local patterns of women’s work and in the context of globalisation.
- To identify hurdles blocking women from entering into market economy.

Course contents:
1. Defining women’s work: Conceptual understanding of women and work: Women’s work in the western world, women’s work in the developing world.
2. Theoretical Background: Work, labour process; work in the formal and informal sector; union movements; Labour in Capitalist and Socialist economies; theories of management and labour; Women’s productive and reproductive Work.
3. Women in the labour force: formal Sector; multinationals; informal sector; agriculture; food production; home-based production/work and self – employment (ILO).
Informal Sector; Agricultural; Food Production; Home Based Production and Self Employment.


6. Women’s work and the capitalist economy: Women and structural adjustment programmes; women and the global economy; women and housewifezation.

7. Challenges: Impact of work on women’s psychological, physical, and social health; societal attitudes; sexual harassment at work place and economic exploitation.

8. Issues of working women: role of local and international organizations, (Selected Case Studies).


Suggested Books:

Women, Gender and Law in Pakistan

Course description:
This course begins by first looking at the concepts of justice, fundamental human rights, and of the need of a system ensuring protection of justice and human rights. Further, this course examines the complexity of the legal system in the context of women and the emerging dichotomies that affect gender equation in Pakistan. The course would also explore whether women had or have shared the law-making
process, and if not, what impeded this participation. The three major areas focused in this course are the laws enacted by the Parliament, the Islamic law, and the customary law. We would assess carefully whether these systems, as they exist in Pakistan, promote or discourage gender and class-based discrimination. Another area of investigation in this course is to assess the efforts of the government in implementing International Conventions and Covenants against gender discrimination. Finally, the course would look at the efforts made by women, individually and collectively, for amending and changing the laws.

**Course objectives:**
- To assess the status of women in the legal system.
- To comprehend the nature of the legal system of Pakistan.
- To explore how social justice and equity, and economic freedom can be guaranteed through the instrument of law.

**Course contents:**
1. Philosophy of Law; need for law in the society.
2. Process of law making in Pakistan: gendered nature of law and types of laws.
3. Sources of Islamic law: Shariah laws; Islamization of laws in Pakistan, significance of Fatwa.
5. Laws specific to women’s needs: the Muslim family law ordinance (MFLO).
6. Impediments to the implementation of laws: role of the state and the society.
7. Access to justice: law courts, paralegal systems and support systems, advocacy and lobbing and opinion building for gender sensitive legislation.

**Suggested Books:**


**Women, Gender and Health**

**Course description:**

Recognising the basic truth that good health of both men and women is an indicator of a prosperous society this course looks at the current health status of the Pakistani community by examining their health needs, facilities for addressing these needs, and more importantly, their awareness about their health needs. Health, in this course, means total wellbeing of humans, including physical, emotional, and psychological wellbeing. This course, thus, looks how men and women perceive their personal health needs and how they look at each other’s health needs. In
addition to the institutionalised health care-system, in this course we would also study traditional systems of cure and healing, and myths and belief systems. The core issue of investigation, throughout this course, is the question of decision-making whenever a need arises to seek health-care for women all through their different stages of life. Thus, neglect of the health needs of the girls, of adult women, and of aged and old women is an important segment of the course. Related to this is the most significant issue of reproductive health.

Course objectives:
- To understand the difference between the health-care needs of women and men.
- To understand the socio-cultural myths and stigma attached with health-care seeking behaviour.
- To create awareness about women’s health needs.

Course contents:
1. Introduction: Defining health, health as a gender issue, variations in health status, access to health care, sources of data about health, role of traditions and myths, and governmental and international agencies, specially the UN.
2. Life cycle of women’s health; girl child (from birth to puberty), reproductive span, problems of women’s health and health as a human right, problems of aged and aging women.
3. Nutrition, mal-nutrition and women’s health, myths and practices: preventable and treatable diseases and their management.
4. Reproductive health; menarche, pregnancy and childbirth; male-female infertility; contraception and safe sex (RTI, STD, HIV/AIDS), and abortion and miscarriages.
5. Women health Laws: awareness, policies and planning, current legislation and international conventions, effect of various health laws on women.

Suggested Books:
Internship
Field research is introduced in the sixth semester. Students are placed in with agencies, i.e. (NGOs/CBOs/GOs/Print & Electronic media/hospitals/industries/provincial Assemblies etc.). The assignment & records have to completed & checked up by the respective supervisors. At the end of semester, the students are assessed on the basis of their daily records. A viva-voce is held at the end of the course.

The contents of this course are as follows:

1. **Introduction of research field training in organizational setting.**
   i. Need & importance of research field training for students with special reference to case studies application.
   ii. Definition, purpose, principles, technique and steps of case studies as a problem solving method in feminist perspective.

2. **Basic information about training/organization institution**
   i. Background and nature of institutions/organizations.
   ii. Establishment, infrastructure and management of training organization.
   iii. Services and programmes.
   iv. Facilities available.
   v. Man power, equipments and financial resources.
   vi. Problems and future plans.

3. **Training programmes for students**
   i. Training methodology
   ii. Manual of training
   iii. Fields of training
   iv. Training duration and certification

4. **Training assignments**
   i. Individual assignments, group assignments, academic assignments.
   ii. Seminars, lectures, group discussions, conferences, workshop etc.

5. **Record preparation**
   i. Daily diary
   ii. Process record
   iii. Minute book
Women, Gender and Media

Course description:
This course is designed with the purpose of analysing how women and gender issues are represented in mainstream media. Drawing on psychoanalytic critiques, this course opens a discourse on how media projects the agenda of patriarchy by stereotyping of women through print and electronic media. The students are encouraged to assess how this objectification is internalised by women and how it shapes their self-image. Thus, this course examines and evaluates how media's portrayal of women could be used either for the empowerment of women and creating the process of democratization of the society or for solidifying patriarchal concepts of power and authority. Finally, this course is meant to be used as a tool for creating social change by projecting needs for political action.

Objectives of the Course:
- To develop a critical assessment of media portrayals of women and gender issues.
- To study the influence of media on women.
- To assess the media regulation policy regarding women and gender issues.

Course contents:
1. Overview of media: mass media and its functions and utility: Types of Mass media; Print and electronic media; Role of mass media; to educate, entertain, and inform; Influence of media in opinion making attitudinal change; cultural norms and media; Media images affect socialization; cultivation theory and social construction of reality.
2. Feminist perspectives and Media Theories: Liberal, Radical, Socialist and Cultural feminist perspectives.
3. Gender Discrimination; Stereotypical representation of Women in Media (International, regional and national perspective: greater emphasis on South Asian regional perspective); Effects of media gender discrimination on society; Content analysis of gender discrimination in media; Women’s criticism of media; Cultural feminist perspective (Pakistani and Islamic perspective).
4. Women as Media audience; Concept of media audience; Women as consumer of media (Process of identification with glamorous characters, conflict of real self and ideal self, impact of Beauty pageants); Women’s influence on media contents as media audience (media catering to women’s needs or media creating needs for women)
5. Women in print and electronic media; Women’s portrayal in the mass media.
6. Women in Advertising: Analysis of the portrayal of women in advertisement; Impact of Women’s portrayal in advertisements on society; at subliminal and conscious level; Media images affect how we think and feel.
7. Information communication technology and women; Cyber feminism; Women in Cyberspace; Impediments in women using ICTs; gender discrimination and sexual harassment.
8. Laws and ethics applying to portrayal of women in media: Censorship: A deterrent or a destruction tool; looking to the future: media literacy, change and advocacy
Psychology of Women / Gender

Course Description:
Applying the psychological developmental feminist approach, this course will explore the biological, sociological, and cultural influences on women and gender identity. We will also examine gender differences, similarities in cognitive abilities, self-concept, sexuality, and sexual orientation, and gendered psychological disorders. The course will also assess the role that myths and stereotypes of men and women play in creating gender differences.

Course objectives:
- To develop critical thinking about psychological theories and research concerning women and gender
- To recognize gender similarities as well as gender differences, and to appreciate multiple potential causes for those differences.
- To encourage students to connect the theories and ideas in this course to their own lives.

Course contents:

3. Adolescence: physical development and psychological and social reactions.

4. Motherhood and psychosocial reactions: The biology of pregnancy; the impact of the mother on the foetus; mother responses to pregnancy; postnatal reactions; postnatal adjustment.

5. Some issues related to reproductive health: Planned motherhood; infertility; alternative means of reproduction.


7. Gender differences in personality and social behaviour. Personality traits: communication styles, leadership, power related traits, helping and caring qualities/trait.


Suggested Books:
Women/Gender Development Planning in Pakistan

Course description:

Pakistan is one of those countries where economic and social progress is hindered by under utilisation of human resources. This course critically assesses causes and factors that have hindered the pace of development in Pakistan. We would assess the role of internal actors (the government and the non-government agencies) and the role of external actors (international bodies and donor agencies) in setting the agenda for development planning and in selecting the techniques and strategies for implementing the plans. Students will be encouraged to look at Pakistan’s current situation in the backdrop of its colonial past and in the context of its fragile democratic institutions struggling under patriarchal and feudal social setup. The course, thus, would critically examine development paradigms and the category of woman and gender as central to development planning in Pakistan.

Course Objectives:

- To provide theoretical, empirical, and methodological understanding of development planning.
- To recognise women’s right to identify their and their families’ unmet needs for future development planning.
- To help students learn how to create a model development planning in the context of their needs and the needs of their communities.

Course contents:

1. Need for development planning. Theories of Gender planning, gender sensitive indicators of development planning.
2. An overview of development planning in Pakistan: Development plans for the rural sector.
4. Role of NGOs, CBOs in highlighting concerns of women and gender for better planning.
5. Role and impact of international bodies and NGOs in Pakistan’s development planning.
7. Project planning, designing and evaluation.

Suggested Books:


Women, Gender & Literature

Course description:

The concept of identity and self-knowledge has been central to many literatures throughout the ages, from mythical tales of the past to contemporary coming-of-age romances. From psychological and philosophical points of view, we will explore – through readings, writings, and discussions – the idea of Otherness, how this idea helps in defining and rationalizing the questions of what it means to be a woman in the world of today – in/out of cultural contexts. Does the component of woman and gender have a meaningful and balanced representation in prose and poetry? Has literature been able to sensitize the society on the complexity of gender relations? Does self-consciousness of a woman always mean radical feminism; is man always responsible for the dismal condition of woman? Finally, through this course, the students would attempt to understand whether literature mirrors the mores and ways of life of its creators and of their times or it sets new directions by presenting a fresh vision.

