MASTER OF STUDIES (MS) IN WOMEN, DEVELOPMENT AND SEERAH STUDIES

PROGRAM DESCRIPTION

The Master of Studies (MS) in Women, Development and Seerah Studies is designed in alignment with the HEC Graduate Education Policy 2023, focusing on the integration of contemporary academic standards with indigenous knowledge traditions. The program aims to equip graduates with advanced understanding of women's role in social, economic, and cultural development, while drawing guidance from the life and teachings of the Holy Prophet (PBUH) as a model of inclusivity, empowerment, and justice. Emphasizing interdisciplinary learning, the curriculum blends gender studies, development studies, and Seerah-based perspectives to prepare scholars, researchers, and practitioners capable of addressing modern challenges with informed, ethical, and contextually relevant approaches.

STANDARD NOMENCLATURE

To ensure uniformity, the standard nomenclature the program is **"MS in Women, Development and Seerah Studies".**

PROGRAM LEARNING OUTCOMES

By the completion of, the graduates of MS in Women, Development and Seerah Studies will be able to:

- Demonstrate the ability to critically analyze contemporary issues related to women and development, applying insights from Seerah and modern development frameworks to propose sustainable and ethical solutions.
- Conduct independent and original research in the fields of women's studies, development, and Seerah, utilizing appropriate methodologies to contribute to academic knowledge and policy discourse.
- Exhibit leadership, ethical responsibility, and advocacy skills to promote gender equity, social justice, and inclusive development in alignment with Seerah-inspired values and contemporary global best practices.

ELIGIBILITY CRITERIA

a) An undergraduate degree (involving 16 years of education or equivalent) in any discipline or any field of Studies is the eligibility for admission in MS in Women, Development and Seerah Studies.
b) The candidates having Shahadat-ul-Almiya are also eligible to apply for the program as per HEC Policy.
c) Deficiency courses shall be offered where required.
d) In addition to the basic eligibility, the admitting university is further required to conduct a rigorous admission test as an eligibility condition for admission to the program, with a passing score of 50% (OR) accept the GRE/HAT General/equivalent tests, with a passing score of

50%. The admitting university may also set minimum eligibility scores (above 50%) as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM STRUCTURE

The MS in Women, Development and Seerah Studies is structured in accordance with the provisions of the HEC Graduate Education Policy (GEP) 2023. Standard structure of the program is as under:

Credit Hours	Minimum 36
Course Work	Minimum 30 credit hours (10 courses)
Research Work / Thesis	Minimum 06 credit hours
Program Duration	Minimum: 1.5 Years (3 regular semesters) Maximum: 4 Years (8 regular semesters) As per HEC Graduate Education Policy (GEP) 2023 the HEI's may replace 6 credit hours of research with 2 courses. NCRC strongly recommend that degree may offered with research option
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)

The standard scheme of studies for MS in Women, Development and Seerah Studies is given below:

SEMESTER I			
S.N.	COURSE	CREDIT HOURS	CATEGORY
1	Seerah Studies: Issues and Perspectives	3 (3-0)	Core
2	Women's Studies: Local and Global Perspectives	3 (3-0)	Core
3	Applications of Emerging Technologies	4 (3-1)	Core
4	Fehm-e-Quran I	1 (0-1)	GE
5	Global Development: Issues and Perspectives	3 (3-0)	Core
Total Credits (14)			

SEMESTER II			
S.N.	COURSE	CREDIT HOURS	CATEGORY
1	Women, Law, and Human Rights	3 (3-0)	Core
2	Women and Development	3(3-0)	Core
3	Research Methods	3 (3-0)	Core
4	Fehm-e-Quran – II	1 (0-1)	GE
5	Elective – I **	3 (3-0)	Elective
Total Credit Hours (13)			

SEMESTER III			
S.N.	COURSE	CREDIT HOURS	CATEGORY
	Elective – II **	3 (3-0)	Elective
	Thesis ***	6 ****	Research

SEMESTER IV			
S.N.	COURSE	CREDIT HOURS	CATEGORY
	Thesis ***	Continued	Research

* These are core mandatory courses for the program.

** The university / offering department may offer any advanced course in the field of MS in Women, Development and Seerah Studies as an **elective**, where required as per its program objectives, university's geographical location and available academic and faculty resources. Credit combination (reflecting balance of theory and lab / field work) must be arranged in accordance with the nature of the course.

*** Research work for thesis must be performed by students individually as per university's policy on the same including but not limited to the protocols for topic selection, allocation of supervisor and co-supervisor (where required), thesis submission, defense and evaluation as approved through its statutory bodies.

DEGREE AWARD REQUIREMENTS

The following minimum requirements are prescribed for award of MS in Women, Development and Seerah Studies

a) Minimum of thirty (30) credit hours of course work is mandatory for program offering.

b) In addition to coursework of thirty (30) credit hours, research work / thesis of minimum six (06) credit hours must also be completed individually as partial fulfilment of the degree program. Requirement of research work / thesis cannot be substituted with additional course work.

c) CGPA must not be below 2.50/4.00 at the time of completion of the degree program. The university may however set higher standard in this regard.

d) The minimum duration required to complete the degree is three (03) regular semesters which may be extended up to maximum of eight (08) regular semesters. Summer semester is not considered as a regular semester.

Seerah Studies: Issues and Perspectives

COURSE DESCRIPTION

The course focuses on the life and teachings of the Prophet صلى الله عليه وسلم with a particular emphasis on analyzing historical events and their relevance to contemporary issues. It will explore the Prophet's صلى الله عليه وسلم biography, his interactions with various segments of society, specifically women, and the challenges he faced, while also examining how these events can inform our understanding of modern challenges and guide ethical decision-making. This transformative course bridges history with practical lessons, offering invaluable insights for contemporary Muslims.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- understand the Prophet's صلى الله عليه وسلم leadership, strategic diplomacy, and spiritual guidance, all while addressing modern challenges through his timeless wisdom;
- gain a better understanding of the Prophet's life and explore the approaches in reviving the spirit of Islam through studying his journey in-depth;
- analyze key events and milestones in the life of the Prophet صلى الله عليه وسلم and their impact on the development of early Islamic society;
- develop critical thinking skills through the analysis of historical texts and sources related to the life of the Prophet صلى الله عليه وسلم;
- enrich personal faith and understanding of Islam by connecting the historical significance of the Prophet's صلى الله عليه وسلم life to contemporary Islamic practices and beliefs.

