

# Case Study: Satisfaction Level of Students of Department of Gender Studies about Their Subject

A thesis Submitted in partial fulfillment for the MPHIL Degree in Social Sciences to the  
Department of Gender Studies, PU, Lahore



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**ABSTRACT**

The difference between sex and gender is an important one. Scholars explain sex as the sexual identity while gender refers to social identity. This research is a descriptive qualitative study and is done through purposive sampling by the students of department of Gender Studies, University of the Punjab, Pakistan. The aim of the study is to analyze the perceptions, preferences and choices of Gender Studies' students for their subject which will help researcher to explore the goal orientation of students regarding their subjects in upcoming studies, on the same topic. The necessary information has been collected through semi structured questionnaire comprising both open ended and closed ended questions and analyzed by narrations.

The findings of the document are concerned about Gender Studies subject as a whole. The study includes students of BS, M. Phil, Phd, and master program from department of Gender Studies, University of The Punjab, new campus, Lahore. The results apparently show that students were concerned about the discriminatory practices, social issues, social evils, women rights. But this is just a single aspect of the study as this subject helps student to understand the sexuality in a society as well, "It is related to humanity than sexuality" while another mentioned, "Women studies shifts to Gender Studies which covers narrations of all sexes with their biological, socio, economic, political aspects and the rights of sexes." Further this paper recommends that the syllabus in the campus should include more country based researches and findings. The students would love to read about the ground realities and experiences of their own cultures.

## CHAPTER I INTRODUCTION

Gender Studies subject belongs to Social Sciences that primarily elucidate equal rights for all sexes. It is an interdisciplinary academic field which specifically works on analyzing gender identity and gender representation in a society. Often, it is offered with the studies of sexualities or with women studies, men studies or neutral gender studies. In the basic concepts of Gender Studies, the difference between sex and gender is an important one. Scholars explain sex as the sexual identity of a person which belongs to the biological sex and the anatomy of an individual, while Gender refers to either social role based on the sex of the person or the personal identification of once own gender. (Virginia, 2005)

According to W.H.O, the definition of Gender defines this term in a much similar way as mentioned above besides gender is the socially constructed role, behaviors, activities or the attributes that the given society considers appropriate for their men and women. One can say that the masculinity and femininity are the gendered categories. (W.H.O, 2019)

Pakistan is an Islamic Republic country which has its own customs & traditions. Women recognition movement got attention in 1970's in Pakistan, due to the sincere and committed efforts of some feminists of that time. It was because of their efforts that in 1989 the division decided the opening of centers for women rights studies in some universities which ministry of Pakistan supported really well. The Centre for Excellence of Women Studies in universities has great role in explaining the women issues in the societies and greatly suggested steps for their solutions. The practical and theoretical efforts of many devoted feminists have produced many upgraded feminist leaders, feminist supportive organizations, and gender equality forums. The only contradicting point here is regarding gender studies program as the context which is taught in the universities is still based on the western culture which is different from the realities and experiences of Pakistan. While teaching, the professors usually connect links with the Western theory. This is a normal practice but these examples are less sufficient when they are not written or not present in the research papers with the context of Pakistan.

This research is a descriptive qualitative study and is done through purposive sampling as the data was collected from accessible audience i.e. the students of Department of Gender Studies, University of the Punjab. This department aims to prepare the catalyst masses, which can work for the human rights, gender respect, and gender roles redefining and make people believe in the women's strength. The purpose of this program is to involve the individuals to understand the challenging and engaging way of gender world, that how the social structures like race, class, sexuality, ethnicity and other social factors impact the lived experiences of people. In my observation, several people like me, at their first confuse Gender Studies discipline with Women Studies or with biological studies. The confusing concepts of people are very interesting to me. That's why I wanted to study that how "Gender Studies" students think of their subject and take it in practice.

### **Objectives of the study:**

- ✓ To know the expectations of Gender Studies students related to their subject.
- ✓ To explore the preferences and choices of Gender Studies students studying in the department of Gender Studies.
- ✓ To find out the perceptions of Gender Studies students studying in department of Gender Studies.