Course objectives:

- To assess how social attitudes have shaped perceptions of women in literature and women’s self-perceptions.
- To read critically, logically, and analytically women/gender elements presented in a text.
- To analyse how women writers have depicted women’s experiences in order to challenge patriarchal discourse.

Course contents:

1. Why do we study women, gender, and literature?
2. Overview of women writers and presentation of women and gender in literature: A case of West and of the subcontinent.
4. Literature in Regional Languages:
   - Poetry
   - Short Story
Suggested Books:
Riaz, Fahmida. *Four walls and a black veil*. Karachi: OUP.

Women, Gender and Religion

Course description:

This course will be looking at various religious traditions from the perspective of women and gender. Briefly discussing the development of major religious beliefs, the course will focus on how have women’s religious beliefs and practices differed from those of men, if at all? Are religious traditions, beliefs, and systems liberating or oppressive to women? Considering the feminist approaches to the religious experiences of women, this course would also study the distinction between the sacred and the profane as being a distinction between male and female activities.
Course objectives:
- To develop critical and ethical thinking, research, and analytical skills with a feminist perspective.
- To what extent can a religious tradition be changed to eliminate inequalities based on gender?
- To identify the most effective strategies for empowering women and weaker segments of the society within religious traditions.

Course Contents:
1. Overview of the religious traditions. Why study women, gender, and religion?
2. Images of feminine and masculine forms of the Divine.
3. Gender-based segregation and inequalities.
4. Beyond God the Father: An introduction to Gender and Religion—a survey of contemporary writings that explore the relations between gender and religion in the west from historical, anthropological, theological and philosophical perspectives.
5. Gender and religious Imagination: Building on the widely accepted assumption that religion is a cultural phenomenon and that gender is a critical aspect of cultural formation.
7. Women and gender in world religions:
   A. Hinduism: Relationship of female-gendered and feminine images and symbols to 'real' women.
      (1) The status of women in the religious texts of Hinduism
      (2) Introducing goddesses and their power
   B. Women and Buddhism: The issue of female presence in the Buddhist discourse
      (1) The ordination of women in the Buddhist sangha.
      (2) Women and the issue of 'enlightenment'.
   C. Women and Judaism: The concept of Eve and the original sin.
      (1) Lilith and Eve—the duality of female representation.
      (2) The concept of purity, chastity, and control of the female body.
   D. Women and Christianity:
      (1) Images of women in the New Testament
      (2) Virgin Mary and the place of women in the Church organisation
   E. Women and Islam
      (1) Women and gender in the Qur’an
      (2) Interpretations (patriarchal) of the Text, male authority, and marginalisation of women in Islamic religious traditions.
8. Woman and African religions
9. Woman and Goddess-centred religious
10. New scholarship and activism: Women claiming their lost position in the realm of religious knowledge and practices.

Suggested Books:
Research Project

The graduating students of BS (4 years) are required to submit a duly supervised research project/report based on Feminist research methods in their fourth/final year. Research carries six credits in two courses numbered WS-651 and WS-662 spread over the two semesters of the fourth/final year of BS. The purpose of making the student go through the exercise of conducting a piece of Feminist research and submitting a research report on a topic of his/her choice is to put into practice two related courses on the methodology of Feminist research and Statistics which the student has studied in the previous years. By doing research, the students are enabled to equip themselves to acquire the skills necessary to carry out research independently and also understand and evaluate research conducted by others. Attempt is made to divide the research exercise into two parts despite the realization that there are difficulties when this division is put into practice.

1. Selection of Research Topic.
2. Library Research.
3. Hypothesis and research problem, variables.
4. Rationale and significance of the study.
5. Research Design.
6. Sampling design.
7. Plan for data analysis and procedure.
1. Formulation and pre-testing the questionnaire/Interviewing schedule etc.
2. Data Collection.
3. Tabulation of Data.
4. Writing and submission of the Research Report / project in approved format.

**Violence Against Women**

**Course Description:**

With the help of feminist theories of violence against women, this course explores the nature, causes, and spread of violence against women and its impact on gender relations. The course develops a holistic understanding of actual violence and threats of violence, encompassing all forms of violence- physical, emotional, and psychological- and critically examines how and why constitutional guarantees and religious assurances have not succeeded in protecting women’s human rights. The course would investigate the diverse connections between poverty, lack of education and ill-health and violence against women. The course, thus, would prepare the students to comprehend the extent and forms of violence against women existing locally and globally. The class discussions, drawing upon students' experiences and observations would assist in the exploration of practical measures for eliminating violence against women.

**Course objectives:**

- To familiarise the students with the theories of violence against women.
- To understand the nature of violence against women in Pakistan.
- To assess national and global programmatic and policy responses to violence against women.

**Course Contents:**

1. Introduction: The patriarchal parameters of violence. The International perspective: Historical and contemporary picture
2. Theories of violence: The scale and social dimension of violence against women
5. The role of the State in the protection of human rights abuse in Pakistan.
6. The role of systems of knowledge and information in creating violence against women.
   a. The role of text books
   b. The role of media
   c. The role literature
7. The forms of Violence Against Women:
   a. Domestic, community and state violence – Rape, incest, eve teasing, trafficking, prostitution, murder, infanticide, foeticide, marital violence, acid throwing and burning, violence in police stations, violence in custody, violence during armed conflict, women IDPs, customs-based violence, state violence
b. Harassment at workplace – use of language of authority
c. Psychological violence causing stress.

8. Issues related to Violence
   a. Meaning, forms, myths, facts and figures and statistics, case studies of domestic violence.
   b. Honour Killing: issues of virginity and female chastity and male control over female bodies and sexuality.


Suggested Books:


Women, Gender and Politics

Course description:

Tracing the status of women in traditional political thought, this course studies feminist theory of power and representation, this course examines the critical question whether women’s struggle for their empowerment has resulted in giving them access to decision-making positions in the national life through the political platforms. The main thrust of this course is to assess the role of both men and women, at family levels and at societal levels, in recognising the need of women’s real involvement in politics and not their token representation. An important segment of the course consists of the analysis of women’s formal and informal political participation and the extent this participation in improving other women’s lives. The course is developed in the context of women’s experiences in Pakistan.

Course objectives:

- To examine the cultural, structural, and political factors that shape women’s access to political power worldwide.
- To assess the role of women in politics.
- To examine barriers to the inclusion of women and gender concerns in politics.

Course Contents:

1. Introduction to political thought.
2. Theories of Political Science.
3. Women’s role in the Pakistan movement:
   - Formal Political Participation, Informal Political Participation, – Women as Candidates; Female politicians and the media; Electing Women to national legislatures; Gender equality in politics.
4. Representation of women in Local bodies, jirgas and village councils, and at grass root levels.
5. General concepts regarding women’s political participation: a comparative study of societal attitudes and social constraints and religion oriented traditions.
6. Women’s representation in politics; role in political parties, role in the parliaments, sources of empowerment and leadership, case studies of female legislators.
7. Political empowerment: vote casting, awareness regarding political processes and equal opportunities of political representation.
9. The roles and responsibilities as female legislators.
10. Women’s political census; in Local Councils and in Provincial and National Assemblies.

Suggested Books:
Women Technology and Entrepreneurship

Course Description:

The course explores the relationships between women and technology in western industrial society. Three aspects to be considered are the effect of technology on women, the role of female technologists in shaping that technology, and the effect on technology of average women acting as consumers, voters, and citizens. Students will research an area of personal interest and make a presentation to the class. Possible topics include reproductive technologies, the internet, feminist utopias in science fiction, and others. Expected workload is two long papers and several short ones, with no midterm, final, or labs. This interdisciplinary one-credit course does not fulfill a college-wide distribution requirement, but for the concentration in Women's Studies, it can be counted as a course in the Natural Sciences.

Course Objectives:

- To evaluate contemporary technologies in terms of their gender and class meanings and significance.
- To assess technology and emerging patterns of gendered segregation of work.
- To explore relationship between technology and women’s entrepreneur skills.

Course Contents:

1. Technology meaning and scope: using the lens of feminist theories to focus on gender, technology and production-interrelationships.
2. Technology, industrialization, and the economic status of women: transformations of the work process.
3. Changing the traditional work: technology, gender definitions of work, and feminization of formal work.
4. Technology and transformations in farmwomen’s work in the agriculture sector.
5. Expanding access to technology: Creating earning inequalities and fostering patriarchy at work place.
6. Entrepreneurship- meaning and types; women and entrepreneurship: barriers problems; cultural, educational; technological; structural; eradication of barriers for developing women self employment.
7. Technology and issues of conservation- gender perspective of economic and environmental sustainability.
8. Role and impact of technology on traditional concept of mothering and childbirth.
10. Fulfilling technology's promise: enforcing the rights of women caught in the global high-tech underclass

Suggested Books:


**Women, Gender and Art**

**Course description:**
This course examines how art reflects the current images of society and how art can present a vision for the future. Drawing upon feminist theories of aesthetics, this course acknowledges that art includes all forms of art—literature, film, architecture, music, theatre, and the visual arts. This course addresses socio-cultural factors influencing roles of women and men in arts, culture, and society. This course, however, has limited itself to the study of visual arts, crafts, and stage performances. We would consider how gender is relevant to the creation of art as it represents social structures. It would help to think about forms and representations of masculinity and femininity from the perspective of ‘male gaze’ and ‘female gaze’ in sacred and secular categories of art.

**Course Objectives:**
- To explore social, political, aesthetic, and economic factors that influence art and the artists.
- To gain insight of how gender and art relate.
- To develop a genderized perspective of art for the artist, the viewer, and the art critic.

**Course content:**
1. Art, women and gender: social and cultural perspectives.
2. The production of art: the reception of art.
3. Perception, portrayal, and presentation of gender, sexual imagery, and female sensibility.
4. Gendered classification of art- art on canvass, art on textiles; wall decorations and needlework; stage performances and art of puppetry; the art of pottery and the art of ceramics.
5. Folk art and gender.
6. Folk theatre- its social and cultural frame.
7. Selected case studies of women painters, performing artists, and craftswomen.

