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

PROGRAM DESCRIPTION

The Master of Studies (MS) in Women, Leadership and Seerah Studies is designed in alignment with the HEC Graduate Education Policy 2023, that focuses on fostering interdisciplinary, research-driven, and socially relevant graduate programs. The program aims to develop scholarly insight into women's role in leadership across social, political, and organizational domains, while drawing inspiration and ethical guidance from the Seerah of the Holy Prophet (PBUH). By integrating modern leadership theories with Seerah-based perspectives, the program equips graduates with the knowledge, critical thinking skills, and moral grounding required to assume leadership positions, influence policy, and promote inclusive, equitable, and value-driven development in contemporary societies.

STANDARD NOMENCLATURE

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

PROGRAM LEARNING OUTCOMES

By the completion of, the graduates of MS in Women, Leadership and Seerah Studies will be able to:
Upon completion of the program, the learners will be able to:

1. Demonstrate an advanced understanding of Islamic teachings, the Seerah of the Prophet Muhammad (PBUH), and their application to the roles, rights, and leadership potential of women in Muslim societies.
2. Critically analyze and synthesize classical and contemporary scholarship on gender, leadership, and Islamic thoughts to address social, political, and economic challenges facing women in the Muslim world.
3. Apply leadership principles and ethical frameworks rooted in Islamic tradition and modern leadership theories to empower women and influence positive change at community, national, and global levels.
4. Conduct original research that contributes to the academic discourse on women's leadership and the Seerah and formulate policy or practice-oriented solutions aligned with Islamic values and global development goals (SDG-5).

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, Leadership 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, Leadership 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)
Course Load (per semester)	09-12 credit hours for regular semesters Up-to 8 credit hours for summer semesters (for remedial/deficiency/failure/repetition courses only)
3 Credit Hours (Theory)	3 classes (1 hour each) OR 2 classes (1.5 hour each) OR 1 class (3 hours)

The standard scheme of studies for MS in Women, Leadership 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	Women Leaders in Muslim Societies	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	Strategic Management for Women Leaders	3(3-0)	Core
3	Research Methods	3 (3-0)	Core
4	Fehm-e-Quran – II	1 (0-1)	GE
5	Elective – I **	3	Elective

Total Credit Hours (13)

SEMESTER III			
S.N.	COURSE	CREDIT HOURS	CATEGORY
	Elective – II **	3	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, Leadership 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, Leadership 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.
1. 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)

"The Basics of Cyber Safety" by John Sammons (accessible language, recent editions available)

Women's Leadership in Muslim Societies

COURSE DESCRIPTION

This interdisciplinary course explores the historical, religious, political, and contemporary dimensions of women's leadership in Muslim societies. Drawing from Islamic texts, feminist theory, leadership models, and global case studies, the course investigates how Muslim women have navigated and shaped leadership roles across diverse contexts-including religious, academic, political, business, and digital spheres. Special attention is given to the Quranic and Hadith-based perspectives on leadership, the sociopolitical evolution of Muslim women's roles, and the barriers and enablers affecting their leadership journeys in modern Muslim-majority societies. Through critical analysis, discussion of case studies, and applied policy exercises, students will develop a nuanced understanding of the interplay between gender, religion, and leadership and will be equipped to contribute to policy and practice in the Muslim world.

COURSE LEARNING OUTCOMES

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

- understand Islamic perspectives on leadership and critically evaluate the religious, cultural, and legal discourses surrounding women's leadership in Muslim societies.
- assess the historical and contemporary roles of Muslim women in political, educational, business, and social leadership across various Muslim-majority countries.
- apply leadership theories such as transformational, servant, and spiritual leadership to understand the leadership styles and strategies of prominent Muslim women leaders.
- comprehend the impact of digital technologies, AI, and globalization on Muslim women's leadership opportunities and representation in the modern world.
- Design, as a potential leader, a policy framework that addresses structural and socio-religious barriers to advancing women's leadership in a specific Muslim society and propose actionable reforms.