### **Significance of the research:**

This study helps to explore the expectations, preferences and the knowledge of Gender Studies students related to their course. Also, this study will helps to explore the goal orientation of students, out of this course which may benefit in upcoming studies on the same topic.

## CHAPTER II LITERATURE REVIEW

### SEX AND GENDER IN GENDER STUDIES

Many feminists consider sex to only be a matter of biology and something that is not about social or cultural construction. For example, Lynda Birke, a feminist biologist, states that "Biology is not seen as something which might change." (Bartsch & Lederman, 2001)

However, the sex/gender distinction, also known as the Standard Model of Sex/Gender, is criticized by feminists who believe that there is undue emphasis placed on sex being a biological aspect, something that is fixed, natural, unchanging, and consisting of a male/female dichotomy. They believe the distinction fails to recognize anything outside the strictly male/female dichotomy and that it creates a barrier between those that fit as 'usual' and those that are 'unusual'. In order to prove that sex is not only limited to two categories Anne Fausto-Sterling's *Sexing the Body* addresses the birth of children who are intersex. In this case, the standard model (sex/gender distinction) is seen as incorrect with regard to its notion that there are only two sexes, male and female. This is because "complete maleness and complete femaleness represent the extreme ends of a spectrum of possible body types." (Sterling, 2000)

In other words, Fausto-Sterling argues that there are multitudes of sexes in between the two extremes of male and female. Rather than viewing sex as a biological construct, there are feminists who accept both sex and gender as a social construct. According to the Intersex Society of North America, "nature doesn't decide where the category of 'male' ends and the category of 'intersex' begins, or where the category of 'intersex' ends and the category of 'female' begins. Humans decide. Humans (today, typically doctors) decide how small a penis has to be, or how unusual a combination of parts has to be, before it counts as intersex." (Intersex Society of North America, 1993-2008)

Fausto-Sterling believes that sex is socially constructed because nature does not decide on who is seen as a male or female physically. Rather, doctors decide what seems to be a "natural" sex for the inhabitants of society. In addition, the gender, behavior, actions, and appearance of males/females is also seen as socially constructed because codes of femininity and masculinity are chosen and deemed fit by society for societal usage. Some feminists go further and argue that neither sex nor gender is strictly binary concepts. Judith Lorber, for instance, has stated that many conventional indicators of sex are not sufficient to demarcate male from female. For example, not all women lactate, while some men do. (Lorber, 1993)

Similarly, Suzanne Kessler, in a 1990 survey of medical specialists in pediatric intersexuality, found out that when a child was born with XY chromosomes but ambiguous genitalia, its sex was often determined according to the size of its penis. (Kessler, 1990)

Thus, even if the sex/gender distinction holds, Lorber and Kessler suggest that the dichotomies of female/male and masculine/feminine are not themselves exhaustive. Lorber writes, "My perspective goes beyond accepted feminist views that gender is a cultural overlay that modifies physiological sex differences. I am arguing that bodies differ in many ways physiologically, but they are completely transformed by social practices to fit into the salient categories of a society, the most pervasive of which are 'female' and 'male' and 'women' and 'men.'" (Lorber, 1993) Moreover, Lorber has alleged that there exists more diversity within the individual categories of sex and gender—female/male and feminine/masculine, respectively—than between them. (Lorber, 1993)

Hence, her fundamental claim is that both sex and gender are social constructions, rather than natural kinds. A comparable view has been advanced by Linda Zerilli, who writes regarding Monique Wittig, that she is "critical of the sex/gender dichotomy in much feminist theory because such a dichotomy leaves unquestioned the belief that there is a 'core of nature which resists examination, a relationship excluded from the social in the analysis—a relationship whose characteristic is ineluctability in culture, as well as in nature, and which is the heterosexual relationship." (Zerilli, 1990)