Suggested Books:
Islam, Mazharul. (1985) Folklore, the pulse of the people: in the context of Indic folklore, New Delhi: Concept.
## Curriculum for MS

### MS DEGREE PROGRAMME

<table>
<thead>
<tr>
<th>S.NO</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td></td>
<td><strong>First Semester: Compulsory Courses</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Research Methods and data interpretation</td>
<td>2+1</td>
</tr>
<tr>
<td>2.</td>
<td>Communication Skills (to be offered by University.)</td>
<td>03</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Women’s / Gender Studies</td>
<td>03</td>
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<tr>
<td>4.</td>
<td>Optional 1</td>
<td>03</td>
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<tr>
<td></td>
<td><strong>Second Semester: Compulsory Courses</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Feminism and Feminist Research</td>
<td>03</td>
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<tr>
<td>2.</td>
<td>Women and Work: Strategies for Women Empowerment.</td>
<td>03</td>
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<tr>
<td>3.</td>
<td>Women in Islam and the Contemporary World</td>
<td>03</td>
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<tr>
<td>4.</td>
<td>Optional 2</td>
<td>03</td>
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<tr>
<td></td>
<td><strong>Third and Fourth Semester</strong></td>
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<tr>
<td>1.</td>
<td>Internship (subject specific) non-credit course</td>
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<tr>
<td>2.</td>
<td>Thesis</td>
<td>06</td>
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<tr>
<td></td>
<td><strong>Total credit hour</strong></td>
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<tr>
<td>S.NO</td>
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<tr>
<td>1.</td>
<td>Anthropology: Sex &amp; Gender in Anthropological Perspective</td>
<td>03</td>
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<tr>
<td>2.</td>
<td>Gender and Development in Pakistan</td>
<td>03</td>
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<tr>
<td>3.</td>
<td>Gender, Sexuality and Society</td>
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<td>4.</td>
<td>Management Principles of Non-Governmental Organizations</td>
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<td>5.</td>
<td>Socio-cultural and Religious Perspective of Women in South Asia</td>
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<td>6.</td>
<td>Violence, Human Rights and Justice</td>
<td>03</td>
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<td>7.</td>
<td>Women and Cultural Representation: Perspectives from South Asia and Pakistan</td>
<td>03</td>
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<td>8.</td>
<td>Women Entrepreneurship</td>
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<td>9.</td>
<td>Women and Health in the Context of Pakistan</td>
<td>03</td>
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<td>10.</td>
<td>Women in South Asian History</td>
<td>03</td>
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<td>11.</td>
<td>Women, Islamic Laws and Human Rights</td>
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<td>12.</td>
<td>Women and Law in the Context of Pakistan</td>
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<td>13.</td>
<td>Women and Media in Pakistan</td>
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<td>14.</td>
<td>Women and Peace Building</td>
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<tr>
<td>15.</td>
<td>Women, Politics and Feminist Theory</td>
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# Proposed Courses For MS Programme

## First Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
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<td>3</td>
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<td>3.</td>
<td>3</td>
<td>Introduction to Women’s Studies / Gender Studies</td>
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<td>4.</td>
<td>3</td>
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## Second Semester

<table>
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<tr>
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<tr>
<td>4.</td>
<td>3</td>
<td>Optional Two</td>
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## Third and Fourth Semester

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</tr>
<tr>
<td>2.</td>
<td>06</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

## Detail of Courses for MS Programme

### Compulsory

**Credit hours 2 + 1**

**Research Methodology and Data Interpretation**

**Course Description:**

The focus of this course is to study the connection between the process of creating both a body of academic knowledge in Women's Studies and field practices to build skills for analysis, interpretation, and creation of academic proposals from fieldwork. Students can choose to conduct research, working with social activist groups or movements in one area, or do an internship in an organization concerned with women’s issues, in either Pakistan or another country, in a fixed period under the supervision of an adviser and/or resource person in the chosen organization. This course is based on research methodology and its practical side. It consists of fundamentals of research designs, Research Methods for Social Sciences, Plagiarism, Why and Where to Publish, Research Ethics, Report Writing, Data.
Collection and Data Analysis, Research Design, Using Online Resources for Research, Sharing and discussing Case Studies, Action Research, Introduction to Documenting Research and Using Statistical Package for Social Sciences (SPSS) in Research.

**Objectives:**

The aim of this course is to give students an understanding of the basic principles, conduct, and analysis of in-depth interviewing of individuals, and groups. It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools. The practicum will give students hands on experience of different techniques including software packages for the analysis of texts. The course is designed to enable students critically evaluate empirical research, to understand the strengths and weaknesses of different methods and designs and to provide a foundation for research projects/dissertations.

**Course outline:**

**Unit One**

Fundamentals of research design: research as social inquiry  
Experimentation and causality  
Ethnography and participant observation  
Grounded theory  
Public opinion research: surveys and sampling  
Public opinion research: qualitative techniques and case selection  
Case studies  
Media analysis as social and cultural indicators  
The comparative method  
The pragmatics of research: management, ethics, and dissemination.

**Unit Two**

Qualitative social research: interview, text, and image  
Knowledge interests and qualitative inquiry  
Corpus construction  
Observation  
Grounded theory: indexing and memoing  
Content analysis: classical coding and text mining  
Rhetoric and argumentation analysis  
Discourse analysis  
Image analysis  
Data sources: quantitative data sets, qualitative and internet  
Computer-support for qualitative inquiry: an overview  
Quality indicators for qualitative inquiry

**Unit Three**

Computer Packages for Qualitative Analysis  
Statistical Package for Social Sciences (SPSS)
Unit Four
Quantitative Analysis.
The generalized linear model: sampling distributions; one and two sample tests for means and proportions; correlation and the least squares regression model with one or more predictor variables.
Applied multivariate analysis: cluster analysis, multi-dimensional scaling, principal components analysis, factor analysis and latent variable models.

Unit Five
Writing the dissertation.
Division of chapters and sub-headings.
Documentation of sources and citation of references.
Preparing a bibliography.

Unit Six
Practicum/Internship.

Recommended Books:
P. Camic, J. E. Rhodes, & L. Yardley (Eds.), (2002) Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design, American Psychological Association, Washington, DC.

Compulsory Credit Hours 3

Introduction to Women’s Studies

Course Description:
This course is designed as an introduction to the interdisciplinary field of Women’s Studies, an academic area of study focused on the ways that sex and gender manifest themselves in social, cultural, and political contexts. The primary goal of this course is to familiarize students with key issues, questions, and debates in Women’s Studies, both historical and contemporary. Students will become acquainted with many of the critical questions and concepts feminist scholars have developed as tools for thinking about gendered experience. In addition, we will study the interconnections among systems of oppression (such as sexism, racism, classism, ethnocentrism, homophobia/heterosexism, and others). In this course, students will learn to "read" and analyze gender and to explore its impact on our understanding of the world.

Objectives:
Upon successful completion of this course, students will be able to recognize and understand a variety of methods of studying gender as a social institution and also identify and explain how socially constructed categories of gender, race, class, and sexual identity function together to formulate systems of oppression that shape women’s lives. They will also learn how to apply concepts and theories of women’s studies to their own individual life experiences. This course will also help them in defining and utilizing basic terms and concepts central to women’s studies, including sex, gender, feminism, patriarchy, and oppression.

Course outline:

Unit One
First Wave Feminism: Suffragettes, Education, Employment, Women Writers.
Second Wave Feminism: Extension of ‘politics’ & ‘economy’ to sexuality, body and emotions, Sexual violence, Reproductive rights.

Need of Women’s Studies: Scope and Historical Development.

**Unit Two**

Liberal Feminism: Ideas of Equality, Freedom, Rationality.
Marxist Feminism: Production, Class, Alienation, Marriage and Family.
Socialist Feminism: Class, Gender, Femininity and Masculinity, Public/ Private Division.
Radical Feminism: Patriarchy, Sexuality, Dialectics, Logic of sex, Androgyny, Motherhood, Sisterhood, Violence.

**Unit Three**

Feminists across the World: Black Feminism, Muslim Feminism, Latin American and South Asian thoughts, African women and feminism.

**Unit Four**


**Unit Five**

Women’s studies a multi-disciplinary field of study: Concept and Gender linkages between other disciplines and Women’s Studies.

**Unit Six**

Women as Agents of Change.

**Recommended Books:**

Andersen, Margaret (2005) *Thinking About Women: Sociological Perspective on Sex and Gender*, Allyn & Bacon, NY, USA.


Jayawardene, K (1980) *Feminism and Nationalism in The Third World*, Kali for women, New Delhi, India.


Renzetti, Claire M., Curran, Daniel J. (2002). *Women, Men and Society*, Prentice Hall, NY, USA.


**Journals:**


Pakistan Journal of Gender Studies, Centre of Excellence for Women’s Studies, University of Karachi.


Course Description:
This course has two main objectives: to familiarize the students how interdisciplinary Women’s Studies perspectives as informed by feminist scholarship shape and model new research techniques that emerge as change-makers in society. Thus, the main aim of this course is to create an understanding between the theory of Feminism(s) and action. The course will also examine a variety of issues and arguments that exist within feminist scholarship worldwide and will assess their meanings and applicability in the context of Pakistan.

Objectives:
This course is designed to assist students to seek answer to three major questions:
  a) what is feminism and what does it tell us about women’s lives and experiences?
  b) how knowledge is constructed and deployed for the purpose of either maintaining power balance in a society or to act as social catalyst?
  c) How does feminist scholarship and feminist research challenge the ‘norms’ and ‘practices’ of civil societies?
This course will also help students to
  1- examine the relationship between the object of research and the researcher,
  2- further the ability to examine theoretical assumptions critically,
  3- develop and synthesize theoretical arguments,
  4- stimulate the use of written and oral communication as an effective means of expression, and
  5- provide a forum for the expression of their own understanding and perception of women, gender, and power structure so that strategies to be used beyond universities are formulated.

Course Outline:
Unit One
Definition and historical background: What is Feminism and Feminist research and how it differ from other social science researches? What is the need for feminist research?

Unit Two
Major issues in conducting research about women: availability of limited research about women, reliability of data about women, and male-orientation of research-based knowledge.

Unit Three
Research methods: Qualitative and quantitative methods, Experimental analysis, Critical analytical thinking, Feminist pedagogy, Interviews, Oral history, Ethnography, Case Study, Autobiography, Action research, Participatory research, Focus group.
Unit Four

Research process: Problem identification, Conceptualization, Research design, Data collection, Data analysis, Report writing, Connection of research and real life situation, Research application.