COURSE CONTENTS

1. **Course Introduction & Theoretical Frameworks**
   - Defining "leadership" in religious, sociological, and gender contexts
   - Feminism, authority, agency
   - Overview of leadership theories (transformational, servant, spiritual leadership)
2. **Women Leadership in Light of Quran**
   - Leadership qualities
   - Women as pillar of society
   - Women leadership in various walks of life in light of Quran
3. **Women Leadership in Light of Hadith**
   - Arguments in favor of women leadership
   - Background of hadith prohibiting women leadership
   - Debate of women leadership
4. **Women as Business Entrepreneurs and Leaders in Muslim Societies**
   - Understanding gender and organizations
   - Islamic Feminism and Women's entrepreneurship
   - Women entrepreneurs and heartlands of Islam - Makkah and Madinah
   - The Role of Women in Business leadership and the Life of Hazrat Khadija (R.A)

5. **Political leadership role of Women in light of Islam**
   - Women political role of early age of Islam
   - The opposition of Muslim women political role and leadership
   - The support for Muslim women political role and leadership
   - Shariah analysis of women role in politics
   - Prominent women Muslim leaders of current age
6. **Islamic View of Women Leadership as Head of the State**
   - Women in Public Life
   - Women as Head of the State in light of Quran
   - Women as Head of the State in light of Hadith
   - Views of Some Eminent Islamic Scholars
7. **Enablers and Barriers to Muslim Women's Leadership in Education**
   - Barriers to educational leadership in South Asia and beyond
   - Enablers: policy reforms, institutional change, mentorship
   - Regional case studies (Women in higher education system of Pakistan, Afghanistan, Bangladesh)
   - Women educational leadership of Pakistan. A detailed analysis
8. **Women's Rights Activism and Leadership in Muslim Societies**
   - Women's rights movements in the Muslim world
   - Role of NGOs and transnational actors (Musawah, Sisters in Islam)
   - Activists as leaders: Zainah Anwar, Dr. Hatoon al-Fassi
   - Women rights in Malaysia: Role of Sisters in Islam co-founded by Zainah Anwar
   - Comparative analysis: Saudi Arabia, Jordan, Malaysia
9. **Regional Focus: Pakistan as a Case Study**
   - Role of women leadership in independence movement
   - Mohtarma Fatima Jinnah as political leader and female representative
   - Role of Pakistani women in political leadership
10. **Applied Case Studies of Muslim Women Leaders**
    - Muslim women's evolving leadership roles: A case study of women leaders in an immigrant Muslim community in post-9/11 America
    - The effectiveness of Muslim women in leadership and the contribution of Islamic leadership values in the Malaysian Institute of Teacher Education–a case study
11. **Women leadership in digital era**
    - The Effectiveness of Women's Leadership in the Digital Age
    - Leadership in the Digital Age
    - AI and Women leadership
    - Muslim Women and Social Media
12. **Female Muslims Scientists, socialists and strategists - I**
    - Fatima Bint Muhammad al-Fihriya al-Qurashiya
    - Mariam al-Ijliya
    - Burçin Mutlu-Pakdil
    - Bedour al-Maghrabi
13. **Female Muslims Scientists, socialists and strategists - II**
    - Aisha Elsafty
    - Sameena Shah
    - Anousheh Ansari

- Professor Khatijah Mohammad Yousoff
- Samira Ibrahim Islam

14. Forecasting women in leadership positions including muslim countries

- International Futures
- Drivers of women in leadership positions
- Estimates and forecasts of women in managerial positions
- Women in managerial positions along the current path

15. Developing Policy Frameworks for Advancing Women's Leadership in Muslim Societies

- Develop a policy framework for any Muslim society around the world
- Present policy framework in class
- Officially forward the policy framework to concerned government office of selected Muslim society in the world

