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1. INTRODUCTION

In Pakistan, gender-based violence takes diverse forms, from acid attacks to honor killings and domestic abuse, posing significant challenges to gender equality and women's rights. Several notable initiatives and cases illustrate efforts to combat gender-based violence. The Acid Survivors Foundation provides crucial support to survivors of acid attacks, while Qandeel Baloch's honor killing ignited a nationwide conversation about honor crimes. Programs like Women on Wheels empower women with mobility and independence to reduce street harassment, and studies by organizations like PITER shed light on the exploitation faced by home-based workers. The annual Aurat March serves as a platform for advocating women's rights. These examples emphasize the need for survivor support, legal reforms, awareness campaigns, and grassroots movements to combat gender-based violence and promote gender equality in Pakistan.

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2. FORMS OF GENDER-BASED VIOLENCE

a, Physical Violence

This includes acts of physical harm or abuse, such as beating, slapping, and kicking. These instances occur in day-to-day lives of women.

b, Sexual Violence

This involves non-consensual sexual acts, including rape, sexual assault, and harassment.

Mukhtaran Mai's Case: Mukhtaran

Mai is a prominent survivor of gang rape in Pakistan. In 2002, she was raped on the orders of a tribal council as a form of "honor" revenge instead of remaining silent. Mukhtaran Mai decided to fight for justice.

c, Emotional/Psychological abuse

Emotional abuse encompasses behavior like verbal insults, humiliation, and manipulation that cause emotional distress and harm.

Sexist humor: This is a pervasive concept in the society, illustrating psychological abuse. Sexist humor, specifically jokes that belittle women, is often perceived as harmless in reality, sexist humor creates an environment where it becomes socially acceptable to express sexism and perpetuate violence against women. Previous studies have shown that men's enjoyment of sexist jokes is positively correlated to their self-reported rape proclivity. Rape proclivity is a self-reported measurement that demonstrates a man's willingness to rape a woman under the circumstances that they would not be discovered.

d, Economic Abuse

This involves controlling or withholding financial resources from a partner, making it difficult for them to access money or support themselves. Only 13% of women in Pakistan own bank accounts, the fourth-lowest proportion in the world. Pakistan's financial gender gap aggravates chronic poverty. (Nikkei Asia, 2013).

e, Child Marriage

The practice of marrying off girls at a young age, often without their consent, is a form of gender-based violence. According to UNICEF, Pakistan has nearly 19 million child brides. The UN children's agency estimates that around 4.6 million were married before the age of 15 and 11.9 million before they turned 18. (104)

f, Honor Killings

Perpetrated in the name of preserving family honor, honor killings involve the murder of individuals, typically women, who are perceived to have brought shame to their families. Human rights defenders estimate that roughly 1,000 women are killed in so-called honor killings every year. (Human Rights Watch, World Report 2012)

Qandeel Baloch case: In 2016, Qandeel Baloch was murdered by her brother in an "honor killing" due to her provocative online presence. Her tragic death sparked a nationwide debate about the prevalence of honor killings in Pakistan and the urgent need for legal reforms to combat

This form of gender-based violence

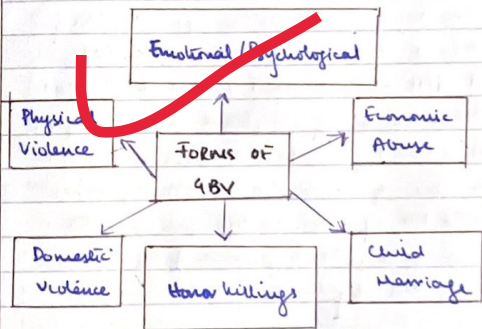


Exhibit A: Forms of GBV

3. SITES OF GENDER-BASED VIOLENCE

a, Domestic Violence

Occurs within the confines of a household and includes violence by family members or intimate partners. As reported by the HRCP in 2010, over 90% of Pakistani women have faced domestic violence in their lifetime.

b, Workplace

Sexual harassment and discrimination can be prevalent in workplaces, creating hostile environments for women. The FOSPAH annual report 2012 outlines that total number of complaints about workplace harassment from 2018 to 2022 was 2,169 in the government sector, 581 by women and 148 by men. In the private sector there were 944 complaints from women and 411 by men.

c, Community

Women and girls may face harassment, discrimination, and violence in public spaces, including streets, parks, and public transportation.

d, Schools and Educational Institutions

GBV can manifest as bullying, harassment, or violence in educational settings, affecting access for girls and young women.