Unit Five

Use of library information technology in Research: Information sources, Bibliographic sources, Reference and documentation sources, Type of bibliography, Footnoting and end noting, Use of internet sources.

Recommended Books:
Carol Grbich (2006) Qualitative Data Analysis, Sage Publications, India
Compulsory

Women and Work: Strategies for Women’s Empowerment

Course Description:

Women have historically remained engaged in earning money and creating resources for their family. Although women have been involved in a wide variety of work both in the formal and informal sectors of the economy, and at home, yet their role as wage earners and family bread-givers has been marginalized. This course examines the gendered nature of women’s work in historical context with the purpose of evaluating women’s efforts to earn, to identify the impediments women face at work, and to generate an effective dialogue aiming at mainstreaming women’s economic activities in a threat-free environment.

Looking holistically at women’s work globally, this course’ focus is the study of the experiences of women in Pakistan. This course encourages the students to address some significant questions: a) what counts as “work” when women do it, b) why are women paid less than men for the same work?, c) Why do we find women undertaking certain categories of work / types of occupations?, d) Does woman’s work disables them to play the role of good home-makers and good mothers?, and e) how is women’s work is an integral part of development.

Objectives:

The course helps students to understand various categories of work: work as paid work (productive labour) and housework (reproductive labour). In understanding the differences in these two categories, students will draw upon feminist theories of work, family, and wages.

Course outline:

Unit One

Historical Context of the concept of work
Biology, Culture and the Production of Gender
Theoretical background
Conceptual understanding of women and work
Work and the Islamic Perspective
Work, Gender and Economics: Paid work and Unpaid work

Unit Two

Gender difference and inequality in: A Survey of the Economic Global Data
The context of South Asia
The context of Pakistan
Unit Three
Gendered Division of Labour: Private Space
A. Family and Work
B. Domestic Work
Gender and Work in the Public Space Academy
A. Women in Agriculture
B. Women in the Market Economy
C. Women in Higher Education
D. Women in Management

Unit Four
Gender, Work, and Welfare
Informal Economy
Subcontracted work in the informal sector

Unit Five
Women Home-based workers
Motherhood and Work
Aging Women and Work
Health Issues of Home-based Working Women

Unit Six
Gender Gap in Pay and Poverty, Trends
Gender, Workplaces and Processes of Exclusion
Devaluation of “Feminine” Skills
Differences in Occupations and Earnings of Men and Women

Unit Seven
Women’s work and Capitalist Economy
Sex Discrimination in Employment
Sexual Harassment at Workplace

Unit Eight
Women’s Experience of Work: Case Studies from Rural and Urban areas.

Unit Nine
Labour Force Participation of Women: Changing Trends
New Policy Interventions:
(a) The Role of the State,
(b) The Role of the NGOs
(c) The Role of International Agencies
(d) Globalization and New Market Trends

Unit Ten
Development Planning In Pakistan with Gender Perspective
Government Policy and Planning for Women’s Development
Analysis of Special Programmes In Pakistan: Income Generating Schemes, Poverty Alleviation Programme, Gender Reform Action Plan, Millennium Development Goals
Project Designing and Planning With Gender Perspective

Recommended Books:
Carr, Marilyn, Martha Chen and Renana Jhabvala (eds.) (1996) Speaking Out: Women’s Economic Empowerment in South Asia, IT Publications on behalf of Aga Khan Foundation Canada and UNIFEM.
Dolly Sunny (2003) Women in Leading Professions in Middle East, Serials Publications, New Delhi, India.
Compulsory

Women in Islam and the Contemporary World

Course Description:
More than at any other time in history, the word Muslim, Islam, and Muslim women evoke more questions than answers in the contemporary world. Often, these questions create an image that vibrates with contradictions. This course provides a general understanding of the lives and experiences of Muslim women in the context of new considerations that have merged in relation to the study and understanding of Islam and Muslim women after the events of September 11, 2001.

The focus of this course is on the lives of contemporary Muslim women, the factors informing the construction of gender in the Muslim world and in societies where Muslims now live. The aim of the course is to help students think critically about the place of gender in Islam and the role and status of women in Islam. Some of the critical questions raised in this course include the impact of Muslim women’s movement and new research methodologies and thoughts on the lives of women. The course also prepares us to explore and experience the liberatory aspects of Islam and identifies sources of empowerment, justice, and equity. The course will focus on contemporary Muslim women in a number of different cultural contexts in order to highlight a variety of issues significant for the understanding of challenges faced by contemporary Muslim women: veiling and seclusion, kinship structures, violence, health, feminist activism, literary and aesthetic expressions, etc.

Objectives:
The goals of the course are to introduce students to the Islamic view of gender issues; to acquaint them the diversity of Muslim women’s lives and experiences; and to help them use this knowledge and understanding to think critically about connections between how Muslim women see themselves and how others see them.

Course Outline:

Unit One
Significance, Role and Impact of Religion in Human life.
Unit Two
Women in World religious perspective/Women in the perspective of various religions. Common heritage, parallel traditions:
Women in Hinduism
Women in Buddhism
Women in Judaism: Eve and Adam: Jewish post- biblical traditions
Women in Christianity: Early Christian interpretations

Unit Three
Status of Women in Islam: Social status, Abolition of female infanticide, Women's economic freedom and gain full employment, Property/ inheritance rights, Right to marriage and divorce, Birth and birth control and abortion, Custody of children.

Unit Four
Women in the Qur'an: Major themes of Qur'an, Women and gender in Qur’an, Women female figures in the Qur’an, Quranic law about slavery.

Unit Five
Women in Islamic history: The family of the Prophet (PBUH)

Unit Six
Sexuality in Islam: Female circumcision, Menstruation, Virginity and chastity, and Reproductive rights of women.

Unit Seven
Hadith and Islamic Fiqah: Hadith and status of women, Modesty and Islamic dress, Fatawa and women, Islamic Fiqah- New perception in women in Islam.

Unit Eight
Challenges and issues of the 21st century and Muslim women.

Recommended Texts:
Fatam, Shabana (2007) Women and Islam, Sumit enterprises, New Delhi, India.
Anthropology: Sex & Gender in Anthropological Perspective

Course Description:

Our country is composed of different ethnic groups and peoples of different beliefs, many of whom endorse distinctive cultural beliefs about gender roles for men and women, as well as varied sexual practices and customs. This course incorporates a multicultural, multiethnic perspective that reflects the diversity of sexual behaviour and beliefs in our society. In addition, the biological foundations of sexuality will be examined to understand the constraints on behaviour. The expected outcome is the students' broadened understanding of the range of cultural differences in sexual attitudes and behaviours.
Objectives:
This course will explore anthropological approaches to sex and gender, and the complex relations between sexual and gendered practices, identities, and roles. With a particular focus on ethnographic methodologies and research issues, we will consider how studies of gender and sexuality have intersected with traditional anthropological concerns about personhood, family, and community, and the ways that Western theories of sexuality and gender are both useful and problematic in describing Pakistani cultures. Further, we will consider how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, geography, and post-colonial relations.

Course outline:

Unit One
What is Anthropology? : Definition and Concepts

Unit Two
Gender Stratification: Matrilineal, Matrilocal, Matrifocal, Patrilineal & Patrilocal societies.
Unequal distribution of rewards (Socially valued resources, Power prestige & personal freedom) between women and men, Reflecting their different positions in a social hierarchy.

Unit Three
Sexual Orientation: habitual sexual attraction to and sexual activities with, Persons of the opposite sex, heterosexuality, homosexuality and bisexuality.

Unit Four
Domestic- Public Dichotomy: Contract between women’s role in the home and men’s role in public life, with a corresponding social devaluation of women’s work and worth.

Unit Five
Gender roles: The tasks and activities that a culture assigns to each sex.

Recommended Books:
Altman, D (2001) Global Sex, University of Chicago, Press, Chicago, USA.
Gender and Development in Pakistan

Course Description:

This course seeks to examine how the concept of development has been extended from only economic aspect to enlarged one including social, environmental, political, sustainable and gender perspectives. It explores the theoretical bases and analyzes the practical implementation of development strategies in global and local context. It explores the role of women in public and private domain with reference to development issues. It examines the role of International and National organizations and implementation of international agreements related to gender and development.

Objectives:

The overall objective of this course is to analyze globalization and development from a gender perspective. It aims to introduce and identify problems and critical
issues obstructing women’s development. It also analyzes the planning, process and implementation of development strategies to provide students with a thorough knowledge of the underlying process leading to changes in patterns of gender inequality and their connections with contemporary forms of development process leading to inequality, the feminization of poverty, gender mainstreaming and women’s empowerment.

This course will help filling in the gap of theoretical analyses of gender and development within South Asia and especially Pakistani context.

Course Outline:

Unit One
Introduction to the course and terminology: Women in Development (WID), Women and Development (WAD), Gender and Development (GAD) and Culture and Development (CAD), Third world, Development, Empowerment, Patriarchy, Globalization

Unit Two
Gender and Development theories.
Approaches and Models for gender and Development: Theories of development (welfare, basic need, empowerment, equality and anti poverty).
Conceptualizing power and gender in development studies.

Unit Three
Women, Family, Sustenance and Power: Contemporary Images and Self-images.
Traditional status of women and larger social implications.
Women and Empowerment: Concept, Tools of empowerment.
Women’s Role in sustenance of family.

Unit Four
Participation, Organizing and Social Transformation.
Women’s growing political engagement and activism.
United Nations and Women Conferences, Gender Reform Action Plan (GRAP), Millennium Development Goals (MDG).
The role of NGOs, National and International Agencies, Community level organizations (CBOs).

Unit Five
Reports on progress on implementing CEDAW in South Asia and Pakistan.
Development Planning in Pakistan and Gender Component; Five Years Plans, Social Action plan, Agriculture and Industrial Sector.

Unit Six
Role of Briton Wood Institutions and Development programs: IMF; World Bank.
Structural Adjustment programme (SAP) and its effects on women.
Export Processing Zones.
Recommended Books:


**Journals:**
Development Society for International Development, Australia.
Gender Technology and Development, Sage Publications, New Delhi, India.

Pakistan Development Review (PDR), PIDE, Islamabad, Pakistan.
Journal of Developing Societies, Richard L Harris, Sage Publications, New Delhi, India.
Journal of Human Development, Routledge, New York, USA.