COURSE OUTLINE

1. **Introduction to Seerah Sciences and its Sources**
   - **Understanding the Discipline of Seerah and its Significance**
     Discuss the meaning of Seerah and its importance as a source of Islamic knowledge and guidance.
   - **Primary Sources of Seerah**
     Explore the primary and secondary sources for studying the Prophet's صلى الله عليه وسلم life, including the Quran, Hadith, and historical texts.
   - **Role of Early Seerah Historians**
     Discuss the role of early Seerah Historians like Ibn Ishaq and Ibn Hasham
   - **Methodology of Seerah Studies (Fiqh-ul-Seerah)**
     Examine the methods used to analyze and interpret Seerah events, including historical criticism, contextual analysis and derivation of legal rulings from the conduct of Prophet صلى الله عليه وسلم.
   - **The Pre-Islamic Arabian Context**
     Analyze the social, political, and religious landscape of pre-Islamic Arabia to understand the context of the Prophet's صلى الله عليه وسلم mission.
   - **Significance of Seerah in Modern times** Under the need and importance of Seerah in understanding modern day challenges to the Muslim World
2. **The Lineage and Birth of the Prophet صلى الله عليه وسلم**
   Discuss the Prophet's صلى الله عليه وسلم lineage, birth, childhood, and early experiences.

- **The Revelation and Early Prophet hood**
  Examine the first revelations, the Prophet's صلى الله عليه وسلم call to prophet hood, and the initial challenges he faced.
- **The Makka Period**
  Analyze the persecution of Muslims, the Prophet's صلى الله عليه وسلم efforts to spread Islam, and the challenges he encountered.
- **The Migration to Medina (Hijrat)**
  Explore the reasons for the migration, the establishment of the Muslim community in Medina, and the challenges of building a new society.
- **Establishing the First Islamic State and Society**
  Examine the Prophet's صلى الله عليه وسلم leadership in Medina, his interactions with various groups (Jews, Christians, hypocrites), and the battles fought.
- **The Conquest of Mecca and the Farewell Sermon**
  Analyze the significance of the conquest, the Prophet's صلى الله عليه وسلم message of forgiveness, and his final instructions to the Muslim community.

3. **Key Themes and Issues:**
   - **Leadership and Governance**
     Examine the Prophet's صلى الله عليه وسلم leadership style, his approach to governance, and the principles of Islamic leadership.
   - **Social Justice and Equality**
     Analyze the Prophet's صلى الله عليه وسلم teachings on social justice, equality, and the rights of all individuals.
   - **Ethics and Morality**
     Explore the Prophet's صلى الله عليه وسلم ethical teachings, his emphasis on character development, and the importance of moral conduct.
   - **Interfaith Relations**
     Examine the Prophet's صلى الله عليه وسلم interactions with other religious communities, his approach to dialogue, and the principles of peaceful coexistence.
   - **The Role of Women**
     Analyze the Prophet's صلى الله عليه وسلم teachings on the rights and status of women, his respect for women, and his emphasis on their education and participation in society.
   - **Conflict Resolution and Peacebuilding**
     Explore the Prophet's صلى الله عليه وسلم approach to resolving conflicts, his emphasis on forgiveness, and his efforts to establish peace.
4. **Seerah and Orientalists**
   - **Western Scholars on Seerah**
     Analyzing the perspective of Western scholars on Seerah
   - **Colonial Narratives on Seerah**
     Studying the influence of colonial narratives on the study of Prophet's صلى الله عليه وسلم life and misinterpretations in Orientalist discourse
   - **Role of Muslim Scholars**
     Analyzing the role of Muslim scholarship in responding to misconceptions and strategies to presenting Seerah accurately in academic and interfaith discussions.
5. **The Legacy of the Prophet صلى الله عليه وسلم and Lessons for Today**

- **The Prophet's صلی اللہ علیہ وسلم Legacy**
  Summarize the Prophet's صلی اللہ علیہ وسلم lasting impact on the world and his continued relevance as a role model for all humanity.
- **Applying Seerah Principles to Modern Challenges**
  Discuss how the Prophet's صلی اللہ علیہ وسلم teachings and actions can be applied to address contemporary issues such as social injustice, political polarization, and religious extremism.
- **The Importance of Studying Seerah in the Modern World**
  Analyze the relevance of Seerah studies for Muslims and non-Muslims alike, emphasizing its potential to foster understanding, promote peace, and inspire positive change.

RECOMMENDED READINGS

1. Abror, Muhamad, and Awalia Rahma. Sira Nabawiyya: Historiography of the Prophet Muhammad by Three Modern Writers. Buletin Al-Turas 30, No. 1 (2024), 25-38. doi:10.15408/bat.v30i1.30008.
2. Ahmad, M. F., & Ghani, F. (2017). Integration of Seerah in the curriculum: A step towards holistic understanding of Islam. Journal of Islamic Thought and Civilization, 7(2), 49-62.
3. Akhtar Saeed and Ata ur Rahmani (2016). The Preservation of the Holy Qur'an as a Source of Seerah: A Critical Analysis of Robert Spencer's Views on the Holy Qur'an. TAHDHīB AL AFKāR. Volume 3, Issue No 2.
4. Ali, M.U. (2023). The significance of Seerah in Pakistan's Educational System. International Journal of Early Childhood Special Education (INT-JECSE) DOI:10.48047/INTJECSE/V15I2.92 ISSN: 1308-5581 Vol 15, Issue 02.
5. Amir Hayat, Lubna Iftikhar (2024). Methodological Approaches of Contemporary Seerah Writings in the West: An Analytical Study. Journal of World Religions and Interfaith Harmony. 3(2):1
6. Armstrong, Karen. Muhammad Prophet for our time (2013). Mizan Pustaka Publishers.
7. Azmi, Ahmad S., Mohd Y. Ismail, Zulhilmi Mohamed Nor, Amirud din Mohd Sobali, and Amran Abdul Halim. (2017). Qur'ānic References in Sīra Literature: A Prolegomenon to the Orientalist Studies. Maʿālim al-Qurʾān wa al-Sunnah 12, No. 13, 70-78. doi:10.33102/jmqs.v12i13.8
8. Brown, Jonathan A. (2009). Hadith: Muhammad's Legacy in the Medieval and Modern World. London: ONE World Publications.
9. Crone, Patricia, M. A. Cook, and Michael Cook (1977) Hagarism: The Making of the Islamic World. Cambridge.
10. Donner, Fred M. (2010). Muhammad and the Believers: At the Origins of Islam. Cambridge: Harvard University Press.
11. Fatima, Tehreem, and Aqsa Tasgheer (2022). The Rationalistic-Critical Approach of Orientalists in Seerah Writings: An Exploratory Study of Modern Trends." Al-Wifaq 5, No. 1, 85-97. doi:10.55603/alwifaq.v5i1.e7.
12. Gondal, A.Q. and M. Ahmad (2024). Seerah, Human Rights, & Women's Dignity: Exploring Concepts of Equality & Justice in Islam & Addressing Violence against Women. Al-Amir Vol 5 Issue No 3
13. Hassan Ahmed (1993). Principles of Islamic Jurisprudence. Islamic Research Institute, IIUI
14. Hassan Shuaib (2020). The Introduction to the Sciences of Hadith. Darussalam Publishers
15. Hussain, T. (2019). Relevance of Seerah in modern times. Journal of Islamic Thought and Civilization, 9(1), 1-10.
16. Jameelah, Maryam (2007). Islam and Orientalism. Adam Publishers,

