

Question: 1Introduction

The relationship between gender and development has evolved significantly over time. Early development policies largely ignored women or treated them as passive beneficiaries of welfare programs. In response, feminist scholars and development practitioners introduced various analytical frameworks to address women's exclusion and inequality. Among these, **Women in Development (WID)**, **Women and Development (IAD)**, and **Gender and Development (GAD)** represent three major approaches. Each offers a distinct understanding of women's roles and proposes different strategies for achieving gender equality.

1. Women in Development (WID)

1.1 Concept and Focus

The WID approach emerged in the 1970s under the influence of liberal feminism. It argues that women were excluded from development processes and therefore must be integrated into existing economic structures.

1.2 Strategy and Limitations

WID emphasizes women's access to education, employment, credit, and health services. However, it does not question unequal gender relations or patriarchal structures. In Pakistan, many income-generation programs reflect WID thinking but often increases women's workload without enhancing their decision making power.

2. Women and Development (WAD)

2.1 Theoretical Basis

WAD developed as a critique

of WID and is influenced by Marxist and dependency theories. It argues that women have always been part of development, particularly as unpaid and underpaid labor.

2.1 Contributions and shortcomings

WAD highlights women's productive and reproductive roles, especially in agriculture and informal sectors. However, it focuses more on class exploitation than gender inequality and does not sufficiently address patriarchy within households and social institutions.

discuss these in more detail.....

3. Gender and Development (GAD)

3.1 Core Perspective

GAD emerged in the late 1980s and shifts the focus from women alone to gender relations. It views gender as a socially constructed

system of power that affects both men and women.

3.2 Policy Orientation

GAD emphasizes institutional reform, gender mainstreaming, and male involvement. It addresses laws, culture, and social norms that reproduce gender inequality, making it a more transformative approach.

4. Comparison of Approaches

Aspect	WID	WAD	GAD
Focus	Women as resources	Women's roles in economy	Gender relations
Goal	Integration	Recognition	Transformation
Main Critique	Ignores social structures	Neglects power relations	Difficult to implement
Example in Pakistan	Microcredit programs targeting women	Women in agriculture and cottage industries	Gender-responsive policy and legal reforms e.g. gender quotas

5. Most Suitable Approach for Pakistan

5.1 Why WID and WAD are Insufficient

In Pakistan, gender inequality is rooted in patriarchal norms, discriminatory laws, and restricted female mobility. WID and WAD fail to challenge these structural barriers and therefore produce limited results.

5.2 GAD as the Most Effective Strategy

GAD is most suitable for Pakistan because it addresses institutional discrimination, legal inequality, and cultural norms. Policies such as women's political representation, protection against work-place harassment, and gender-responsive budgeting reflect GAD principles and offer sustainable pathways to gender equality.

discuss this part in more detail by giving subheadings.....

Conclusion

While WID and WAD contribute to highlighting women's roles in development, both remain limited in addressing power relations. GAD provides a comprehensive and transformative framework, making it the most effective approach for achieving gender equality in Pakistan.

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Question: 2

Introduction

Gender-Based Violence (GBV) is one of the most persistent violations of human rights worldwide. It reflects unequal power relations between genders and is deeply rooted in social norms, patriarchy, and structural inequalities. In Pakistan, GBV remains widespread despite constitutional guarantees and legal reforms. Understanding its forms and proposing context-specific solutions is essential for effective prevention and response.

1 Definition of Gender-Based Violence

Gender-Based violence refers to any act of physical, sexual, psychological, or economic harm inflicted on individuals based on their gender or socially assigned gender roles. It is predominantly directed against women and girls,

though men and gender minorities may also be affected. GBV can occur in both public and private spheres and is often normalized through cultural practices and weak enforcement mechanisms.

2. Forms of Gender-Based Violence in Pakistan

2.1 Physical Violence

Physical violence includes domestic abuse, honor killings, acid attacks, and physical assault. In Pakistan, domestic violence is the most common form, often justified as a private family matter. Honor killings continue in some regions, reflecting extreme patriarchal control over women's sexuality and autonomy.

2.2 Sexual Violence

Sexual violence includes rape, marital rape, sexual harassment, and forced marriages. Although sexual harassment laws exist, underreporting remains high due to stigma, victim-blaming, and fear of retaliation. Marital rape is not explicitly criminalized, reinforcing women's vulnerability within marriage.

add and highlight references/examples against these argument.....