*Optional*  

Credit Hours 3

**Gender, Sexuality and Society**

**Course Description:**

This course seeks to examine how a society, historically and contemporaneously, experiences gender. It will explore how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, etc. One goal of this course is to learn how mass media and other popular representations play an important role in gender and stereotypes. It will enable students to gain a greater sense of the diversity of human social practices and beliefs in context of Pakistan and compare it with the world.

Thus this course will enable students to study gender relations with in intersections of race, class, sexuality, related concepts in Pakistani society. It will add up to scholarly work done in the field of gender. Through the researches, it will also explore and develop the Pakistani gender related concepts.

**Objectives:**

The primary objective of this course is to develop an understanding of the social construction of gender and sexuality in contemporary society. As a basis for this, historical perspectives will also be covered. The focus of this course will be on denaturalizing gender, sexuality, desire, masculine, and feminine sexualities, heterosexualities, and homosexual ties to understand how these create and sustain, and are created and sustained, by the gendered division of labour and patriarchal social organization. This theoretical grounding is necessary in order to grasp the phenomenon of common knowledge around what “sexual orientation,” gender “identity” or “gender roles” mean when used in current social interactions.
Implications on the study of gender, sexuality, and society in a post “9/11” era will be discussed throughout the semester, as well as on a comparative basis with other world regions.

This course features thorough lecture notes, presentations, seminars, assignments, guest lectures, and a diverse collection of related resources.

Course outline:

Unit One
Concepts and Themes.
Introduction to the Study of Gender and Sexuality: Definition and theories.
Approaches to understanding the Sex/Gender System.
Is Sex to Gender as Nature is to Culture?
Cultural Acquisition of Gender as Learned Behaviour.
The Muslim concept of active women's sexuality.

Unit Two
Gender as a Social Institution: Gender difference and gender inequality in society.
Arranged Marriage and Inheritance in Agricultural and rural Societies.
Social Reproduction: Reproducing Formal and Informal Class Relations.
Women in the Global Economy.
Gender, Work and Professionalization.
Gender and Agency.
Tradition, construction and beliefs.
Gender construction and cultural representation.

Unit Three
Gender and Sexuality as Identity: The Invention of Sexuality-based Identities.
Gender creation from birth to adolescence.
Other Genders/Sexualities.
Do Western Sexual Identities Travel?
Sexism, Racism and Violence.

Unit Four
Reproductive Politics and Gendered Citizenship
De-essentializing Sex/Gender/Kinship.
Fatal Images and Abortion Debates.
Nationalism, Reproductive Politics and Gender.
Making Modern Mothers.

Unit Five
Women’s self-perception: Women role as perpetuator and custodian of tradition.
Women working as anti women units.

Unit Six
Construction of Gender and Role of Media.
Cultural Representations of Gender: Print Media (Newspapers, Magazines, Digests), Electronic Media (Television, Film, Radio, Internet), Art, Performing Arts
(Dance, Theatre), Literature (Women Writers of Pakistan and Literature about women), Poetry (Female Poets of Pakistan, Women Representation in Poetry).
Popular Culture: Hoardings, Truck Art, Calendar Art, Pinup posters.

**Recommended Books:**
Optional Credit Hours 2 + 1

Management Principles of Non-Governmental Organizations

Course Description:

In recent years, non-governmental organizations have vastly increased in number and scope. They are increasingly influential in communities and grassroots activities, in policymaking, planning, and implementation. In today's highly competitive environment of limited resources for the public sector, effective leaders and creative management are crucial. Non-government organisations play an increasingly important role in all aspects of development. They are key actors in the worlds of politics, industry, and commerce, influencing both development agendas and policy implementation.

In this course, features of NGO’s management are compared and contrasted with the public and private sectors; highlighting issues such as funding, scale of operations, accountability, local participation, comparative advantage, and effectiveness. It also critically evaluates the role of the NGO’s and CBO’s as project implementers, technical assistance providers, intermediaries, partners, and advocates.

Objectives:

The main purpose of the course is to enable students to develop an awareness and understanding of the role that non-governmental organisations play in the formulation and implementation of development policy and practice, and the power relationships between NGO’s and other organisations at local, national and international levels. Students will become familiar with different types of organisations and their roles, as well as key aspects of the policies and operation of development NGO’s. They will develop a critical appreciation of the evolving nature of the NGO’s sector and gain insights into the constraints inherent in NGO’s structures and activities.

This course features thorough lecture notes, presentations, seminars, placements in NGO’s, assignments, guest lectures, and a diverse collection of related resources.

Course outline:

Unit One
Historical perspective about emergence of citizen sector
Definition of NGO’s
NGO’s: Representatives of civil society
Unit Two
Management of NGO’s
Managing Human Resource: Human resource paradigm, the impact of human resource on board executives, staff, and volunteers
Productivity and management approaches, Agenda setting
Information Resources
Analytical tools
Program planning and strategies

Unit Three
Financial management: Fund raising, function and relationships among board of trustees, skills of direct solicitation, annual fund raise, organizing special events, donors, ethics of funding

Unit Four
Laws of non-profit organization: Registration, management, tax exemption, fund raising and lawsuits, legal liabilities involving boards, staff, and volunteers

Unit Five
Development and Role of NGO’s in providing international public investment in the context of Pakistan
Case Study: Role of NGO’s in implementation the platform of Action adopted by UN conference on women
Limitations and constructs at National level

Unit Six
Issues related to NGO’s and their work in Pakistan
Islamic Relief Organisations: Between Islamism and Humanitarianism
Humanitarianism and Islam after 11 September
NGO’s engaged in development, humanitarian, relief, and advocacy.
The internal organisational challenges NGO’s face, including evaluation, accountability, legitimacy, and planning.

Unit Seven
Community Based Organisations (CBO’s): Human, financial and information resource management

Recommended Books:
Argyris, Chris and Donald A. Schon (1996) Organisational Learning II: Theory, Method and Practice, Addison-Wesley, Massachusetts, USA.


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**Optional**

**Credit Hours 3**

**Socio-cultural and Religious Perspectives of Women in South Asia**

**Course Description:**

This course is designed to introduce and help students understand the changes and continuities in the lives of women in South Asia from a historical perspective. Using gender as a lens of examining the past, we will examine how politics of race, class, caste and religion affected and continue to impact women in South Asian countries, primarily in India, Pakistan, Bangladesh and Sri Lanka. We will reflect upon current debates within South Asian women’s history in order to examine some of the issues and problems that arise in re-writing the past from a gendered perspective and these are found in primary documents, secondary readings, films, newspaper articles, and the Internet.
This course features thorough lecture notes, presentations, seminars, assignments, guest lectures and a diverse collection of related resources.

Objectives:
This course will provide students a complete understanding to religious beliefs and practices from the earliest period to the present, stressing contemporary religious thought, performances, and institutions and their historical backgrounds. It also gives understanding about basic human issues such as the origin and nature of the world and society.

Islam reached South Asia in the eighth century and Muslim rulers held sway over large parts of the Subcontinent for much of the period from the late 12th century until the colonial period. However, the majority of the population never converted to Islam, and since independence in 1947 Islam--its interpretation, realization, and influence--has been a major factor underlying different political, social, economic, and religious issues. This has been true not only in the largest country, India, where Muslims form 12% (unevenly distributed) of the population, but in Bangladesh and Pakistan where non-Muslims are relatively insignificant minorities. This course explores the realities and the perceptions related to Muslim identities and the Islamic heritage in the Subcontinent, and sets it in global context by comparison with other parts of the world which share various aspects of the South Asian experience. The course will conclude with an assessment of the larger significance--social, economic, and political, as well as religious and cultural aspects of Islam in South Asia today.

Course Outline:

Unit One
South Asian women's history, India, Pakistan, Bangladesh, and Sri Lanka: The historical and social context.
Women in power: a study of some selected women in social, economic, political, religious term during middle ages.

Unit Two
A critique of 18th century reform movement.
Selected case studies of women's participation in political strategies.

Unit Three
Defining women: Social reforms, Comparison between men and women in the 19th century.
Reforms in education and Law in Colonial India.
The impact of western women on South Asian women: The missionary enterprise.

Unit Four
A critique of women’s literature in South Asia.
Women's participation in political movement.
The good wife and mother, Inside out: Andarmahal, harem and political participation.
Birth control and Public health, Organizations and activism in colonial India.
Formation of All India women's conferences.

Unit Five
Campaigns against Dowry, Rape and Sati, Personal law vs. Uniform Civil Code.
Women's work and working women.
Emergence of Women’s Political Leadership.
Contemporary debates on feminism, Globalization and South Asian women

Unit Six
Era of women leader, Iconic representations: Sexuality and gender in popular culture.

Recommended Books:
Desai, Tripta (1992) Women in India: A Brief Historical Survey, Munshiram Manoharlal, New Delhi, India
Sarasyati, Pandita Ramabai (2007). The High Caste Hindu Woman, Kessinger
Optional Credit Hours 3

Violence, Human Rights and Justice

Course Description:

This course explores the concepts of justice and relates them to democracy and human rights from Pakistani perspective. It seeks to demonstrate that human rights are the rationale for the quest for justice, peace, and reconciliation in society. By mirroring the values and structures for human rights, justice and peace in Pakistan against different traditional norms, values and peace within the proper context of the International Human rights law.

Objectives:

This course will give students a multi-dimensional understanding of the concepts of justice, peace, reconciliation and human rights. It also enables them appreciate the Pakistani heritage on issues of justice and human rights and conflict resolution and provide them with a rich encounter with both theoretical and practical applications of values in their everyday lives.

Course outline:

Unit One
Explaining violence: Definition and Types, Human Rights and Justice.
Conceptual linkage of human rights and justice.

Unit Two
Introduction to human rights.
Social justice, postmodernism and the society.

Unit Three
The concept of justice and violence.
Theories of justice.
Feminist theories of violence.
Unit Four
Women violence and male power: Violence against women in the family, Violence through the marriage institution, Violence at public and work places: Harassment, Rape, Incest.
Customary Practice and Violence: Karo Kari, Watta Satta, Sawara, Vinni.

Unit Five
Domestic violence as an International Human rights issues

Unit Six
New laws and New reactions.
Women’s International Human rights law.

Unit Seven
Causative factors generating violence: role of religious authorities, role of media, role of the state.

Unit Eight
Policy interventions for the elimination of violence and restoration of human rights –
Critical appraisal of CEDAW.
Approaches of the International commission of Justice to women’s Human rights.