17. Khan, N. A. (2016). The importance of Seerah in education. Journal of Islamic Thought and Civilization, 6(1), 75-84.
18. Khan, Sajid S., and Sajid Hameed. (2014). Orientalism and Muslim Historical CriticalMethods." Journal of Islamic Thought and Civilization 04, No. 01, 75-81. doi:10.32350/jitc.41.05.
19. Mubarakpuro Safi ur Rahman (1976). The Sealed Nectar. Maktaba Darussalam
20. Muhammad al-Haashimi al-Haamidi (2012). Darussalam Muhammad for the Global Village. Darussalam Publishers.
21. Qureshi, S. S., &Jahanzeb, S. (2018). Promoting cultural and social awareness through Seerah. Journal of Islamic Thought and Civilization. 8(1).
22. Rahman Fazlur (1987). Major Themes of the Quran. University of Chicago.
23. Waliullah Mir (2016). Muslim Jurisprudence and the Quranic Law of Crimes. Islamic Books Services.

Women's Studies: Global & Local Perspectives

COURSE DESCRIPTION

This interdisciplinary course delves into the multifaceted roles, representations, and lived experiences of women within both global frameworks and the specific socio-cultural context of Pakistan. Integrating perspectives from feminist theory, gender studies, Islamic history, and development studies, the course critically investigates how intersecting forces—cultural, religious, political, and economic shape women's realities. The course also examines the historical evolution of women's rights in Pakistan, the influence of civil society organizations, and the transformative effects of globalization, media narratives, and policy reform on gender relations, in an attempt to transform the landscape for women's rights and opportunities in Pakistan.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- critically analyse key feminist theories and their relevance to both global and Pakistani contexts;
- evaluate the historical and contemporary roles of women in Pakistan's political, social, and economic spheres;
- compare and contrast global feminist movements with local gender-based activism in Pakistan;
- assess the impact of globalization, development policies, and media on women's rights and representation in Pakistan.

COURSE OUTLINE

1. **Introduction to Women's Studies**
   - Overview of foundational concepts: sex vs. gender, biological determinism/essentialism, androcentrism, patriarchy, feminism, equality, equity, sexism, stereotyping etc.
   - The historical evolution of women's movements: first, second, third waves of feminism.
2. **Theoretical Frameworks**
   - Liberal Feminism
   - Marxist Feminism
   - Radical Feminism
   - Islamic Feminism

- Indigenous Feminism

3. **Women in Muslim Societies**
   - Prominent women in early Islamic history (e.g. Hazrat Khadija, Hazrat Fatima, Hazrat Ayesha, Rabi'a al-Adawiyya etc.)
   - Women's roles in Islamic empires (e.g. Ayyubid and Ottoman dynasties)
   - Female political leaders and activists in contemporary Muslim societies
   - Muslim women in diaspora communities
4. **Pakistani Women's History, Movements, & Contemporary Political Leadership**
   - Pre-independence activism: role of women in the Pakistan Movement (e,g. Fatima Jinnah, Begum Liaquat Ali, etc.)
   - Post-independence pioneers: (e.g. Shaista Suharwardy, Jahanara Shahnawaz, & other parliamentarians).
   - Contemporary female civil activists and political leaders: (e.g. Asma Jehangir, Farida Shaheed, Khawar Mumtaz, Nighat Khan, Benazir Bhutto, Begum Naseem Wali Khan, Begum Kalsoom Saifullah, Begum Kalsoom Nawaz, Nisar Fatima Zahra, Abida Hussain, Malala Yousafzai, Maryam Nawaz, etc.)
   - Contemporary Activist Movements: All Pakistan Women's Association (APWA); Women's Action Forum (WAF); Alliance against Sexual Harassment (AASHA); Aurat March; and grassroot level movements.
5. **Global Issues**
   - Violence against Women: domestic violence; honour killings; technology facilitated violence; conflict-zone experiences; etc.
   - Women & Media Representation: portrayal of women in all forms of Pakistani and global media.
   - Women, Education, & Employment: access to education, curriculum biases; labour rights, informal economy, employment barriers, gendered division of labour.
   - Women and Health: Reproductive health, access to health care, and politics of healthcare.

RECOMMENDED READINGS

1. Abou-Bakr, Omaima. (2010). Articulating Gender: Muslim Women Intellectuals in the PreModern Period. Arab Studies Quarterly, 32(3), 127-144
2. Basu, A. (2018). The Challenge of Local Feminisms: Women's Movements in Global Perspective. Westview Press.
3. Durrani, N. and Halai, A. (2020). Gender Equality, Education, and Development: Tensions between Global, National, and Local Policy Discourses in Postcolonial Contexts. In Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education. Wulff, Antonia (Ed.). Pp. 65-95. Brill.
4. Guoddar, H., & Ennam, A., (2025). The Role of Early Female Muslim Scholars in the Development of World Knowledge. Journal of Education in Muslim Societies, 6(2), 109–122. DOI 10.2979/jems.00032
5. Hirji, F. (2021). Claiming our Space: Muslim Women, Activism, and Social Media. Islamophobia Studies Journal, 6(1), pp. 78-92.
6. Khurshid, A. (2015). Islamic Traditions of Modernity: Gender, Class and Islam in a Transnational Women's Education Project. Gender and Society, 29(1), 98-121.