RECOMMENDED READINGS

1. Mir-Hosseini, Z. (2006). Muslim women's quest for equality: Between Islamic law and feminism. *Critical inquiry*, *32*(4), 629-645.
2. Taylor, J. T. (2020). *A Comparative Analysis of Leadership Styles That Identifies Effective Religious Leaders*. Northcentral University.
3. Hossain, K (2022). Woman leadership in the Quran. International Journal of Shari'ah and Corporate Governance Research, Vol. 5 No. 1. https://www.cribfb.com/journal/index.php/ijscgr/article/view/2187
4. Bakri, S. (2020). Women's Leadership in Islam: A Historical Perspective of a Hadith. *Indonesian Journal of Islamic Literature & Muslim Society*, *5*(2).
5. Saeful, A., Imamah, A. I., Huda, M., Almunawar, S. A. H., & Fudhaili, A. (2021). Study of The Hadith of Female Leadership.
6. Alvesson, M. and Billing, Y.D. (1997) Understanding Gender and Organizations. Sage, London
7. Barqawi, O. A., Al-Dajani, H., Turro, A., & Urbano, D. (2025). Navigating faith and enterprise: an institutional analysis of women's entrepreneurship in Islam's heartlands. *International Journal of Gender and Entrepreneurship*.
8. Saba, I., & Bari, K. (2020). The Role of Women in Business and the Life of Khadija. In *economic empowerment of women in the Islamic world: Theory and Practice* (pp. 85-100).
9. Robbi, A. A. M., Yunus, S. M., & Sharin, M. F. M. (2023). Muslim Women in Politics: Does it Align With Shari 'ah Parameters?. *Al-Burhān: Journal Of Qur'ān And Sunnah Studies*, *7*(2), 162-172.
10. Nine Muslim Women Learders. https://egyptianstreets.com/2015/06/09/meet-the-nine-muslim-women-who-have-ruled-nations/
11. Elius, M. (2010). Islamic view of women leadership as head of the state: A critical analysis. *Arts Faculty Journal*, 195-205.
12. Sultana, S. S. (2010). Role Of Muslim Women In The Pakistan Movement. *Journal of Social Sciences and Humanities*, *49*(1), 95-102.
13. Begum, S., & Naz, A. (2022). Fatimmah Jinnah: A Political Leader. *Journal of Development and Social Sciences*, *3*(3), 162-173.
14. Sultana, I., Tahseen, F., Arif, S., Khan, H. M., Mushtaq, S., & Akram, M. (2022). Women from Islamic Perspective and Pakistani Women's Role In Politics. *Journal of Positive School Psychology*, *6*(7), 2401-2408.
15. Musawah (2025). https://www.musawah.org/10th-anniversary/musawah-resisters-hatoon/
Husseini, R. (2022). *Years of struggle*. Friedrich-Ebert-Stiftung, Jordan & Iraq Office.
Sisters in Islam. (2024). https://sistersinislam.org/wp-content/uploads/2019/10/Perceptions-and-Realities_the-Public-and-Personal-Rights-of-Muslim-Women-in-Malaysia.pdf

16. Morley and Crossoud (2022). Women in Higher Education Leadership in South Asia: Rejection, Refusal, Reluctance, Revisioning. British Council Pakistan. https://www.britishcouncil.pk/sites/default/files/women_in_higher_education_leadership_in_south_asia_-_rejection_refusal_reluctance_revisioning.pdf
17. Malik, S. (2011). A Portrayal of Women Educational Leadership in Pakistan. *Journal on Educational Psychology*, *5*(2), 37-44.
18. Mohamed Noordin, Z. B. (2020). *The effectiveness of Muslim women in leadership and the contribution of Islamic leadership values in the Malaysian Institute of Teacher Education–a case study of three campuses* (Doctoral dissertation, University of Birmingham).
19. Wang, Y. (2017). Muslim women's evolving leadership roles: A case study of women leaders in an immigrant Muslim community in post-9/11 America. *Social Compass*, *64*(3), 424-441.
20. Kahanna, M. (2021). The Effectiveness of Women's Leadership in the Digital Era. *HUMANISMA: Journal of Gender Studies*, *5*(2), 159-171.
21. Hirji, F. (2021). Claiming our space: Muslim women, activism, and social media. *Islamophobia Studies Journal*, *6*(1), 78-92.
22. The 12 Female Muslim Scientists Paving The Way To A Better Future https://themuslimvibe.com/community/the-ten-female-muslim-scientists-paving-the-way-to-a-better-future
    Extraordinary Women from the Golden Age of Muslim Civilisation https://www.1001inventions.com/womens-day/
23. Taylor, H., Meisel, C., Moyer, J., Azcona, G., Bhatt, A., Duerto Valero, S., & Meagher, A. *Forecasting Women in Leadership Positions. Technical Brief. UN Women 2023*.

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)

Strategic Management for Women Leaders

COURSE DESCRIPTION

This course integrates key concepts of strategic management, business policy, decision-making, and conflict resolution from the unique perspective of women in leadership. It adopts a research-oriented approach, encouraging students to critically examine gendered structures, strategic dilemmas, and inclusive leadership models in organizational contexts. By deeply studying theories, gender-based orientation in strategic management, applicability of business policies and strategies, creating practical strategies, and participating in research activities, students will tackle real-world problems and come up with new ideas that help promote equal leadership and support the Sustainable Development Goals (SDGs), particularly SDG 5 (Gender Equality) and SDG 8 (Decent Work & Economic Growth).