2.3 Psychological and Emotional Violence

This form includes verbal abuse, threats, intimidation, isolation, and coercive control. Emotional violence is widespread but rarely recognized as abuse. Practices such as controlling women's mobility, communication, and social interactions are normalized in many households.

2.4 Economic Violence

Economic violence involves denying

women access to financial resources, inheritance, education, or employment. In Pakistan, women are frequently deprived of property rights despite Islamic and legal provisions. Economic dependency increases women's exposure to other forms of GBV.

3. Structural and Socio-Cultural Factors Reinforcing GBV

GBV in Pakistan is sustained by patriarchal norms, rigid gender roles, poverty, illiteracy, and weak law enforcement. Informal justice systems such as jirgas often legitimize violence against women. Additionally, social silence around abuse discourages reporting and accountability.

4. Strategies to Reduce Gender-Based Violence in Pakistan

4.1 Legal and Policy Measures

Strengthening implementation of existing laws such as domestic violence acts and anti-harassment legislation is crucial. Clear criminalization of marital rape and honor crimes, along with gender-sensitive policing and fast-track courts, can improve access to justice.

4.2 Institutional Reforms

Police, judiciary, and healthcare systems must be trained in gender-sensitive handling of GBV cases. One-window crisis centers should be expanded to provide medical, legal, and psychological support under one roof.

4.3

Economic Empowerment of Women

Enhancing women's access to education, skills training, and employment reduces dependency and bargaining inequalities.

Property and inheritance rights must be practically enforced to strengthen economic security.

4.4

Social and Cultural Interventions

Community awareness programs, school curricula, and media campaigns should challenge harmful gender norms. Engaging men and religious leaders can help transform attitudes that legitimize violence.

Conclusion

Gender-Based Violence in Pakistan is a multidimensional problem rooted in structural inequalities and cultural norms. Addressing it requires a comprehensive approach that combines legal reforms, institutional strengthening, economic empowerment, and social change. Only through sustained and coordinated efforts can Pakistani society move toward gender justice and human dignity.

add more arguments.

a 20 marks answer should have around 15 arguments and be on 7-9 pages.

Question: 4

Introduction

Gender studies is an interdisciplinary academic field that examines how gender identities, roles, and power relations are socially constructed and maintained in society. It emerged as a response to the limitations of earlier women-centered approaches and seeks to analyze gender inequality in relation to culture, politics, economy, and institutions. Over time, debates have emerged regarding its relationship with Women's Studies and its academic positioning, particularly the Autonomy vs Integration debate.

1. Gender Studies: Meaning and Scope

a. Definition

Gender Studies refers to the systematic study of gender as

a social construct, focusing on how masculinity, femininity and other gender identities are produced and regulated through social institutions. It examines gender relations rather than focusing exclusively on women.

b. Scope of Gender Studies

The discipline covers areas such as education, labor, politics, law, health, media, and development. It also incorporates perspectives from sociology, anthropology, economics, and political science, making it inherently interdisciplinary.

2. Women's Studies

a. Focus and Origins

Women's studies emerged during the second wave of feminism with

the primary aim of highlighting women's experiences, oppression, and exclusion from knowledge production. It sought to make women visible within academic discourse.

2-2 Limitations

While Women's Studies played a critical role in documenting women's marginalization, it was often criticized for treating women as a homogenous group and for insufficiently analyzing gender relations and masculinity.

3. Difference between Gender Studies and Women's Studies

Aspect	Women's Studies	Gender Studies
Primary Focus	Women and their issues	Gender relations
Analytical Lens	Women-centered	Relational and structural
View of Men	often excluded	Included as gendered subjects
Scope	limited	Broad and interdisciplinary

4. Autonomy vs Integration Debate in Gender Studies

4.1 Autonomy Perspective

The autonomy argument supports Gender Studies as an independent discipline. Advocates argue that autonomy ensures academic freedom, safeguards feminist knowledge, and prevents dilution of gender perspectives within mainstream disciplines.

4.2 Integrity Perspective

The integration approach argues that Gender Studies should be embedded across all academic disciplines. This promotes gender mainstreaming and ensures that gender analysis informs policy, economics, law, and governance.