4. STRATEGIES TO ELIMINATE GENDER-BASED VIOLENCE IN PAKISTANI SOCIETY

a, Legal Reforms

Strengthen and enforce laws against gender-based violence, including domestic violence. Ensure that the legal system is accessible to survivors and perpetrators are held accountable. For instance, The "Protection Against Harassment of Women at the Workplace Act" in Pakistan is a legal framework aimed at addressing workplace harassment. Such acts and reforms should be prioritized.

b, Awareness and Education

Implement comprehensive gender-sensitive education programs in schools and communities to challenge harmful stereotypes, promote gender equality, and educate people about their rights. The "Girls' Education Program" by the Citizens Foundation (CF) in Pakistan promotes girls' education.

c, Support Services

Establish shelter, hotlines, and counseling services for survivors of gender based violence. Provide them with safe spaces and resources to rebuild their lives. An example, The "Bastaki Crisis Center" in Karachi offers shelter and support to women escaping domestic violence.

d, Economic Empowerment

Support women's economic independence through job training, access to credit, and entrepreneurship programs, reducing their vulnerability to economic abuse. Initiating such programs like the "Banyan Home Support Program (BISP)", which aims to economically empower women by providing financial assistance to female-headed households.

e, Police and Judicial Training

Train law enforcement and judiciary personnel on handling GBV cases sensitively and effectively, ensuring that survivors are treated with respect and

secure justice.

f, Engage men and boys

Promote positive masculinity and engage men and boys in efforts to end GBV through educational programs and campaigns. The "Nurturing Male Leadership" works to engage men and boys in challenging harmful social norms of masculinity.

g, International Collaboration

Collaborate with international organizations and share best practices and resources for addressing GBV. Collaborate with organizations like UN Women to advance gender equality.

5. CONCLUSION

Eliminating gender-based violence is a complex and long-term endeavor that requires commitment from all levels of society, including government, civil society, and individuals. It necessitates a multifaceted approach that addresses legal frameworks, and economic factors.

Accommodate theories as a reference

Q8,

1. INTRODUCTION

Women in Development (WID) initially aimed to incorporate women into existing development processes, focusing on their specific needs and roles. Women and Development (WAD) emerged as a feminist critique, highlighting how development perpetuates gender inequalities and exploitation, with a focus on power dynamics and structural analysis. Gender and Development (GAD), the dominant contemporary approach, recognizes gender as central to development, challenging traditional gender norms and seeking transformative change by addressing structural inequalities, promoting inclusivity, enhancing women's participation, and integrating gender perspectives across all development policies and programs.

2. WOMEN IN DEVELOPMENT (WID)

a. Definition

Women in Development (WID) emerged as a paradigm in the 1970s and 1980s,

primarily in response to the limitations of earlier development approaches that had largely ignored or marginalized women's roles and contributions. WID focuses on integrating women into existing development processes by recognizing their specific needs and contributions.

b. Key Characteristics

i. Gender Roles

WID acknowledges the different roles and responsibilities of women and men in society and development. It seeks to promote gender equality by addressing disparities.

ii. Data and Research

WID emphasizes the importance of gender-disaggregated data and research to identify women's specific needs and contributions. This data helps in designing targeted development programs.

iii. Women's Participation

It advocates for increased participation

of ~~women~~ ^{women} in various development sectors, such as education, healthcare, and employment, to enhance their socio-economic status.

ii) Access to Resources:

WID recognizes the significance of women's access to productive resources like land, credit, and technology to improve their livelihoods.

iii) Women's Rights

It supports the protection and promotion of women's rights within the framework of development.

c) Examples of WID Approach

i) Microcredit Programs:

Microcredit initiatives that provide loans to women in rural areas to start small businesses are an example of WID approach. These programs aim to economically empower women by addressing their specific needs and promoting income generating activities.

ii) Women's Health Clinics:

Setting up specialized health clinics that offer maternal and reproductive health services in underserved areas primarily catering to women's healthcare needs is a WID-focused initiative.

iii) Female Education Scholarships

Providing scholarships specifically for girls education to increase their enrollment and retention in schools is in line with a WID perspective. These programs aim to address gender disparities in education.

d) Critique of WID

Critics argue that WID does not fundamentally challenge the patriarchal structures and power imbalances that underlie gender inequality. Instead, it often works within existing systems without addressing their root causes.