COURSE LEARNING OUTCOMES

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

- apply strategic management models to analyze real-world business and policy problems affecting women leaders.
- analyze decision-making, power structures, and conflict through gender-informed strategic analysis.
- critically reflect on intersectional challenges women face in leadership roles and develop informed recommendations.
- conduct research on strategy formulation, implementation, gender leadership effectiveness, inclusion, and strategy evaluation & control.
- develop and present a comprehensive strategy or policy brief that addresses a leadership challenge with a gender-specific orientation.

COURSE OUTLINE

1. **Introduction to Strategic Management & Gendered Leadership Paradigms**
   - Overview of strategy, leadership, and gender dynamics in organizations.
   - Understanding the need for a women-centered strategic approach.
2. **Strategy in a Gendered World: Gender Theories & Strategic Thinking**
   - Exploring women leadership
   - Emerging women roles in globalization,
   - Role of Gender balance in Organizational culture

- Critiques of mainstream strategy theories.

3. **Vision, Mission & Values through Inclusive Leadership**
   - Formulating purpose-driven, gender-oriented leadership statements.
4. **Strategic Environment Analysis: PESTLE, SWOT from a Gender Lens**
   - External and internal strategic diagnostics focused on women's enterprises.
5. **Organizational Analysis: Internal Analysis**
   - Identifying and generating internal gender equality, available gender-based strengths & Competencies
   - Role of women in developing organizational internal competencies
6. **Organizational Analysis: External Analysis**
   - Identifying external opportunities
   - Role of women entrepreneur in exploiting external opportunities
7. **Decision-Making Models, Gender Norms, and Leadership Bias**
   - Cognitive bias, ethical dilemmas, and gendered decision-making in strategic settings.
8. **Data-Driven Strategy and Gender Equity Indicators**
   - Utilizing gender-sensitive metrics and evidence for strategy design.
9. **Strategy Implementation**
   - Role of women in implementation of strategies at corporate, business and functional levels
10. **Organizational Culture, Change, and Power Structures**
    - Gendered perceptions of leadership, power, and organizational change frameworks.
    - Women's role in organizational structure and within hierarchies
11. **Conflict Management & Women in Strategic Teams**
    - Conflict resolution strategies, emotional intelligence, and gendered perceptions.
    - Negotiation Strategies for Women Leaders
    - Power dynamics, trust-building, and managing strategic negotiation.
12. **Diversity, Inclusion, and Strategic Impact**
    - Leading inclusively, managing diverse teams, and fostering equitable workplaces.
    - Strategic Leadership and SDGs (5 & 8)
    - Aligning business goals with global gender and development frameworks.
    - Intersectionality in Leadership and Policymaking
    - Explores leadership at the intersection of gender, class, and other identities.
13. **Evaluation & Control**
    - Traditional financial measures
    - Balanced Scorecard for Women-Led Organizations
    - Measuring impact and designing accountability frameworks.

RECOMMENDED READINGS

Core Texts:

1. Madsen, S. R., & Longman, K. A. (Eds.). Women and Leadership: Journey Toward Equity.
2. David, F. R., & David, F. R. (2020). Strategic Management: A Competitive Advantage Approach.
3. Harvard Business Review. HBR's 10 Must Reads on Women and Leadership.
4. Kaplan, R. S., & Norton, D. P. The Balanced Scorecard.

Supplementary Readings / Articles:

5. Ely, Robin J., & Rhode, Deborah L. 'Women and Leadership: Defining the Challenges.'
6. McKinsey & Co. Reports: Women in the Workplace, Diversity Wins
7. Articles from Academy of Management Review, Leadership Quarterly, Gender in Management Journal

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. Organizational Behavior and Leadership (3)
2. Conflict Management, Negotiation, and Influence Skills (3)
3. Advanced Human Resource Management and Development (3)
4. Leadership, Ethics, and Emotional Intelligence (3)
5. Change and Crises Management (3)
6. Leadership and Future of Work (3)
7. Seminar In Leadership Development (3)

COURSE LEARNING OUTCOMES

Organizational Behavior and Leadership — 3(3+0)

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

- Critically analyze key theories and models of organizational behavior and leadership and evaluate their relevance to contemporary organizational settings.
- Assess the impact of individual, group, and organizational dynamics—including perception, motivation, communication, and culture—on employee behavior and performance.
- Apply leadership theories and behavioral frameworks to real-world organizational challenges, with a focus on ethical decision-making and change management.
- Demonstrate advanced interpersonal and leadership skills—such as emotional intelligence, conflict resolution, and team-building—in diverse and multicultural workplace contexts.
- Design evidence-based strategies to improve organizational effectiveness, employee engagement, and leadership development within complex organizational systems.