7. Kumari, S. S., Sohail, R., & Benagiano, G. (2024). New Perspectives on Fighting Violence against Women. International Journal of Gynecology Obstetrics, 166, 1014-1022. Published online. DOI: 10.1002/ijgo.15832
8. Krijnen, T. & Van Bauwel, S. (2021). Gender and Media: Representing, Producing, Consuming. Routledge.
9. Pilcher, J. and Whelehan, I. (2004). 50 Key Concepts in Gender Studies. Sage Publications.
10. Rubina, S. (2016). Feminism and the Women's Movement in Pakistan: Actors, Debates and Strategies. Islamabad: Friedrich-Ebert-Stiftung Pakistan
11. Roberts, Ad. & Zulfiqar, Ghazal M (2019.) The Political Economy of Women's Entrepreneurship Initiatives in Pakistan: Reflections on Gender, Class, and "Development." Review of International Political Economy, 26(3), pp. 410-435.
12. Schröter, S. (2017). Islamic Feminism. Islam, Gender and Democracy in Comparative Perspective, 113-136.
13. Shah, N. A. (2020). Role and Contribution of Non-Governmental Organizations in Women Empowerment: A Case Study of the All Pakistan Women's Association. In Building Sustainable Communities (pp. 263-284). Palgrave Macmillan.
14. Shaheed, F. (2010). The Women's Movement in Pakistan: Challenges and Achievements. Women's Movements in the Global Era. Boulder.
15. Sirri, L. (2020). Islamic Feminism: Discourses on Gender and Sexuality in Contemporary Islam. Routledge.
16. Tong, R. & Botts, Tina F. (2024). Feminist Thought: A More Comprehensive Introduction. Routledge.

Applications of Emerging Technologies

COURSE DESCRIPTION

This course introduces graduate students from non-computing backgrounds to the practical landscape of emerging technologies shaping society, leadership, and development. Through accessible, hands-on exposure to key domains, including Emerging Technologies, Digital Platforms, Data Analytics, Artificial Intelligence (AI), and Cybersecurity, students gain foundational knowledge and applied skills relevant to academic and professional contexts. Emphasis is placed on ethical engagement, digital empowerment, and integration with Islamic perspectives. The course prepares students to evaluate and apply technology responsibly, supporting societal well-being through informed and purposeful use.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- Explain the scope and implications of emerging technologies in various domains from ethical and Islamic perspectives.
- Use web and digital tools to design, present, and manage information effectively.
- Apply basic data analysis techniques using spreadsheets and Python for informed decision-making.
- Demonstrate the use of generative AI tools for academic and professional content creation.
- Understand cybersecurity threats and apply digital safety practices to ensure personal and community online security.

COURSE OUTLINES

1. **Introduction to Emerging Technologies**
   - Historical evolution and definitions; key concepts: Internet, Web, AI, IoT, Blockchain, AR/VR, 3D printing, Sensors, Cryptocurrencies, and other frontier technologies. Overview of opportunities and disruptions. Ethical implications and Islamic perspectives
2. **Web and ICT Tools for Empowerment**
   - Practical orientation to web platforms and digital tools: blogging, content creation, low-code tools (e.g., Google Sites, Notion, Canva, WordPress), mobile applications. Applications of ICT in education, development, governance, and women's empowerment. Responsible use, plagiarism, and ethical norms.
3. **Data and Information Literacy**
   - Understanding data: types, sources, formats. Using spreadsheets and basic tools for data analysis and visualization. Interpreting and presenting public datasets. Basics of storytelling with data. Introduction to Python programming. Responsible data handling and Islamic perspectives on truthfulness and integrity.
4. **AI and Generative Technologies**
   - Overview of Artificial Intelligence and Machine Learning with focus on Generative AI. Tools like ChatGPT, image generators, and their applications in writing, research, and communication. Social, ethical, and Islamic perspectives on AI use
5. **Cybersecurity and Digital Ethics**
   - Understanding cybersecurity fundamentals: threats, online safety, privacy, digital hygiene, and secure communications. Case studies of cyber harm and social engineering. Ethical technology use, cyber warfare, and Islamic ethical positions.

PRACTICAL REQUIREMENTS

Students will engage in hands-on assignments and mini-projects including:

- Designing a web content page or blog using low-code platforms (e.g., Notion, Canva, Google Sites).
- Creating data visualizations and conducting simple analysis using Excel/Google Sheets and introductory Python.
- Using AI tools (e.g., ChatGPT, image generators) to draft and evaluate content.
- Completing a digital hygiene checklist and developing an online safety plan.
- Plagiarism detection exercises and secure communication simulations.

RECOMMENDED READINGS

1. Schwab, K. (2017). "The Fourth Industrial Revolution".
2. Future Skills: The 20 Skills and Competencies Everyone Needs" by Bernard Marr (2022)
3. Google's "Data Analytics Certificate" (Selected Readings) ○ https://grow.google/certificates/data-analytics
4. "Data Science for Beginners" – Microsoft (Free online curriculum: https://microsoft.github.io/Data-Science-For-Beginners)
6. "AI Basics for Everyone" by Finland AI Project (free online course) ○ https://www.elementsofai.com
5. "AI for Everyone" by Andrew Ng (Coursera Course, open access/ free to audit)
6. "The Basics of Cyber Safety" by John Sammons (accessible language, recent editions available)

Global Development: Issues and Perspectives

COURSE DESCRIPTION

This course is designed to understand and analyse the major theoretical and historical models and shifting paradigms of Development. Going beyond the circumscribed views of defining Development on GNP/Capita thresholds, this course aims to nutshell unorthodox discourses of Development with all their interconnections and intricacies to provide alternative explanations (as well as to challenge) the technocratic measures of development.

Historical and theoretical contexts will impart to students a well-rounded knowledge of conventional discourses theorising Development in which the conception of the term Development, the early experiences of Development, the Colonial legacies, the post-Second World War havoc, the modernisation and modernity, the Development/Underdevelopment divide, the First World/Third World divide and the Global South/Global North divide will be taught. On the theoretical side, theories of modernisation, Keynesianism, neoliberalism, structuralism, post-structuralism, dependency and world system propositions, Marxism, Socialism and the Soviet model, Maoism and the Chinese model, African Socialism, and Afro-Marxism are some of the broader areas which will be covered. In addition, the deconstructionist approach will deal with the recent and more concurrent themes of grassroots development (basic needs, human development, decentralization, participatory development, empowerment and agency, social capital, role of civil societies and NGOs) and socio-cultural dimensions (sociology of development, anthropology and development, anthropology of development, ethnodevelopment, gender and development, and rights-based development).

A key part of the course is development policy through which we intend to apply a pragmatic approach through delving into the current policy issues, social change and development, social policy, demographic transition, globalization and development, culture and development, institutions and development, politics of international aid, and violence/security/conflict concerns.

COURSE LEARNING OUTCOMES

By the end of the course, the students will be able to:

- understand the historical contexts development as a concept and as a practice has emerged in.
- understand the lexicons of development theory and practice.
- develop criticality to decode the western notion of development and articulate the issues and challenges it causes in the Global South.
- outline the development challenges confronting Pakistan economy and be prescriptive regarding policy implications and recommendations.