5. Critical Assessment of the Debates

Both positions have strengths and weaknesses. Autonomy allows for

theoretical depth but risks academic isolation. Integration promotes wider influence but may weaken critical feminist perspectives. In contexts like Pakistan, a hybrid approach is more effective, where Gender Studies retains autonomy while influencing mainstream curricula and policy frameworks.

Conclusion

Gender Studies represents an evolution from women-centered analysis to a relational understanding of gender and power. While Women's Studies laid the foundation, Gender Studies offers a more inclusive and analytical framework. The autonomy vs integration debate highlights the need to balance academic independence with institutional impact.

Question: 5

Introduction

Gender is often mistaken as a natural extension of biological sex; however, social scientists argue that gender is largely shaped by society. The concept of the social construction of gender explains how norms, values, institutions, and power relations define what it means to be masculine or feminine. Various theoretical perspectives explain how gender identities are produced and maintained, particularly through socialization processes. In Pakistan, these constructions are deeply influenced by patriarchy, culture, religion, and class.

1. Social Construction of Gender

The social construction of gender refers to the process through which societies assign

roles, behaviors, and expectations to individuals based on their perceived sex. Masculinity and femininity are not fixed traits but are learned through family, education, media, religion, and state institutions.

1.1 Key Features

- Gender roles vary across cultures and time.
- Gender norms are enforced through rewards and sanctions.
- Power relations are central to gender construction.

In Pakistan, boys are encouraged to be assertive and breadwinners, while girls are socialized to be caring, obedient, and domestic.

2 Functionalist Perspective

2.1 Core Argument

Functionalists view gender roles as

complementary and necessary for social stability. Masculinity is associated with instrumental roles such as earning and leadership, while femininity is linked to expressive roles such as caregiving.

2.2 Critique and Pakistan Example

This perspective justifies traditional divisions of labor and ignores inequality. In Pakistan, it normalizes women's confinement to unpaid domestic work and discourages men from caregiving roles.

3. Social Learning Theory

3.1 Explanation

Social learning theory argues that gender identities are learned through observation, imitation, and

reinforcement. Children internalize gender norms by watching parents, teachers, and media figures.

3.2 Pakistan Context

Pakistani children learn masculinity through male authority figures and femininity through maternal sacrifice. Girls are praised for modesty, while boys are rewarded for dominance and independence.

4. Feminist Perspective

4.1 Liberal Feminism

Liberal feminists argue that gender differences are created through unequal access to education and opportunities. They emphasize legal reforms and equal rights to reshape masculinity and femininity.

4.2 Radical Feminism

Radical feminists view patriarchy as the root cause of gender construction. Masculinity is associated with power and control, while femininity is shaped through subordination, especially in relation to sexuality and reproduction.

In Pakistan, control over women's mobility, dress, and marriage reflects radical feminist concerns.

5. Post-Structural and Performativity Perspective

5.1 Key Ideas

Judith Butler argues that gender is performed through repeated actions rather than biologically determined. Masculinity and femininity are continuously reproduced through everyday practices.

5-2

Local Illustration

In Pakistan, repeated expectations such as women cooking or men avoiding emotional expression reinforce gender norms, even without formal enforcement.

6. Comparative Summary of Theories

Theory	View of Gender	Masculinity	Femininity
Functionalism	Natural and stable	Provider	Caregivers
Social learning	Learned behavior	Assertive	Nurturing
Feminism	Power-based	Dominant	Subordinated
Post-Structuralism	Performed	Fluid	Fluid

Conclusion

Gender is not biologically fixed but socially produced through institutions, interactions, and power structures. While functionalist and social learning theories explain how gender roles are transmitted, feminist and post-structural perspectives reveal how inequality is embedded within these roles. In Pakistan, transforming ~~requires~~ masculinity and femininity ~~requires~~ challenging patriarchal ~~for~~ norms through education, media reform, and inclusive policies.

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Important Note to get Good marks in Gender Studies:

Marks would be given on the following parameters

a- Content 60% References 15% Subject specific language 15%. Graphs and charts 10%

Add 12-13 headings in each question

the questions carry 3_4 parts... each part has equal weightage so discuss all equally

use subject specific jargons e.g. Patriarchy, entrenched traditional values etc. Also, do not add blunt statements

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

Add names of many Wollstonecraft, Judith Butler, Stuart mill, Simone de Beauvoir, Rafia zakria, Rubina Seghal, Farzani Bari etc. in relevant arguments to

good luck