Judith Butler also criticizes the sex/gender distinction. Discussing sex as biological fact causes sex to appear natural and politically neutral. However, she argues that "the ostensibly natural facts of sex are discursively produced in the service of other political and social interests." Butler concludes, "If the immutable character of sex is contested, perhaps this construct called 'sex' is as culturally constructed as gender; indeed, perhaps it was always already gender, with the consequence that the distinction between sex and gender turns out to be no distinction at all. (Butler, 1999)

However, the sex/gender distinction, also known as the standard model of Sex/Gender, is criticized by feminists who believe that there is undue emphasis placed on sex being a biological aspect, something that is fixed, natural, unchanging, and consisting of a male/female dichotomy. They believe the distinction fails to recognize anything outside the strictly male/female dichotomy and that it creates a barrier between those that fit as 'usual' and those that are 'unusual'. In order to prove that sex is not only limited to two categories Anne Fausto-Sterling's *Sexing the Body* addresses the birth of children who are intersex. In this case, the standard model (sex/gender distinction) is seen as incorrect with regard to its notion that there are only two sexes, male and

female. This is because "complete maleness and complete femaleness represent the extreme ends of a spectrum of possible body types."(Sterling, 2000)

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes the principles, behaviors and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender differs from society and changes over time. Gender is categorized and it creates inequality that exceeds other social and economic inequalities. Gender discrimination transcends other discriminatory factors such as race, economic status, disability, age, geographical location, gender identity and sexual orientation. This is known as the intersection. Gender interacts with gender but is different from gender. This refers to the different biological and physical characteristics of chromosomes, hormones and reproductive organs in women, men and intersex people. Gender and gender are related to gender identity, but different. Gender identity refers to an individual's heart, inner, and sexual experience, which does not correspond to the person's physiology or specific sexuality at birth. Gender affects people's experience and access to healthcare. The way health services are organized and provided may limit or limit an individual's access to health information, support and services. Health services must be affordable, accessible, acceptable to all, and with quality, equality and dignity.

Gender inequality and discrimination among women and girls is a threat to their health and well-being. Women and girls often face more barriers to accessing health information and services than men and boys. These barriers include restrictions on movement. Lack of access to decision-making options; Low literacy rate. Discrimination by societies and health care providers; And a lack of training and awareness in health care providers and the health system about the specific health needs and challenges of women and girls. As a result, women and girls are at higher risk, including unwanted pregnancies, sexually transmitted infections such as HIV, cervical cancer, malnutrition, visual impairment, respiratory infections, malnutrition, And adult abuse. Women and girls also face unacceptably high levels of violence due to gender inequality and are at greater risk of harmful practices such as racial discrimination against women and child, early and forced marriage. WHO figures show that one in three women worldwide has experienced either physical or / or sexual violence in their life outside of their partner. Harmful gender norms - especially those related to strict masculine views - can also have a negative effect on the health and well-being of boys and men. For example, some thoughts about masculinity may motivate boys and men to refrain from smoking, sexual and other health risks, alcoholism, and seeking help or medical care. Such gender norms also contribute to the fact that boys and men are involved in violence - and they themselves are exposed to violence. They can also have serious effects on their mental health. (W.H.O, 2019)

Some people understand the worth of the terms sex and gender in their practical use, for instance the Germans has three genders; male, female and neuter, and they have articles for these ones, especially when scholars use them as nouns in the grammar. The grammatical Gender can diverge from biological sex i.e. the feminine noun (die) in the grammar could be belongs to any person of either sex. (Rodney & Geoffrey, 2002)

The role of Simon de Beauvoir in the context of gender studies is negligible; her speech encouraged many people to notice the value and position of women in a society. She explained, in her well known book "Second Sex", the disadvantage position of women in the society and elaborates how the women should be treated in a humbler way. One of the best line of Simon is, "one is not born a woman, one becomes one."(Beauvoir, 2010) Her statement clearly point out to the term "Gender", that one should not be considered by the entirety of a person but the roles of that person in the society. (Beauvoir, 2010)

### CHAPTER III METHODOLOGY

**Purpose Statement:**

The purpose of this research is to find out that what kind of expectations students made for their subject while studying in department of Gender Studies. The researcher has a chance to find out what students think about their subject and how they want to implement it in their lives and career. At the same time, this is an opportunity to know that how the students want to see their subject in curriculum and how they implement its context in their personal lives.