3

WOMEN AND DEVELOPMENT (WAD)

a) Definition

Women and Development (WAD) is a feminist critique of the WID approach. It emerged in the 1980s as a response to the limitations of WID, which it viewed as reinforcing the status quo rather than challenging it. WAD argues that development, as traditionally conceived, perpetuates gender inequalities and exploitation.

b) Key Characteristics

i) Structural Analysis:

WAD emphasizes a structural analysis of development, focusing on how development policies and practices are inherently gendered and perpetuate gender inequalities.

ii) Power Dynamics:

It highlights power imbalances within development processes and critiques the unequal distribution of resources and benefits, particularly between women and men.

iii, Intersectionality:

WAD recognizes that women's experiences of inequality are shaped by intersecting factors such as class, race, ethnicity, and sexuality.

iv, Empowerment:

WAD aims to empower women not just as passive beneficiaries but as agents of change who challenge oppressive structures and norms.

c, Examples of WAD Approach

i, Women's Land Rights Activism:

Initiatives and advocacy efforts that challenge unequal land rights and property ownership, particularly in rural areas, align with a WAD approach. Such efforts critique the structural inequalities that perpetuate gender-based landownership disparities.

ii, Gender-Based Violence Awareness Campaigns:

Campaigns and organizations that highlight the systemic nature of gender-based violence and the need for structural change fall under the WAD paradigm. They focus on addressing power dynamics and social structures contributing to violence against women.

iii, Feminist Research and Scholarly Work:

Academic research and literature that critically examines the gendered aspects of development, economic policies, and social structures, contributing to a deeper understanding of the structural dimensions of gender inequality, can be considered WAD-oriented.

d, Critique of WAD

Critics argue that WAD, while providing valuable insights, offers few practical solutions and can often be overly theoretical, making it challenging to implement in policy and practice.

4. GENDER AND DEVELOPMENT (GAD)

a) Definition

Gender and Development (GAD) represents a shift from WID and WAD paradigms. It emerged in the late 1980s and early 1990s and has become a dominant approach in the field of development. GAD recognizes that gender relations are central to development and seeks to address the underlying causes of gender inequality.

b) Key Characteristics

i) Social Construction of Gender:

GAD recognizes that gender roles and identities are socially constructed and can be changed over time. It challenges rigid gender norms and stereotypes.

ii) Transformative Approach:

GAD aims for transformative change by addressing structural inequalities and power imbalances that perpetuate gender discrimination.

iii) Inclusivity:

It promotes the inclusion of all genders, including transgender and non-binary individuals, in development processes.

iv) Participation in Decision-Making:

Emphasizes the importance of women's participation in decision-making at all levels of society, including in politics, economics, and community development.

v) Policy Integration:

Advocates for the integration of gender perspectives into all development policies and programs, ensuring that gender is a cross-cutting theme.

c) Examples of GAD Approach

i) Gender Mainstreaming in Government Policies:

Policies and programs that mainstream gender considerations across all sectors, such as education, healthcare and economic development, reflect a GAD approach.

Stress more on theoretical and achievements part

d, Critique of GAD

Some critics argue that while GAD is more holistic and transformative than WID or WAD, it can still face challenges in translating its principles into concrete actions and outcomes in development practice.

5. CONCLUSION

In conclusion, these three approaches - WID, WAD, and GAD - represent different stages in the evolution of development thinking related to gender. While WID focused on women's integration into existing development processes, WAD critiqued the gendered nature of development itself. GAD, the most recent paradigm, seeks to transform development by addressing structural inequalities and challenging opposing gender norms, making it the prevailing framework for gender and development initiatives today.

Q3,

1. INTRODUCTION - THE SEX VS. GENDER DEBATE: IS GENDER A SOCIALLY CONSTRUCTED PHENOMENON?

The sex versus gender debate traces its roots to the intersection of biology and sociology, dissecting the intricate relationship between sex and the socially constructed concept of gender identity. Examples such as the women's suffrage movement, the civil rights movement, and shifts in gender roles during World War II all underscore how societal norms and cultural contexts shape individuals' understanding and expression of gender. These instances challenge the notion that gender is solely rooted in biology and emphasize its fluidity and adaptability to changing social constructs.