COURSE OUTLINE

1. Definitional Issues of Development
2. Development Through History, Colonialism and Postcolonialism
3. Classical Theories of Development
4. Contemporary Theories of Development
5. Postmodernism and Post-developmentalism
6. Culture and Development
7. Rights-based Development
8. Human Security, Conflict and Development
9. Sociology of Development
10. Gender and Development

11. Development Policies and Challenges in Pakistan

RECOMMENDED READINGS

1. Fukuyama, Francis. and Marwah, Sanjay. (2000). Dimensions of Development. Journal of Democracy. 11(4):80-94.
2. Sen, Amartya. (1983). Development which way now? The Economic Journal. 93(372):745-762.
3. Williams, Glyn., Meth, Paula. and Willis, Katie. (2009). The Geography of Developing Areas: The Global South in a Changing World. Routledge. (Chapter 1).
4. Theorizing Development (Chapter 1) from Paul Hooper's book, Understanding Development
5. Loomba, Anita. 1998. Colonialism/Postcolonialism. Routledge. (Chapter 1, 2, 3, and 4).
6. Robinson, James. and Acemoglu, Daron. 2011. Why Nations Fail: The Origins of Power, Prosperity, and Poverty. Crown Publishing Group. (Chapter 3).
7. Willis, Katie. 2011. Theories and Practices of Development. Routledge. (Chapter 3, 4, 5 and 6).
8. Peet, Richard. and Hartwick, Elaine. 2009. Theories of Development: Contentions, Arguments, Alternatives. The Guilford Press. (Chapter 5 and 6).
9. Edelman, Marc. and Haugerud, Angelique. 2005. The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism. Blackwell publishing.
10. Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton University Press. (Chapters 2 and 3).
11. The Anti-politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho by James Ferguson.
12. Contemporary Social Theory: An Introduction by Anthony Elliott
13. Escobar, Arturo. 1997. Anthropology and Development. International Social Science Journal. 49(154):497-515.
14. Ferguson, James. 1994. The anti-politics machine: development and bureaucratic power in Lesotho. The Ecologist. 24(5):176-181.
15. Gardner, Katy. and Lewis, David. 1996. Anthropology, Development and the Post-Modern Challenge. Pluto Press. (Chapter 1, 2, 3 and 7).
16. S Corbridge. 1998. Beneath the pavement only soil: The poverty of post-development. The Journal of Development Studies. 34(6):138-148.
17. Williams, Glyn. 2004. Evaluating participatory development: tyranny, power, and (re)politicisation. Third World Quarterly. 25(3):557-578.
18. Young, Elspeth. 1995. Third World in the first: Development and Indigenous Peoples. Routledge. (Chapter 1, 2, 3, and 8)
19. Sen, Amartya. How does culture matter? Culture and Public Action.
20. Mbakogu, Ifeyyinwa Annastasia. 2004. Is there really a relationship between Culture and Development? Anthropologist. 6(1): 37-43.
21. Hamm, Brigitte I. 2001. A Human Rights Approach to Development. Human Rights Quarterly. 23: 1005-1031.
22. Loomba, Ania. and Lukose, Ritty A. 2012. South Asian Feminisms. Duke University Press. (A chapter from part 1 titled 'Feminism, Religion, and the Secular' and another from part 5 titled 'Feminism, Sex Work, and The Politics of Sexuality').
23. Sen, Amartya. 2004. Elements of a theory of human rights. Philosophy and Public Affairs. 34(4): 315-356

24. Uvin, Peter. 2007. From the right to development to the rights based approach: how human rights entered development. Development in Practice. 17(4-5): 597-606.
25. Apffel-Marglin, Frederique., Kumar, Sanjay. and Mishra, Arvind. 2010. Interrogating Development: Insights from the Margins. Oxford University Press. (Chapters 9 and 10).
26. Basrur, Rajesh. 2012. Human Security in South Asia. South Asian Journal.
27. Hussian, Monirul. 2012. Empowering Assam's Ethnic Minorities. South Asian Journal.
28. Loomba, Ania. and Lukose, Ritty A. 2012. South Asian Feminisms. Duke University Press. (Two chapters from part titled 'Feminism, War, and Peace').
29. Mohsin, Amena. 2012. Women marginalised by Conflict in the Chittagong Hill Tracts. South Asian Journal.
30. The forms of capital by Pierre Bourdieu.
31. Social capital theory: Towards a methodological foundation by Julia Hauberer
32. Social mobility in developing countries: Concepts, methods and determinants by Vegard Iversen, Anirudh Krishna and Kuna Sen
33. Social inclusion and development by Richard Pais and M.H. Makawana
34. Candace West and Don Zimmerman. 1987. "Doing Gender." Gender & Society, 1 (2): 125-151.
35. Amartya Sen. 1999. Development as Freedom. "Introduction" and "Chap 2: The Ends and the Means of Development."
36. Maria Mies. 1986. Chapter 4: "Housewifization International." Patriarchy & Accumulation on a World Scale. London: Zed Books.
37. Emmanuel David. "Purple collar labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines." Gender & Society, 29 (2): 169-194.
38. Cornwall, Andrea. 2003. Whose Voices? Whose Choices? Reflections on Gender and Participatory Development. World Development, 31(8): 1325-1342.
39. Gore, C. 2000. The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries. World Development, 28(5): 789-804.
40. M. Weiss, Anita. and Khattak, Saba Gul. 2013. Development Challenges Confronting Pakistan. Kumarian Press. (Chapter 11 and 12).
41. Wield, David. 1999. Tools for development within a public action framework. Development in Practice, 9(1-2): 33-42.
42. Woolcock, Michael. 1998. Social capital and economic development: Toward a theoretical synthesis and policy framework. Theory and Society, 27: 151-208.

Women, Law, and Human Rights

COURSE DESCRIPTION

This course offers a comprehensive introduction to the historical development and conceptual evolution of gender equality within the framework of international human rights. Central to the course is the recognition of the maxim "women's rights are human rights," illustrated through pivotal frameworks such as the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Acknowledging the state's obligations under both international agreements and the Constitution of Pakistan, this course further examines the translation of global commitments into domestic legal frameworks, with a particular emphasis on laws affecting women.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- understand the United Nations human rights framework.
- examine the rationale behind emphasizing women's rights within the broader discourse of human rights.
- establish both theoretical and practical connections among women, legal frameworks, and human rights within the context of Pakistan.
- explore how international human rights commitments are interpreted and implemented within Pakistan's domestic legal system.