**Nature of the study:**

The researcher has taken “Gender Studies” subject as a case and did a case study on it. The nature of the study is descriptive and exploratory.

**Target Group:**

It was difficult for the study to collect the huge sample due to the quarantine situation in past few days, but I have managed to access twenty-five students through the platform of social media resources. This study was specifically related to the Gender Studies subject, so it was conducted on enrolled and former students of the program. The data collection includes all categories of student’s i.e. B.S. Master, MPHIL and PHD.

**Sampling Design:**

The researcher purposely selected those students who were willing to give their valuable time to the researcher. Then some of the researcher’s friends further requested their friends to answer the questionnaire. So it was a snow ball research sampling.

**Data Collection Method:**

Due to quarantine, it was difficult to collect data from the participants by face to face. The data was collected through “online questionnaire” using WhatsApp application. After the consent of some respondents their answers were also recorded by using mobile phone recorder.

**Data collection tool/instrument:**

- The tool for data collection comprise of semi structured questionnaire comprising of open ended and closed ended questions.
- There was a audio recorder and WhatsApp messages to send and collect the data, as well.

## CHAPTER IV DATA ANALYSIS & DATA INTERPRETATION

The data has interpreted in a descriptive form. This chapter comprises of the analysis, presentation and interpretation of the findings resulting from the study. To complete the study properly, it is necessary to analyze the research data, so in order to answer the research questions the analysis and interpretation of data is carried out, which is based on the results of questionnaire, focus group discussions and the results of the interview. The whole thesis deals with a qualitative analysis of responses and interpretations. Of a total of 30 questionnaires distributed, only 25 completed questionnaires are the base for computing the results of the research study.

✓ MPHIL = 10

✓ B.S = 09

✓ Master = 01

✓ PHD = 05

Total responses = 25

The table that has been drawn is showing the BS, M.Phil, master and PhD courses in bullets. These courses are being taught in 2020 and revised on yearly basis, at the start of sessions, if needed.

<b>Course outline of PHD</b>	
➤	Advanced Quantitative Research Methods
➤	Gender and Development
➤	Applied Statistics and Computer Application
➤	Advanced Qualitative Research Methods
➤	Feminism: Theory and Practice
➤	Thesis Writing

The below table comprise of master course outline, 2020.

<b>Course Outline of Master</b>	
➤ Gender and Environment	➤ Quantitative Research Methods
➤ English Writing Skills*	➤ Gender Issues in Psychology
➤ Gender and Governance	➤ Gender in Religious Perspective
➤ Gender and Education	➤ Gender and International Relations
➤ Women, Health and Demography	➤ Internship in Gender Development
➤ Family Sociology	➤ Gender and Development
➤ Gender Project Cycle Management	➤ Gender and Media
➤ Women and Economic Empowerment	➤ Community Work
➤ Men and Masculinities	➤ Gender and Human Rights
➤ Introduction to Computers*	➤ Introduction to Statistical Analysis
➤ Women in Business	➤ Research Thesis

The below table comprise of MPhil course outline, 2020.

<b>Course outline of M. PHIL</b>	
➤	Gender and Development
➤	Introduction to Statistical Analysis
➤	Research Methods I: Quantitative
➤	Gender and Human Rights
➤	Research Methods II: Qualitative
➤	Seminar in Gender Studies
➤	Research Thesis

The below table comprise of MPhil course outline, 2020.