2. UNDERSTANDING SEX AND GENDER

a, Biological Sex

Refers to the physical and genetic characteristics that are typically categorized as male or female. These characteristics include reproductive organs, chromosomes

(XX for females and XY for males), and secondary sexual characteristics.

b) Gender Identity

Refers to an individual's internal sense of their own gender, which may or may not align with their assigned sex at birth. It encompasses a spectrum beyond the binary categories of male and female, and includes gender fluid, non-binary, transgender, and other identities.

3. THE SOCIAL CONSTRUCTION OF GENDER

a) Cultural Variability

Gender roles and expectations vary significantly across cultures and historical periods, indicating that they are not innate but socially constructed. For example, notions of masculinity and femininity may differ between cultures, highlighting the influence of societal norms.

b, Gender as Performative

Philosopher Judith Butler introduced the concept of gender performativity, suggesting that individuals continually "perform" their gender roles through their actions and behaviors. This theory undercuts the idea that gender is not an inherent trait but rather a product of social interactions and norms.

c, Socialization

Individuals are socialized into their gender roles from a young age through their interactions with family, peers, media, and institutions. This process reinforces certain behaviors, preferences, and expectations associated with one's perceived gender.

4. CRITIQUES OF THE SOCIAL CONSTRUCTION PERSPECTIVE

a, Biological Determinism

Some argue that biological factors, such as hormonal differences, play a significant role in shaping gender identity and

behaviors. Critics assert that it oversimplifies the complex interplay between biology and society.

b, Intersectionality

Intersectional feminism highlights how race, class, and other social factors intersect with gender, creating unique experiences for individuals. Critics argue that the social construction perspective may not fully account for the complexities of identity and oppression.

5. JUSTIFYING GENDER AS A SOCIALLY CONSTRUCTED PHENOMENON

a, Fluidity of Gender

The existence of non-binary and gender-queer identities challenges the rigid binary understanding of gender. This fluidity supports the argument that gender is not determined solely by biology.

b, Evolution of Gender Norms

Gender roles and expectations have evolved over time, reflecting changing societal values and norms. This evolution suggests that gender is not fixed but adaptable to cultural shifts.

6. HISTORICAL EVENTS AND WRITINGS THAT ILLUSTRATE THE ARGUMENT THAT GENDER IS SOCIALLY CONSTRUCTED

a, Suffrage Movement

The women's suffrage movement in the late 19th and early 20th centuries challenged traditional gender roles and norms. Suffragettes like Susan B. Anthony and Elizabeth Cady Stanton argued in their writings that women's exclusion from voting was a social construct, not a biological necessity.

b, Two-Spirit tradition among Native Americans

Many Native American cultures recognized the existence of Two-Spirit individuals who embodied both masculine and feminine

qualities. The writings of anthropologists and historians, such as Walter Dilliams and Brian Joseph Gilley, have explored how Two-Spirit identities challenge the Western binary understanding of gender.

c, Gender Roles during World War II

World War II led to shifts in gender roles as women took on jobs traditionally held by men during the war effort. The famous feminist essay "The Second Sex" by Simone de Beauvoir argued that "one is not born, but rather becomes, a woman," highlighting the socialization and construction of gender roles.

d, Third Gender in South Asia

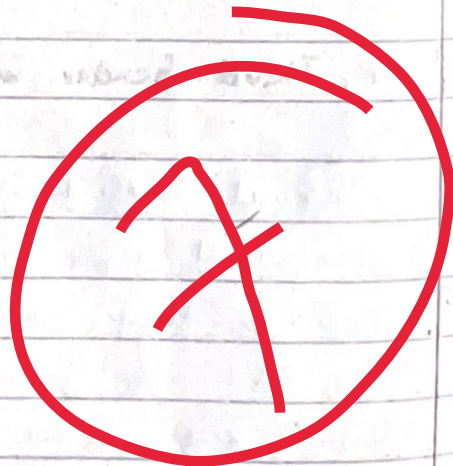
Several South Asian cultures have recognized the existence of a third gender, such as hijras in India. In their book "The Other Side of Silence", historian Ruth Vanita and gender studies scholar Raeburn Kilwai discuss how South Asian cultures have historically acknowledged and broadly constructed non-binary gender identities.