Conflict Management, Negotiation, and Influence Skills — 3(3+0)

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

- Critically evaluate theories and models of conflict, negotiation, and influence within organizational and intercultural contexts.
- Analyze the sources, types, and dynamics of conflict in teams and organizations, and assess their short- and long-term impact on performance and relationships.
- Apply appropriate negotiation strategies and conflict resolution techniques in both competitive and collaborative scenarios using real-world case studies and simulations.
- Demonstrate effective influence and persuasion skills grounded in behavioral science to achieve ethical and strategic outcomes in organizational settings.
- Design conflict management and negotiation frameworks tailored to diverse workplace environments, ensuring alignment with organizational goals and stakeholder needs.

Advanced Human Resource Management and Development — 3(3+0)

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

- Critically analyze advanced theories, models, and practices in human resource management (HRM) and human resource development (HRD) in the context of strategic organizational goals.
- Evaluate the role of HR functions—including talent acquisition, performance management, training, succession planning, and employee engagement—in driving sustainable organizational growth.
- Design integrated HR strategies and development programs that align with workforce analytics, diversity, and global business trends.
- Assess the ethical, legal, and technological challenges in modern HRM/HRD and formulate responsive strategies for compliance and innovation.
- Demonstrate the ability to lead HR transformation initiatives by applying evidence-based practices, change management principles, and strategic decision-making skills.

Leadership, Ethics, and Emotional Intelligence — 3(3+0)

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

- Critically evaluate leadership theories and ethical frameworks and assess their application in complex organizational and societal contexts.
- Analyze the role of emotional intelligence (EI) in effective leadership, ethical decision-making, and interpersonal dynamics.
- Apply ethical principles and emotional intelligence competencies to real-world leadership challenges involving conflict, diversity, and stakeholder management.
- Demonstrate self-awareness and reflective leadership practices by assessing one's own leadership style, values, and emotional competencies.
- Design ethically sound and emotionally intelligent leadership strategies that promote organizational integrity, inclusion, and long-term impact.

Change and Crisis Management — 3(3+0)

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

- Analyze key theories and models of organizational change and crisis management in contemporary and Islamic contexts.
- Evaluate the gendered impact of crises and transitions and formulate inclusive strategies for women's leadership during change.
- Apply diagnostic tools to assess readiness for change and develop intervention plans tailored to organizational and cultural settings.
- Critically reflect on Prophet Muhamad's (PBUH) leadership during crises (e.g., Hijrah, Treaty of Hudaybiyyah) and derive actionable insights for modern leadership.
- Design a crisis response plan or change management initiative that integrates ethical, strategic, and gender-equity considerations.

Leadership and Future of Work — 3(3+0)

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

- Examine the emerging trends reshaping the world of work, including AI, the gig economy, hybrid workplaces, and green transitions.

- Evaluate leadership competencies needed to navigate the future of work, with particular attention to inclusivity and women's participation.
- Explore the compatibility and contribution of Islamic leadership principles to future-oriented organizational cultures.
- Analyze case studies of successful women leaders in navigating technological, ethical, and social disruptions.
- Propose a leadership development framework for future-ready Muslim women professionals aligned with SDG-5 and Islamic values.

Seminar In Leadership Development — 3(3+0)

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

- Critically assess leadership development models and their applicability to women in Muslim-majority and global contexts.
- Reflect on personal leadership strengths and areas for growth through self-assessment tools and structured journaling.
- Share Prophet Muhamad's (PBUH) leadership traits and their implications for ethical and compassionate leadership today.
- Engage with guest lectures, case analyses, and role plays to simulate leadership challenges and enhance decision-making capacity.
- Develop a personalized leadership development plan integrating faith-based values, gender sensitivity, and contemporary leadership competencies.