Recommended Books:
Ateek, Naim Stifan (2001). Justice and only Justice, Orbis, New York, USA.
Optional

Credit Hours 3

Women and Cultural Representation:
Perspectives from South Asia and Pakistan

Course Description:

This course explores visual and textual culture and offers ways to learn about images and texts with feminist perspective. Students would be able to study projection and contribution of women in art forms briefly from many periods and places narrowing down to South Asian and Pakistani context, giving insight into a wide variety of different cultures. It examines painting, sculpture, literature as well as architecture, design, and performing arts depicting women.

Literature is one of the most effective sources to depict women’s place in society. Through different forms of prose writings such as novels, short stories, dramas, novels, and essays, women’s plight and achievements have been expressed; her strengths and weaknesses are communicated. Poetry has been another means to express the sentiments of deprivations and fulfillment in a woman’s life. Women issues in writings are brought to surface by both males and female writers. Painting historically has been a medium of expression of males, feminist perspective however has contributed to analyze the art of paintings and create a vehicle for communication and expression in the public domain. Retrieving the woman from universally accepted context is one aspect of the woman artist looking at the female body. This course also acknowledges ‘non traditional art forms’ such as embroidery, rilli making, phulkari, and chattaye making etc. which are usually considered as skills rather than art forms.

Teaching methodology will be based on combination of lectures, group discussions, and textual analysis of selected readings, attending seminars, and showing selected movies / documentaries related to art.
Objectives:

The aim of the course would be to familiarise students with different forms of cultural representation of women of South Asia and Pakistan starting from literature, art, painting, sculpture and performing arts and narrowing down to ‘non traditional art forms’ enabling students to understand and discuss the trends of past and present. This course will help filling in the gap of theoretical analyses of gender and cultural representation within South Asia and especially Pakistani context. This course will enable them to suggest and create different means by which women can develop ‘self’ and empower themselves.

Course outline:

Unit One
Feminism and Cultural Theory
Representing Gender in Multiple Context(s)
Creativity, Politics, and Everyday Life
Representation of Women in Literature: Fiction (Novels, short stories), Poetry, Other forms of literature

Unit Two
Women and Visual Culture: Paintings
Women Artists of Pakistan
Women painted by men
Sculpture

Unit Three
Women and performing arts: Historical perspective
Mainstream theatre
Alternative theatre
Taboos and misconceptions about performing arts
Performing Arts, Dance etc

Unit Four
‘Non traditional Art forms’: Embroidery, rilli making, phulkari, and chattaye making

Recommended Texts:


Raeese, Qamar (1990) *Urdu Mein Lok Adab*, Simanat Parkashan, New Delhi India.


Women Entrepreneurship

Course Description:

Now a-days women are taking a vital role in the socio-economic development of the society. In this world, there is no specific difference between men and women entrepreneurs except sex and social related attitudes. For women entrepreneurs, the selection of the business depends upon the family background, their education, attitudes, and also the training they have undergone. This course examines the nature of entrepreneurship and effects of globalization on it.

Moreover the course emphasize the changing role of women and increasing economic empowerment through small scale enterprise as well as social and cultural barriers restricted women’s empowerment. Thus, this course helps students to explore ways and means for poverty alleviation.

Objectives:

This course helps students understand different sorts of entrepreneurship, complexities of women entrepreneurship and socio-cultural barriers women entrepreneurs are faced with. Through class lectures, group discussions and readings students would learn to analyze and explore the multiple efforts women perform as entrepreneurs.

Course outline:

Unit One
Historical context of Women Entrepreneurs
The Concept and theories of Entrepreneurship
World pattern of self-employed women/home based workers/ global scenario and human rights.
Women’s work and capitalist economy: Women and structural adjustment programs; women and the global economy.

Unit Two
Entrepreneurship- meaning and types; women and entrepreneurship; barriers problems; cultural, educational; technological; structural; eradication of barriers for developing women self employment
Women entrepreneurship: Role of community based organizations, non-government organizations, and international government organizations.
Institutions promoting women entrepreneurs: Academic, governmental, and non-governmental.

Unit Three
Technology and Entrepreneurship.
The impact of Science and Technology on women in rural and urban societies in different spheres including household production reproduction, agricultural economy, micro-enterprises, and small-scale industry.

Appropriate technology: Development of technology for women indifferent spheres including household production, Micro-enterprises, small-scale industry, and agricultural economy.

**Unit Four**
The need for women specific technological policy.
Social Entrepreneurship
Handicrafts and entrepreneur capacity building - means and ends towards economic empowerment of women.
Self Help Group: an accelerate of sustainable production in agricultural entrepreneurship

**Unit Five**
Policies and Legislations for women Entrepreneurs in Pakistan
NGO’s and Governmental Institutions for Women Entrepreneurs
Role of International Organizations

**Recommended Texts:**
Women and Health in the Context of Pakistan

Course Description:

Women have always been responsible for the health of their family and the issues of nutrition, preserving and providing food for the household is major task for them. Women throughout ages are active in taking care of their spouses but neglect their own health even they forget their rights as human being. This course examines the different perceptions about women’s health with special focus on women’s own attitude and behaviours towards social patterns and practices regarding their health. Health should be seen as gender issue but often people pay no attention to it.

This course’s focus is to analyze the health situation of women in Pakistan. This course looks at the reproductive health of both urban and rural women and examines their unmet needs. With the help of reading materials, class lectures, focus group discussion, and field based studies this course encourages the students to address some key issues: a) Traditions, customs, myths and misconceptions about women’s reproductive health, b) patriarchal perception of women’s status and their roles in the society, and, c) efforts made by the government and non-government bodies for protecting, safeguarding and upgrading women's health through the instrument of legislation.
Objectives:

The core objective of this course is to enable students to identify the major health issues in the social structure and cultural background of Pakistan. The course also attempts at creating a scientific understanding of women’s health and thus creating a recognition that reproductive health of a woman begins at birth.

Course outline:

Unit One
Defining health
Concept of health in Pakistan
Health as gender issue: Quality, Quantity, and Accessibility of women to health facilities
Sources of data about health

Unit Two
Gender issues and women’s health of girl child, Family environment, and health
Socio-economic and cultural factors effecting nutrition, Girl child from birth to puberty
Reproduction span problems
Child marriages, Son preference, and neglect of the girl-child
Malnutrition of the girl child and its impact on the reproductive health

Unit Three
Rural health issues in Pakistan
Regional variations in health status
Access and awareness to health facilities
Customary Practices affecting women’s health
Effect of Environmental factors on women’s Health (water, endemic diseases etc)
Role of Lady Health Visitors and their importance for change (training, accessibility, skills development)

Unit Four
Urban health issues in Pakistan
Life style issues
Quality and feasibility to primary health care
Occupational health
Women as consumers of health related products
Refugee and migrant women’s health

Unit Five
Expecting Mothers
Reproduction: Approaches and Issues
Proximate determinants of facility (marriage, contraception, breast feeding, induced abortion)
Sexual health and discerns (e.g. RTI, STD, HIV/AIDS)
Reproductive Technologies and Infertility Treatments
Unit Six
Legislation regarding women’s health in Pakistan
Current legislation and International convention: ICPD, CEDAW
Needs for legislation on: domestic violence, incrust, sexual harassment etc
Population policy, Health policy and Development Planning in Pakistan.

Unit Seven
Menopause
Physical and Mental Changes & Problems during & after Menopause
Myths related to menopause
Early Menopause and Health Effects
Ageing (After Menopause) Different Health Issues included Stress, Depression

Unit Eight
Informal education approach about health in the context of Pakistan
Need and requirement of modification in curricula
Need for health education in Pakistan
Need for preventive health policy and legislation

Recommended Texts:
Boland Recel, (1997) CRLP: Prolong Reproductive Rights, Centre of reproductive law of Policy, NY, USA.
Kumar, Ram (1990) Women, Health, Development and Administration, Devendra Printers, New Delhi, India.

**Optional Credit Hours 3**

**Women in South Asian History**

**Course Description:**

Women in South Asia represent a paradoxical scenario. In South Asia, there is a long lineage of Goddess worship and feminine mystique since antiquity and women have served as leaders of the nation in several South Asian countries in the modern era; yet in real life, women are subjected to various kinds of oppression, degradation, discrimination, and exploitation. This course aims to address some of the pertinent issues facing women in South Asia by exploring the historical conditions since the 19th century. Our attempt will be to identify, retrieve, reconstruct, and analyze the historical issues and events that directly or indirectly had a bearing on women's lives in South Asia. It will examine women's presence and participation, question their absence and silence, and seek to analyze the implications of their subdued or overt actions in major historical developments in South Asia.

**Objectives:**

This course is designed to introduce to the students to the prominent themes in South Asian history and historiography with special attention to women and gender and help students understand the changes and continuities in the lives of women in
South Asia from a historical perspective. The purpose of the course is to engage in the current debates concerning women's issues and gender through an examination of mainly primary, as well as secondary sources. Using gender and women's issues as a lens of looking at the past, we will examine how politics of race, class, caste, and religion affected and continue to impact women in South Asian countries, primarily in India, Pakistan, Bangladesh, and Sri Lanka. Both Colonialism and Gender are of critical importance in contemporary South Asian scholarship. This course features thorough lecture notes, presentations, seminars, assignments, guest lectures, and a diverse collection of related resources.

Course Outline:

Unit One
Introduction to South Asian History
India: The Historical and Social Context, Women in the Vedic Age, Manusastra and women's status, Good wives and bad women in the Hindu epic Ramayana: Women's versions of the epic Chaste and Wrathful epic heroines: Draupadi, Savitri and Kannaki

Unit Two
Advent of Islam: Women's status, the criteria of sovereignty in Islam Razia Sultan, Women’s status during the Mughal Age, Nurjahan: court politics Patronage of art and architecture by women, Women in sufi literature-women Sufis

Unit Three
Women's Question in the Nineteenth Century South Asia, Muslim women and the reform movement, Social and economic life-status of women, Sir Syed & the Aligarh movement. The Christian missions and the question of Indian women, Writing Women's History, Rethinking Colonial History.