7. CONCLUSION

The sex versus gender debate underscores the complexity of human identity and challenges the notion that gender is solely a product of biology. While critics argue that biology plays a role in shaping gender, the weight of evidence suggests that gender is a socially constructed phenomenon. Acknowledging the social nature of gender is essential for promoting diversity, inclusion, and understanding in modern society.

Elaborate headings as comparison

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06,

1. INTRODUCTION

Increasing women's participation in Pakistan's labor force benefits both economic growth and gender equality. It expands the workforce, promotes diversity and innovation, and enhances the consumer market while empowering women financially and challenging traditional gender roles. Examples from Pakistan, including government programs, female role models, and women's success in various fields, illustrate these advantages. Additionally, microfinance, media representation, educational initiatives, and NGO efforts contribute to this positive change, emphasizing the importance of women's labor force participation for a more equitable and prosperous society.

2. IMPACT OF WOMEN'S PARTICIPATION IN LABOR FORCE ON ECONOMIC GROWTH

a) Increased Labor Force

Encouraging more women to join the labor force significantly expands the available workforce. This can be seen as an untapped resource that can contribute to higher productivity and economic growth.

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b, Diverse Skillset

Women bring unique skills, perspectives, and experiences to the workforce. A diverse workforce fosters innovation, which can lead to economic competitiveness. For instance, women in Pakistan have excelled in fields such as IT, medicine, and entrepreneurship, driving economic development.

c, Consumer Market Increases

As women's participation in the labor force rises, so does their purchasing power. This creates a large consumer base for various industries, from retail to healthcare, boosting economic growth.

d, Potential Increase in FDI

Companies and investors often consider a country's gender-inclusive policies and practices when making investment decisions. A strong commitment to women's participation in the labor force can attract foreign direct investment, leading to economic growth and job creation.

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3. IMPACT OF WOMEN'S INCREASED PARTICIPATION IN LABOR FORCE ON GENDER EQUALITY

a, Empowerment

Employment empowers women by providing financial independence and opportunities for personal and professional growth. When women are economically empowered, they are better equipped to make decisions about their lives, health, and education, contributing to gender equality.

b, Changing Social Norms

Visible female participation in the labor force challenges traditional gender roles and stereotypes. Over time, this can lead to a shift in societal attitudes towards gender equality.

c, Education

Women who work are more likely to invest in their own education and that of their children, breaking the cycle of poverty and illiteracy. Women in the workforce prioritize education for their daughters, creating a ripple effect of empowerment and gender equality.

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d, Policy Reform

Increased women's participation in the labor force often prompts governments to enact policies that protect women's rights, such as equal pay and anti-discrimination measures. These policies benefit not only women but society as a whole.

4. Examples from Pakistani Society

a, Benazir Income Support Program (BISP)

This program in Pakistan provides financial assistance to low-income women. By giving women access to financial resources, it enables them to start small businesses and participate in the labor force.

b, Microfinance Initiatives

Institutions like the Khushhali Microfinance Bank have played a crucial role in empowering women by providing them with access to credit and financial services.

c, Educational Initiatives

Organizations like the Malala Fund and The Citizens Foundation have worked tirelessly to promote girls' education in Pakistan.

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d, Women in Agriculture

In rural areas of Pakistan, women have been actively engaged in agriculture, playing a pivotal role in food production. When provided with access to resources, training, and technology, these women have not only improved their own livelihoods but have also contributed to the agricultural sector's growth.

e, Women in the Tech Industry

Pakistani women have made significant strides in the technology sector, with many excelling as software engineers, data scientists, and entrepreneurs. Their contributions have driven the growth of Pakistan's tech industry.

f, NGOs

Non-profit NGOs in Pakistan focus on women's economic empowerment, vocational training, and skill development. These organizations have successfully helped women enter the workforce and improve their financial independence.

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g. Malala Yousafzai

The Nobel laureate Malala Yousafzai is an inspiring example of how education and female empowerment can lead to women's participation in various sectors.

general instructions to get good marks in gender studies

use subject specific jargons

use types, waves and theories of feminism as references

attempt all parts in the question. do not neglect one

add facts and figures to support your argument

add pictorial description as well

Substantially low