COURSE OUTLINE

1. **Introduction to Human Rights**
   - Human Rights Philosophy and History
   - Origin and Evolution of Contemporary Human Rights
2. **UN System and Human Rights protection Mechanisms**
   - An Overview of the UN System
   - Various UN commissions on Human Rights
3. **UN Human Rights Treaties with a special focus on CEDAW**
   - Bill of Rights and its Significance for Human Rights
   - An introduction to major UN Treaties
   - CEDAW and Women Rights Issue
   - Implementation of CEDAW in Pakistan
4. **Human Rights and the Constitution of Pakistan**
   - The process of law-making in Pakistan
   - Constitutional safeguards and fundamental rights guaranteed in the 1973 Constitution of Pakistan
   - Informal and/or parallel legal systems in Pakistan
5. **Pro-Women National and Provincial Legislation in Pakistan**
   - Family laws in Pakistan
   - Shariah laws in Pakistan
   - Women Protection Bill, 2006
   - The Protection Against Harassment of Women at the Workplace Act 2010
   - The Prevention of Anti-Women Practices Act 2011
   - Domestic Violence (Prevention and Protection) Act, 2012
   - Respective Provincial laws

RECOMMENDED READINGS

1. Agosín, M. (Ed.). (2001). Women, Gender, and Human Rights: A Global Perspective. New Jersey: State University Press.
2. Ahmed, Z. S., & Yilmaz, I. (2021). Islamists and the Incremental Islamisation of Pakistan: The Case of Women's Rights. Commonwealth & Comparative Politics, 59(3), 275-295.
3. Ali, Shaheen S. (2000). Gender and Human Rights in Islam and International Law: Equal before Allah, Unequal before Man. The Hague: Kulwer Law Institute.

4. Anjum, G., Chilton, A., & Usman, Z. (2021). United Nations Endorsement and Support for Human Rights: An Experiment on Women's Rights in Pakistan. Journal of Peace Research, 58(3), 462-478.
5. Askin, Kelly D., and Koenig, D. (Eds.). (2023). Women and International Human Rights Law. Vol. 3. Brill.
6. Jamal, A. (2006). Gender, Citizenship, and the Nation-State in Pakistan: Wilful Daughters or Free Citizens. Signs, 31(2), 283-304.
7. Khaleel, B., & Ahmed, D. K. (2024). Navigating the Legal Landscape: A Discourse Analysis of Domestic Law in Pakistan. International Research Journal of Social Sciences and Humanities, 3(1), 15–33. Retrieved from https://irjssh.com/index.php/irjssh/article/view/64.
8. Khan, A. (2015). Human Rights for Women or the Human Rights of Women?: Pakistan, CEDAW and the Gatekeepers. Pakistan Journal of Gender Studies, 10(1), 19-37.
9. Mertus, Julie. (2010). The United Nations and Human Rights: A Guide for a New Era. Routledge.
10. Madhok, S. (2021). Vernacular Rights Cultures: The Politics of Origins, Human Rights, and Gendered Struggle for Justice. Cambridge University Press.
11. Patel, R. (2003). Woman Versus Man: Socio-Legal Gender Inequality in Pakistan. Oxford University Press.
12. United Nations Texts:
13. Universal Declaration of Human Rights (UDHR) (1948)
14. International Covenant on Economic, Social and Cultural Rights (ICESCR). (1966), entered into force Jan. 3, 1976.
15. International Covenant on Civil and Political Rights (ICCPR). (1966), entered into force Mar. 23, 1976.
16. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). (1979), entered into force Sept. 3, 1981.
17. Beijing Declaration & Platform for Action (BPfA) (1995)
18. The Sustainable Development Goals (SDGs) (2015)

Women and Development

COURSE DESCRIPTION

The course aims to provide a theoretical and conceptual grounding to the major perspectives and debates around women and development tracing the historical shift from Women in Development (WID) to Gender and Development (GAD). It enables students to explore ways in which development policy and practice impact women's lives and how women can be agents of change in the development process. The role of development agencies, national and international and Non-Governmental organizations (NGOs) will also be examined. Various policy approaches to women's development such as welfare, anti-poverty, equality, efficiency and empowerment will also be introduced. It will also evaluate how competing perspectives on women and development are connected to particular interests and concerns, and be able to develop a critical awareness of issues facing women of the South. Alternative conceptions of progress grounded in models of subsistence or faith based development will also be investigated.

COURSE LEARNING OUTCOMES

By the end of the course, the students will be able to:

- develop critical thinking skills to analyze development process from a gendered lens.

- understand key feminist theories and frameworks related to women and development.
- critically analyze and relate the theoretical issues in development to the lived realties of women in developing countries.
- explore local understandings of development as alternative routes to westocentric

COURSE OUTLINE

1. **Foundational Concepts**
   - Introduction to Gender and Development: Defining key terms, exploring the history and evolution of the field, and examining the relationship between gender and development.
   - Feminist Theories and Development: Analyzing different feminist perspectives on development, including liberal, radical, Marxist, and socialist feminism.
   - Gender and Social Stratification: Examining how gender intersects with other social categories like class, race, and ethnicity to create inequalities.
2. **Approaches to Development**
   - Welfare Approach: Focusing on providing basic needs and social services to women.
   - Women in Development (WID): Integrating women into existing development programs.
   - Women and Development (WAD): Looking at structural explanations of development like dependency theory and global capitalist patriarchy
   - Gender and Development (GAD): Challenging power relations between men and women and promoting gender equality.
3. **Development Policies and Programs**
   - Development Policy Approaches: Welfare, Equality and or Equity, Basic Needs, Efficiency, and Empowerment.
   - Gender Mainstreaming: Integrating gender considerations into all stages of policy and program design.
   - National and International Policies: Examining policies related to gender equality, such as affirmative action, quotas, and legal reforms.
   - The Role of NGOs and Civil Society: Exploring the contributions of women's organizations and other civil society groups to women's empowerment.
4. **Gender and Development in Specific Contexts**
   - Political Economy of Development: Analyzing how economic policies and structures impact women's lives, including issues like poverty, globalization, and structural adjustment.
   - Gender and Labor: Exploring the gendered division of labor, women's participation in the workforce, and the challenges they face, such as unequal pay and limited access to resources.
   - Reproductive Health and Rights: Examining issues related to reproductive health, family planning, and access to healthcare services.
   - Gender Based Violence and Human Rights: Addressing violence against women, including domestic violence, sexual assault, and trafficking, and exploring international human rights frameworks.
   - Gender and the Environment: Examining women's roles in environmental conservation and the impact of environmental degradation on women.
5. **Contemporary Issues**
   - Women, Conflict and Disasters: Analyzing the impact of armed conflict on women and their roles in peacebuilding.