Unit Four
Colonialism and Its Impact on Women's lives: Social, and Cultural Implications, Economic Consequences Education for women: Reforms in Education and Religion, Local efforts, Shaikh Abdullah and Muslim girls' education, Begams of Bhopal and their role, The Bihishti Zewar and its impact, The new school system

Unit Five
Women, Family and the Nation: Domesticity as a new Cultural Construct Women in Muslim families; the institution of Purdah, Debate over purdah

Unit Six
Gender and Law in Colonial India Women writing: The view from nineteenth-century Urdu Journals for women, Women Through Their Own Words and Writings Feminist Consciousness, Women’s Organizations and Women’s Rights

Unit Seven
Women and the Nationalist Movement, Women in the Muslim League
New Directions in Struggle: Contemporary Women’s Movements

**Recommended Texts:**

- Ali, Azra Asghar. *The Emergence of Feminism Among Indian Muslim Women*, OUP.
- Brij Bhushan, Jamila (1990) *Sultan Razia, her Life and times: A Reappraisal*, Manohar Publications, New Delhi, India.
- Qidwai, Anis (1974) *Azadi ki chaon men* [Under the shade of freedom], *Qaumi Ekta Trust*, New Delhi, India.

**Optional Credit Hours 3**

**Women, Islamic Laws and Human Rights**

**Course Description:**

The debate surrounding the situation of human rights in Islam is taking an increased significance in various domestic and international settings. In this course, we will examine the profound tension between the challenging paradigms of universal
human rights, women rights, cultural and religious relativism, by looking at current issues and debates around customary practices, gender, sexuality and violence.

Objectives:

The main objective of the course will be to introduce the concepts of women rights, human rights, and Islamic laws. This will also address the question: whether human rights and, in particular, the rights of women and Islamic law are compatible? We will begin our examination of Islamic personal and family law by discussing several divergent views of marriage, divorce, khula, and polygamy. Are there instances in which these practices might benefit women, either economically or socially? Further study of Islamic law will establish how law as an instrument of social change can improve the status of women and helps, ameliorate the deprivation, discrimination and degradation faced by women in the present day prevalent situation.

Course outline:

Unit One
Philosophy of Law: need for law in the society.
Evaluation of laws: tribal, feudal, customary laws.

Unit Two
Sources of Islamic law: The Holy Quran, The Sunnah and Hadith, Ijma (consensus of opinion), Qaiyas (Analogy), Istithsan (Equity), Customary laws, Ijtehad and Taqlid.
Family law: Marriage, polygamy, divorce, dissolution of marriage otherwise by divorce, maintenance, dower, concept of wali in Islam, parents and child guardianship, will and inheritance.

Comparison between Muslim Family Law Ordinance (1961) with Muslim Personal Law in India and other Muslim countries Family laws.
The case of Shah Bano.

Unit Three
Shari'ah laws: law of Evidence, Rajam, Qisas and Diyat, Hudd punishments according to the Qur'an.

Unit Four
Islam and Human rights; Charters; covenants and conventions.
Islamic Human rights and the Last Sermon of the Holy Prophet (Peace Be Upon Him).
UN Charter on Human rights

Recommended Texts:


**Optional Credit Hours 3**

**Women and Law in the Context of Pakistan**

**Course Description:**

The purpose of this course is to examine, explain, and understand women's legal position in order to improve women's position in law and society. Women and Law is a legal discipline which provides better understanding of the legal system and its impact on the issues of women individually and collectively.

**Objectives:**

The main objective of the course will be to understand women’s position in socio-legal context. A history of the constitutional framework and the laws enacted for women and against women will be examined. The need to enact laws in the light of
socio-economic and political changes will be assessed. As the provision of human rights can be ensured through the instrument of law, further study of law will established how law as an instrument of social change can improve the status of women and help, ameliorate the deprivation, discrimination and degradation faced by women in the present day prevalent situation. The course would also explore what role women have played in the process of lawmaking and if not, what factors impeded their participatory roles. Thus, finally this course would help students identify women’s concerns, their unmet needs and their voices in the legal frameworks that make and unmake their lives.

Course outline:

Unit One
Philosophy of Law: need for law in the society
Process of law making in Pakistan: Islamization of law
Law and other ideologies of empowerment

Unit Two
Historical background
Constitution of Pakistan – Safeguards for women
Muslim Family Law in the subcontinent
Muslim Family law Ordinance 1961: Marriage, polygamy, divorce, dissolution of marriage otherwise by divorce, maintenance, dower, and gifts, parents and child guardianship, will and inheritance.
Islamization of laws in Pakistan: Origin of Islamization of laws in Pakistan.
Changes introduced in the criminal laws: law of Evidence, shariat Act, Rajam, Qisas and Diyat, Hudood or Punishments.
Laws regarding child marriage and women workers

Unit Three
Labour laws in Pakistan relevant to women: wages, collective bargaining, Maternal Leave Act.
Beijing Platform of Action and Country Report to the UN
What have Pakistan actually achieved? Using statistics to find out Gender disaggregated Data; International Labour Organization (ILO) Data.

Unit Four
Fundamental rights in the Constitution of Pakistan
Legal and Political status of women and Constitutional safeguard: Equality under the constitution, women as Head of Islamic state, reserved seats for women, women voters, women judges.

Unit Five
Women’s mobility: Harassment of women at public and workplace, protective laws and practical implementation.
Discriminatory laws and legal protection
New laws and New reactions (reaction of women groups, general response).
Unit Six
UN Charter on Human rights
ILO conventions and institutionalization of Human rights
Policy interventions for the elimination of violence against women and restoration of human rights – Critical appraisal of CEDAW

Unit Seven
Agencies of justice and control: Law courts, effectiveness of the legal system.
Jail reforms, Rehabilitation of delinquent and criminal women.
Legal aid services and legal education.

Recommended Texts:
Mehta, Rama (1987) Socio-Legal Status of Women in India, Mittal Publications, Delhi, India.
Women and Media in Pakistan

Course Description:

In this course, interdisciplinary approach is used to study and explore the projection of women's images in prints, television, movies, radio, music, newspapers, comics, magazines, advertisements, and internet in both the Pakistan and international contemporary cultural context. All forms of media are included as they communicate understanding of gender, and gender influences all forms of mediated communication. The course also explores how media reflects the outlook of society. It examines the role, impact and influence of feminist understanding of women and gender issues upon the creation of various types of visuals and news reporting. It also examines and evaluates how media’s portrayal of women could be used either for the empowerment of women and creating the process of democratization of the society or for solidifying patriarchal concepts of power and authority. Finally, this course is meant to be used as a tool for creating social change by projecting needs for political action.

Objectives:

This course will develop in students an awareness of the history of the mass media’s representation of women and gender. The course aims to help students mapping out new techniques for the usage of media in the present century. A major goal of the course is to empower would-be media persons to act fairly and judiciously so that the voices of all the segments of the society are heard.

Course outline:

Unit One
Theoretical foundation for this course
A. The Media Effects Debate
B. Social Learning Theory
C. Cultivation Analysis
D. Critical Theory/Cultural Theory
General Introduction to Mass Media; classification; function; introduction of mass media in Pakistan

Unit Two
Representation of Race and Gender: Television, Film, Advertising, Internet, music videos, Radio
Portrayal of women in media and gender stereotypes: newspaper; magazines; books; novels; short stories; and digests

**Unit Three**
Women as work force: newspaper, magazines, books, novels, short stories, and digests
Women and Journalism
Women as work force: film, television, radio, advertising, websites

**Unit Four**
Women stereotype roles and sexist language: In school text books and literature.

**Unit Five**
Visual Arts; still photography; movie making.
Media and social development: media role; formulating media massage and carrying out media campaigns.

**Unit Six**
Women in the media: threats and challenges
Violence at the work place
Case studies of successful media women

**Recommended Texts:**
Women and Peace Building

Course Description:

Women generally are more collaborative than men are and thus are more inclined toward consensus and compromise. Women often use their role as mothers to cut across international borders and internal divides. Every effort to bridge divides, even if initially unsuccessful, teaches lessons and establishes connections to be built on later. Women are highly invested in preventing, stopping, and recovering from conflict. This course is designed to review the phenomena of different conflicts regarding destruction of world’s peace and environment.

Today, more than at any other time, society in general and mothers in particular are faced with an enormous concern—how to protect their children from a course that ends in loss of lives. This course highlights the role and efforts of women as peacemakers as well as accounts for the tribulations and miseries they face during
armed conflicts. Students will be able to analyses the different legislations and representation of women organizations in the process of peace making.

**Objectives:**
This course helps students to understand different theories of peace, politics of conflicts and women representation in the process of peace building. Through class lectures, group discussions and readings students would learn to analyze the diversity of women’s position as peacemakers.

**Course outline:**

**Unit One**
Theories and Politics of Peace  
Historical Context of Women's Role in Peace Building  
Exploring the Continuum of Violence against Women  

**Unit Two**
Human and Women's Protection  
Women in the state of Terrorism  
Women and Extremism  
Women Peace Builders - Gender, Civilian Society and Peace Building.  
Myths and Women’s Civilian Life

**Unit Three**
Gender, Armed Conflict, and Peacemaking  
The War System and other Alternatives: Civil Disobedience and Women’s Refusal to Military Service.  
Human Security, Rape as a Tool of War, Piece, dignity and Peace Keeping Operations  
Gender, International Law and Human (women’s) Security - CEDAW/ UNSCR 1325. United Nations

**Unit Four**
Reshaping the Future: Planning future in unity and equity.  
Environmental constraints and conflicts linked to development  
Diverse proposals for sustainable development at local, national, regional and global levels  
Rural and urban sustainability, health promotion; and environmental factors as causes of conflicts, violence, and wars.

**Unit Five**
NGO Working Group on Women, Peace and Security  
Women as community leaders, with formal and informal authority  
International Conferences on Peace Making and Women's Representation  
Women as adept at bridging ethnic, religious, political, and cultural divides.
Unit Six
Role of Women's Writers in the process of Peace Making in Different areas of World
Women's Writings, Poetry, and movie making
Eminent Women's Activist of the world

Recommended Texts:
Ackerly, Brooke A. & Stern, Maria.(2006) Feminist Methodologies for International Relations, Jacqui True Published, Cambridge University Press, UK.
Sweetman, Caroline. (2005) Gender, Peace building, and Reconstruction, Oxfam GB. Published, Oxford, UK.
Smith, Dan & Skjelsbaek, Inger (2001) Gender, peace and conflict, International Peace Research Institute, USA.
Women, Politics and Feminist Theory

Course Description:

This course is an introduction to a broad range of theoretical and empirical approaches to the study of women and politics, including feminist theory and the history and evolution of the organized women's movement.

Objectives:

The main objective of the course is to examine the role of women in politics, focusing on how and to what extent women participate in politics. It also examines the possible barriers to women's involvement in politics and how does the political system treat women's issues. Other topics include women's status in traditional political thought, feminist theory, women, and political parties, and women in political elites.