Course outline of B.S.	
➤ Introduction to Gender Studies I	➤ Introduction to Gender Studies II
➤ Functional English	➤ Women and Economic Empowerment
➤ Islamic Studies	➤ Women's Movement in Sub Continent
➤ Introduction to Computer	➤ Global Women Movements
➤ Gender and Psychology	➤ Pakistan Studies
➤ Social Work	➤ Gender and Islam
➤ English Communication Skills	➤ Gender in Religious Perspective
➤ Feminist Theories	➤ Gender and Environment
➤ Women in Work and Business	➤ Gender and International Relations
➤ Gender Based Violence	➤ Gender and Literature
➤ Gender Project Cycle Management	➤ Introduction to Statistical Analysis
➤ Family Sociology	➤ Gender and Socio-Cultural Issues
➤ Men and Masculinities	➤ Research Methodology II
➤ Sociological Theories	➤ Gender and Media
➤ Gender and Politics	➤ Gender, Peace & Security
➤ Gender and Population	➤ Statistics in Social Sciences
➤ Women and Health	➤ Organizational Behavior & HRD
➤ Technical Writing and Presentation Skills	➤ Gender, Development and Globalization
➤ Internship	➤ Gender and Education
➤ Entrepreneurial Skill Development	➤ Gender and Human Rights
➤ Gender Issues in Urbanization	➤ Gender and Crime
➤ Research Methodology I	➤ Thesis

There are total of twenty-five students from which the data has been collected for the research purpose. The responses are consisting of ten M. Phil students, almost ten graduate students and the five PhD students. The details of Bachelor/Graduate Students from University of the Punjab are mention down;

STUDENTS NAME	SEX	AGE OF RESPONDENT	CLASS OF RESPONDENT	BATCH/SESSION
Momina Khalid	FEMALE	25	B.S. PU	2014-2018
Anneqa Razzaq	FEMALE	23	B.S. PU	2014-2018
Bushra Sheikh	FEMALE	24	B.S. PU	2014-2018
Amber Munawar	FEMALE	24	B.S. PU	2014-2018
Wajeeha Zahid	FEMALE	24	B.S. PU	2014-2018
Arsalan Malik	MALE	24	B.S. PU	2015-2019
M. Nouman Latif	MALE	21	B.S. PU	2018-2022
Ammar Farooq	MALE	24	B.S. PU	2014-2018
Abdur Rehman	MALE	25	B.S. PU	2015-2019

The details of Maters Students from University of the Punjab are mention down;

STUDENTS NAME	SEX	AGE OF RESPONDENT	CLASS OF RESPONDENT	BATCH/SESSION
Shamail Rana	FEMALE	31	Master PU	2011-2013

There are nine B.S. students mentioned in the above table, however, the 10th one is from Master class. Due to the lack of references in the department, I couldn't access Master students. Unfortunately, because of covid-19 situation everywhere, it was also difficult to reach them in the department, as well. So, I have decided to put this Master in B.S. category, considering that the bachelors and master both denote, 16 years of education.



The details of M.PHIL Students from University of the Punjab are mention down;

STUDENTS NAME	SEX	AGE OF RESPONDENT	CLASS OF RESPONDENT	BATCH/SESSION
Mubashara	FEMALE	24	M. Phil	2018-2020
Nafees Majeed	MALE	27	M. Phil	2018-2020
Saba Shafique	FEMALE	24	M. Phil	2018-2020
Sajid	MALE	32	M. Phil	2018-2020
Aiman	FEMALE	24	M. Phil	2018-2020
Tabish	MALE	25	M.Phil	2018-2020
Farah Khalid	FEMALE	28	M. Phil	2018-2020
Irfan Shah	MALE	35	M. Phil	2018-2020
Anoush Mehmood	FEMALE	24	M. Phil	2018-2020
Aleena Azhar	FEMALE	22	M. Phil	2018-2020

The details of PHD Students from University of the Punjab are mention down;

STUDENTS NAME	SEX	AGE OF RESPONDENT	CLASS OF RESPONDENT	BATCH/SESSION
Hurria Manzoor	FEMALE	29	PHD PU	2018-2021
Ali	MALE	32	PHD PU	2018-2021
Umair	MALE	26	PHD PU	2018-2021
Uzair	MALE	28	PHD PU	2018-2021
Ateeb	FEMALE	26	PHD PU	2018-2021