- Gender and Migration: Examining the experiences of women migrants and refugees.
- Gender and Digital Technologies: Exploring the opportunities and challenges of digital technologies for women's empowerment.
- Gender and Climate Change: Investigating the impact of climate change on women and their role in climate action.

6. Alternative Approaches to Women and Development

- Land Rights for Women: Land reform favoring women and its utility in agrarian societies.
- Subsistence Perspective: A perspective from below that emphasizes independence, self-respect and control over resources of subsistence as an alternative to the money-based economy favored by mainstream conceptions of development.
- Spiritual Foundations for Progress: Faith based ideas like piety, morality and spirituality can provide an ethical framework that guides development, ensuring that progress is pursued in a responsible and sustainable manner.

RECOMMENDED READINGS

1. Boeri, N. (2018). Challenging the gendered entrepreneurial subject: gender, development, and the informal economy in India. Gender & Society, 32(2), 157-179.
2. Cornwall, A., & Edwards, J. (2014). Feminisms, empowerment and development: Changing women's lives. London: Zed Books
3. Cornwall, A., Harrison, E., & Whitehead, A. (2007). Feminisms in development: Contradictions, contestations and challenges. London: Zed Books
4. Cornwall, A., & Rivas, A. M. (2015). From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development. Third World Quarterly, 36(2), 396-415.
5. Coles, A. L. Gray & J. Momsen (eds.) (2020). The Routledge Handbook of Gender and Development. Oxon: Routledge
6. Dalla, C. M., & Dalla, C. G. (1999). Women, development, and labour of reproduction: Struggles and movements. Trenton, NJ: Africa World Press.
7. Enloe, C. H. (2014). Bananas, beaches and bases: Making feminist sense of international politics. University of California Press.
8. Kabeer, N. (2003). Reversed realities: Gender hierarchies in development thought. London: Verso.
9. Mies, M., & Bennholdt-Thomsen, V. (2000). The subsistence perspective: Beyond the globalised economy. London: Zed Books.
10. Shiva, V. (2016). Staying alive: Women, ecology, and development. Berkeley, California: North Atlantic Books.
11. Springer, E. (2020). Bureaucratic tools in (gendered) organizations: Performance metrics and gender advisors in international development. Gender & society, 34(1), 56-80.
12. Risman, B. J. (2004). Gender as a social structure: Theory wrestling with activism. Gender & society, 18(4), 429-450.
13. Visvanathan, N. (2011). The women, gender and development reader. London: Zed Books Ltd.
14. Wilks, M. C. (2019). Activist, Entrepreneur, or Caretaker? Negotiating Varieties of Women in Development. Gender & Society, 33(2), 224-250.

Research Methods

COURSE DESCRIPTION

This course will help students to design, collect, and analyze research data and then present their results to the scientific community. It stresses the importance of ethics in research and taking the time to properly design and think through any research endeavor. This course will enable students to critically evaluate research literature, design and conduct both quantitative and qualitative research with a feminist lens, and contribute to the development of knowledge that is inclusive and equitable.

COURSE LEARNING OUTCOMES

After completion of this course, the students will be able to:

- understand the traditional as well as emerging research methods used in social sciences;
- get an overview on the various phases of carrying out research: planning the research study, selecting appropriate methods for data collection, analyzing the data and reporting the results;
- apply research methods in social sciences with special reference to gender related issues in the society;
- evaluate ethical considerations and challenges in research;
- communicate research findings effectively, acknowledging the impact of feminist methodologies on research outcomes.

COURSE OUTLINE

1. **Introduction of Research**
   - Sources of Knowledge
   - Need and scope of research in social sciences
2. **Research Design and Paradigms**
   - Understanding Research Paradigms
   - Positivism, Interpretivism, and Critical Theory
   - Choosing a Research Design
   - Exploratory, Descriptive, Explanatory
3. **Overview of Feminist Research Methodologies**
   - Philosophical Foundations of Feminist Research
4. **Developing Research Aims and Objectives**
   - Research Problems and Characteristics
   - Formulation of Research Aims and Objectives
   - Connecting Objectives and Research Questions
   - Validity and Reliability
5. **Review of Related Literature**
   - Need and Sources
   - Assembling Literature

   Citation and Reference
   - Some of the famous Styles (recent edition)
6. **Research Methods: Qualitative**
   - Case Study
   - Ethnographic

- Phenomenological
- Grounded
- Narrative

Research Methods: Quantitative

- Surveys
- Correlational Studies
- Causal Comparative
- Experimental Research
- Experimental Designs

7. **Participatory Action Research (PAR)**
   - Characteristics Participatory Action Research
   - Feminist perspectives on PAR
8. **Research Method**
   - Research Design and Site
   - Reflexivity and Positionality
   - Sampling Procedures (Types of sampling)
   - Probability Sampling
   - Non-Probability Sampling
9. **Data Collection Tools**
   - In-depth Interviews
   - Focus group discussion
   - Observation
   - Rating Scales and other Instruments
   - Criteria for Selection of Instruments
10. **Ethical Considerations**
    - Informed Consent
    - Participants Anonymity
    - Data Security
    - Participants Rights
11. **Data Analysis**
    - Process of Qualitative Data Analysis
    - Thematic Analysis
    - Interpretive Phenomenological Analysis (IPA)
    - Techniques for Quantitative Data Analysis
12. **Writing and Presenting Research**
    - Structuring Research Reports and Articles
    - Strategies for Effective Presentation of Research Findings

RECOMMENDED READINGS

1. Bernard, H. R., & Bernard, H. R. (2013). Social research methods: Qualitative and quantitative approaches. Sage Publication.

2. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. (5th, Ed.) London: Sage Publications
3. Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. (7th, Ed.) England: Pearson Education Limited.
1. Andrews, M., Squire, C., & Tamboukou, M. (Eds.). (2013). Doing narrative research. Sage Publication.
2. Charmaz, K. (2006). Constructing grounded theory. Sage Publications.
3. Collins, P. H., & Bilge, S. (2016). Intersectionality. Polity Press.
4. Fine, M. (2007). Feminist designs for difference. In S. N. Hesse-Biber (Ed.), Handbook of feminist research: Theory and praxis (pp. 613-620). Sage Publications.
5. Harding, S. (2004). The feminist standpoint theory reader: Intellectual and political controversies. Routledge.
6. Hesse-Biber, S. N. (2014). Feminist research practice: A primer (2nd ed.). Sage Publications.
7. Iida, P. C., Ruegg, R., De Boer, M., Araki, N., & Agnello, M. F. (2020). The concise APA handbook: APA 7th edition. IAP.
8. LeCompte, M. D., & Schensul, J. J. (2010). Designing & conducting ethnographic research: An introduction (Vol. 1). Rowman Altamira.
9. Madriz, E. (2000). Focus groups in feminist research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (2nd ed., pp. 835-850). Sage Publications.
10. Moustakas, C. (1994). Phenomenological research methods. Sage Publication.
11. Mertens, D. M. (2009). Transformative research and evaluation. Guilford Press.
12. Personal Narratives Group. (1989). Interpreting women's lives: Feminist theory and personal narratives. Indiana University Press.
13. Reinharz, S., & Davidman, L. (1992). Feminist methods in social research. Oxford University Press.
14. Reinharz, S. (1992). Feminist methods in social research. Oxford University Press.
15. Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), The SAGE handbook of qualitative research (3rd ed., pp. 959- 978). Sage Publications.
16. Strauss, A. L., & Corbin, J. M. (1997). Grounded theory in practice. Sage Publications.
17. Yin, R. K. (2018). Case study research and applications.
18. Yin, R. K. (2012). Applications of case study research (Vol. 34). Sage Publications.
1. Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research: Developments, debates, and dilemmas. Research in organizations: Foundations and methods of inquiry, 2, 315-326.
2. Lazar, M. M. (2007). Feminist critical discourse analysis: Articulating a feminist discourse praxis. Critical Discourse Studies, 4(2), 141-164.
3. Cutcliffe, J. R. (2000). Methodological issues in grounded theory. Journal of advanced nursing, 31(6), 1476-1484.
4. Pillow, W. S. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. International Journal of Qualitative Studies in Education, 16(2), 175-196.
5. Stacey, J. (1988). Can there be a feminist ethnography? Women's Studies International Forum, 11(1), 21-27.

POOL OF ELECTIVE COURSES

Note: These courses will be optional and relevant institutions can develop its contents in the light of already available outlines in the scheme of studies of various programs of HEC.

1. Women and Public Policy (3)
2. Project Cycle Management (3)
3. Gender Mainstreaming (3)
4. Women and Work (3)
5. Women, Technology, and Entrepreneurship (3)
6. Women, Environment, and Climate Change (3)
7. Islamic Perspective of Global Development (3)
8. Women, Law, and Development (3)
9. Seminar on Specialized Topics (3)

COURSE LEARNING OUTCOMES

Women and Public Policy

By the end of the course, the students will be able to:

- understand of the basic concepts and debates of public policy; what public policy issues are, why they occur, and how they can be solved through political processes.
- comprehend the components of the policy making process.
- asses gender based disparities in public policy targeting specific policy issues.
- critically analyze local and global policies addressing women or lack thereof from a gendered perspective.

Women and Work

By the end of the course, the students will be able to:

- develop knowledge and understanding of work and the ways in which the practices of work, both paid and unpaid, are gendered.
- explore different theories (e.g., feminist theories, labor economics) to understand the social, political, and economic forces shaping women's work.
- examine how gender intersects with other social categories (race, class, sexuality, etc.) to create unique experiences and challenges for women in the workplace.
- appraise links between broad societal changes and women's and men's changing economic roles in local settings.

Women, Technology and Entrepreneurship

By the end of the course, the students will be able to:

- recognize the gendered nature of technology
- reflect upon the social, political and economic implications of technology for women.
- assess the transformative capacity of technology to bring about a change in gender hierarchies.
- explore the relationship of entrepreneurship and technology and its significance for women in Pakistan.

Women, Environment and Climate Change

By the end of the course, the students will be able to:

- understand key terms and concepts, exploring the link between gender inequality and environmental degradation.
- analyze how climate change impacts different groups of women based on factors like socioeconomic status, geographic location, and social role
- examine the effects of climate change on women's health, livelihoods, food security, water access, and displacement.
- explore the role of women in climate change adaptation, mitigation, and resilience-building.

Gender Mainstreaming

By the end of the course, the students will be able to:

- learn and access the androcentric public policy processes and outcomes, and apply the techniques as used in gender mainstreaming to prescribe gender-inclusive and sensitive public policies.
- collect, analyze and interpret gender-specific data for drafting gender-sensitive public policies.
- learn and apply gender mainstreaming techniques such as monitoring and evaluation, to critically appraise the policy design, preparation and implementation of public policies.
- articulate gender mainstreaming methods, tools and techniques as prescribed in the Seerah Studies and apply the same in the contemporary public policy designs, implementation and advocacy.

Islamic Perspective of Global Development

By the end of the course, the students will be able to:

- typify the global development practices that are in line with the Islamic ethos.
- mark the differences as well as the complementarities between Islamic ethos and Global Development Theory and Practice.
- signify how Islamic perspectives on women's rights can be located in the Global Development debates of gender and development, and women and public policy.
- contextualize concepts such as rights-based approach, legal empowerment, feminist legal theory, and intersectionality (among others) in the light of Islamic perspectives.

Project Cycle Management

By the end of the course, the students will be able to:

- Explain and apply various key concepts, framework and types of evaluation techniques at different levels of measurement: population-based or program-based.
- Build monitoring and evaluation systems and to identify and analyze results of an intervention.
- Evaluate the effectiveness and efficiency of real-world policies and programs critically, using established evaluation parameters.
- Conduct research to develop evaluation reports using some software like R/Stata and capitalize on the results of evaluation to augment program or policy change, students should be able to engage with stakeholders to communicate the research results.

Seminar on Specialized Topics

By the end of the course, the students will be able to:

Learn the intersectional and interactional topics which are of relevance to both Seerah Studies and Women Studies. Some of these specialized topics are spelt out in the following text:

- Women and technology
- Reproductive health
- Gender-based violence
- Gender-inclusive cities
- Race, ethnicity and language
- Islam and women folklore
- Masculinities in Islam and Muslim societies
- Economics of gender
- Embodiment
- South Asian Feminisms
- Gender and Islam
- Power, politics and change
- Women and Islamic culture
- Feminist methodologies
- Gender and political economy of development
- Social change and development

Women, Law, and Development

By the end of the course, the students will be able to:

- Understand the pluralistic legal system practiced in Pakistan and how each (Constitutional Law, Tribal Law and Sharia Law) articulates issues and prospects of women's development.
- Analyze women's experiential realities concerning their normative and instrumental development in the light of pluralistic legal system (Constitutional, Tribal and Sharia) of Pakistan.
- Explain how law can ensure legal, citizenry and existential rights of women in Pakistan.
- Explain how Muslim law guarantees women's rights in Pakistan and view the same in the light of existing legal practice in the country.