Course outline:

Unit One
Theories of political science.
Gender and politics: Gender hierarchy, construction of masculinity and femininity shape and are shaped by interacting economic, political, and ideological practices.

Unit Two
Women and political leadership: Explore difference between women and men in leadership positions, historical exploration why there have been so few women political leaders.
Women leaders in several areas of politics: non-profit organizations, political parties, legislatures, the courts and executive office.

Unit Three
Women and politics: General concept of women's political participation (comparative study e.g. attitudes and behaviour of society towards women participating in politics, social constraints regarding women's political participation.
Broad range of issues involving gender and politics: history of women's movement, voting differences, political divisions amongst women.
What we mean when we refer to ‘women's issues’.
Ongoing development of women's participation and explore the varied roles attained and denied women in Pakistan.

Unit Four
Women as emerging political players in society: strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, the present political status of women in Pakistan and globally.
Unit Five
Women politics and public policies: Issues of gender as it pertains to politics and public policy in Pakistan and internationally.
Variety of ways gender issues intersect with Pakistan’s Politics, in term of leaders, voters, and roles of women.
Theoretical constructions that emerge from candidate and politician behaviour, media representation, and public perceptions.

Recommended Texts:
Inter-Parliamentary Union (2000) *Politics: Women’s Insight*, Inter-Parliamentary Union, Geneva, Switzerland.

Recommendations

To further strengthen and enhance the quality of research and teaching in the discipline of Women’s Studies, the members of the Curriculum Revision Committee held on May 14-16, 2012 at HEC Regional Centre, Karachi, made the following recommendations:

- Active collaboration should be developed between the various departments, centres and institutes teaching Women’s Studies in Pakistan with the purpose of sharing expertise.
- A concentrated efforts should be made to prepare translations in Urdu (or any other language of Pakistan) of key-texts in Women’s Studies.
- Anthologies consisting of texts written about women or by women in different languages in Pakistan should be prepared and translations of the same should be made available in Urdu and English.
- Special funds should be made available by the HEC for those prepared to undertake this arduous exercise.
- Efforts should be made to develop the research and teaching capacities of the faculty of Women’s Studies.
- Special grants for library development in Women’s Studies should be instituted.
- Concentrated efforts should be made for introducing Women’s Studies at undergraduate level.
- An effort should be made to incorporate Women’s Studies perspective in the preparation of textbooks at school and college level.
- The discipline of Women’s Studies should be introduced as one of the qualifying subjects in the competitive examinations (CSS, PCS).
- Academic linkage programmes with centres/programmes of Women’s Studies in the developed countries should be established.
- Appointment of a National Professor in Women’s Studies should be made.
- An active national collaboration within the Women’s Studies departments and faculty should be activated.
Objectives: Enhance language skills and develop critical thinking.

Course Contents:
- Basics of Grammar
- Parts of speech and use of articles
- Sentence structure, active and passive voice
- Practice in unified sentence
- Analysis of phrase, clause and sentence structure
- Transitive and intransitive verbs
- Punctuation and spelling

Comprehension
Answers to questions on a given text

Discussion
General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening
To be improved by showing documentaries/films carefully selected by subject teachers

Translation skills
Urdu to English

Paragraph writing
Topics to be chosen at the discretion of the teacher

Presentation skills
Introduction

Note: Extensive reading is required for vocabulary building

Recommended books:
1. Functional English
   a) Grammar
   b) Writing
c) Reading/Comprehension

d) Speaking

   **English II (Communication Skills)**

   **Objectives:** Enable the students to meet their real life communication needs.

   **Course Contents:**

   - **Paragraph writing**
     Practice in writing a good, unified and coherent paragraph

   - **Essay writing**
     Introduction

   - **CV and job application**
     Translation skills
     Urdu to English

   - **Study skills**
     Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

   - **Academic skills**
     Letter/memo writing, minutes of meetings, use of library and internet

   - **Presentation skills**
     Personality development (emphasis on content, style and pronunciation)

   *Note: documentaries to be shown for discussion and review*

   **Recommended books:**

   **Communication Skills**

   a) **Grammar**
b) Writing

c) Reading
2. Reading and Study Skills by John Langan

**English III (Technical Writing and Presentation Skills)**

**Objectives:** Enhance language skills and develop critical thinking

**Course Contents:**

**Presentation skills**

**Essay writing**
Descriptive, narrative, discursive, argumentative

**Academic writing**
How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

**Technical Report writing**

**Progress report writing**

*Note: Extensive reading is required for vocabulary building*

**Recommended Books:**

Technical Writing and Presentation Skills

a) Essay Writing and Academic Writing

b) Presentation Skills
c) Reading
The Mercury Reader. A Custom Publication. Compiled by Northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).
ANNEXURE - B

Pakistan Studies (Compulsory)

Introduction/Objectives

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline

1. Historical Perspective
   b. Factors leading to Muslim separatism
   c. People and Land
      i. Indus Civilization
      ii. Muslim advent
      iii. Location and geo-physical features.

2. Government and Politics in Pakistan
   Political and constitutional phases:
   a. 1947-58
   b. 1958-71
   c. 1971-77
   d. 1977-88
   e. 1988-99
   f. 1999 onward

3. Contemporary Pakistan
   a. Economic institutions and issues
   b. Society and social structure
   c. Ethnicity
   d. Foreign policy of Pakistan and challenges
   e. Futuristic outlook of Pakistan

Books Recommended:

ISLAMIC STUDIES
(Compulsory)

Objectives:
This course is aimed at:
1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life.

Detail of Courses

Introduction to Quran Studies
1) Basic Concepts of Quran
2) History of Quran
3) Uloom-ul-Quran

Study of Selected Text of Holly Quran
1) Verses of Surah Al-Baqara Related to Faith (Verse No-284-286)
2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
5) Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

Study of Selected Text of Holly Quran
1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
3) Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I
1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
2) Life of Holy Prophet (S.A.W) in Makkah
3) Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II
1) Life of Holy Prophet (S.A.W) in Madina
2) Important Events of Life Holy Prophet in Madina
3) Important Lessons Derived from the life of Holy Prophet in Madina

**Introduction to Sunnah**
1) Basic Concepts of Hadith
2) History of Hadith
3) Kinds of Hadith
4) Uloom –ul-Hadith
5) Sunnah & Hadith
6) Legal Position of Sunnah

**Selected Study from Text of Hadith**

**Introduction to Islamic Law & Jurisprudence**
1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

**Islamic Culture & Civilization**
1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization
3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and Contemporary Issues

**Islam & Science**
1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quran & Science

**Islamic Economic System**
1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

**Political System of Islam**
1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Govt. in Islam

**Islamic History**
1) Period of Khlaft-E-Rashida
2) Period of Ummayyads
3) Period of Abbasids

**Social System of Islam**
1) Basic Concepts of Social System of Islam
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2) Elements of Family
3) Ethical Values of Islam

Reference Books:

1) Hameed ullah Muhammad, “Emergence of Islam” , IRI, Islamabad
2) Hameed ullah Muhammad, “Muslim Conduct of State”
3) Hameed ullah Muhammad, ‘Introduction to Islam’
4) Mulana Muhammad Yousaf Islahi,”
6) Ahmad Hasan, “Principles of Islamic Jurisprudence” Islamic Research Institute, International Islamic University, Islamabad (1993)
9) Dr. Muhammad Zia-ul-Haq, “Introduction to Al Sharia Al Islamia” Allama Iqbal Open University, Islamabad (2001)
1. **COURSE FOR NON-MATHEMATICS MAJORS IN SOCIAL SCIENCES**

**Specific Objectives:**

This course aims at understanding the use of the essential tools of basic mathematics and to apply the concepts and the techniques in their respective disciplines. It also Models the effects non-isothermal problems through different domains;

**Contents:**


Measures of dispersion: Range, inter quartile deviation mean deviation, standard deviation, variance, moments, skewness and kurtosis.

Recommended Books:

INTRODUCTION TO STATISTICS

Specific Objectives:
This course helps students to understand the basic concepts of statistics, its nature, scope and importance with special focus on its use in social sciences.

Unit 1. What is Statistics?

Unit 2. Presentation of Data
Introduction, basic principles of classification and Tabulation, Constructing of a frequency distribution, Relative and Cumulative frequency distribution, Diagrams, Graphs and their Construction, Bar charts, Pie chart, Histogram, Frequency polygon and Frequency curve, Cumulative Frequency Polygon or Ogive, Histogram, Ogive for Discrete Variable. Types of frequency curves. Exercises.

Unit 3. Measures of Central Tendency
Introduction, Different types of Averages, Quantiles, The Mode, Empirical Relation between Mean, Median and mode, Relative Merits and Demerits of various Averages. properties of Good Average, Box and Whisker Plot, Stem and Leaf Display, definition of outliers and their detection. Exercises.

Unit 4. Measures of Dispersion
Unit 5. Probability and Probability Distributions
Discrete and continuous distributions: Binomial, Poisson and Normal Distribution. Exercises

Unit 6. Sampling and Sampling Distributions
Introduction, sample design and sampling frame, bias, sampling and non-sampling errors, sampling with and without replacement, probability and non-probability sampling, Sampling distributions for single mean and proportion, Difference of means and proportions. Exercises.

Unit 7. Hypothesis Testing
Introduction, Statistical problem, null and alternative hypothesis, Type-I and Type-II errors, level of significance, Test statistics, acceptance and rejection regions, general procedure for testing of hypothesis. Exercises.

Unit 8. Testing of Hypothesis- Single Population
Introduction, Testing of hypothesis and confidence interval about the population mean and proportion for small and large samples, Exercises

Unit 9. Testing of Hypotheses-Two or more Populations
Introduction, Testing of hypothesis and confidence intervals about the difference of population means and proportions for small and large samples, Analysis of Variance and ANOVA Table. Exercises

Unit 10. Testing of Hypothesis-Independence of Attributes

Unit 11. Regression and Correlation
Introduction, cause and effect relationships, examples, simple linear regression, estimation of parameters and their interpretation. \( r \) and \( R^2 \). Correlation. Coefficient of linear correlation, its estimation and interpretation. Multiple regression and interpretation of its parameters. Examples

Recommended Books:


Note: General Courses from other Departments
Detail of courses may be developed by the concerned universities according to their Selection of Courses as recommended by their Board of Studies.