### Data Interpretations

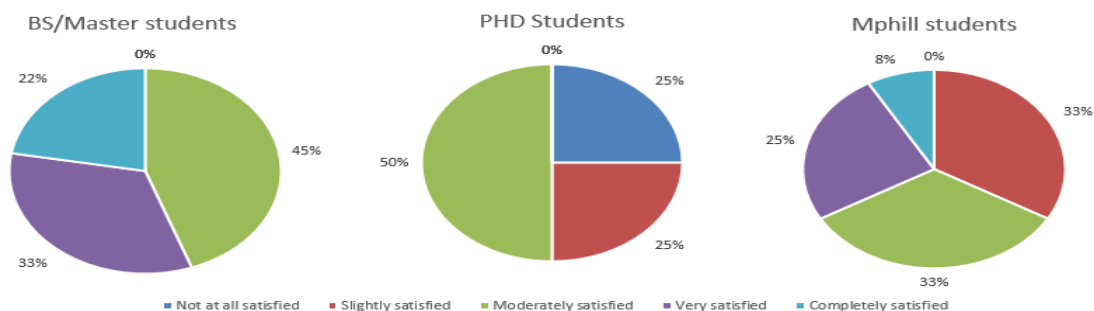
There are so many variations in the collected data; it was not difficult to collect an equal number of responses out of different categories of the students. I have collected almost the same number of responses from B.S. and MPhil students but there were half PHD responses for the data analysis. The reasons have been mentioned in "the challenges of research" in details. In spite of equalizing the number of responses from B.S. MPHIL and PhD classes, I have decided to form a separate category of each class. This is compulsory to avoid bias in the results.

### Students' satisfaction to the subject

Twenty-two out of twenty-five people responded, "YES" for the satisfaction with the subject Gender Studies. The respondents explain different reasons about the satisfaction of subject gender studies but the most common was, "Satisfied to choose due to my low merit." there were other reasons too, as some of the respondent's mentioned, "this subject is very relatable to our society and challenge the rigidity of our societal structure. They explained that it also highlights the concept of equity & equality and gender roles which make this subject different from other subjects to read" and few mentioned it was their career concerned decision.

There were some students who have low satisfaction level with the subject as one mentioned, "Slightly satisfied with the Gender Studies subject, because the job opportunities for gender studies students are "zero" in the market", this course has fewer opportunities in the market and the unwelcoming attitude for inexperienced/fresh students. Another reason by a respondent was, "Not much satisfied, because, the educational criteria of Gender Studies department doesn't meet the international standards".

**Level of satisfaction**



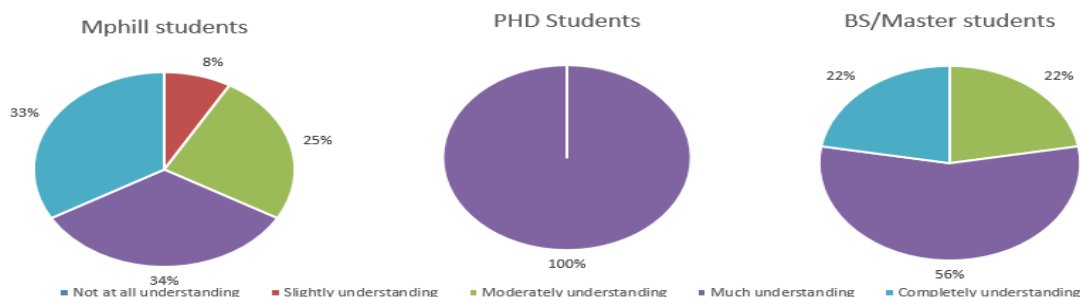
**Students Knowledge about the subject Gender Studies**

Students described diverse views about this question but mainly the concepts were similar and overlapping to each other, for example according to a respondent, this is a study of Human Rights; while many mentioned that this is the study of women rights, gender concerns, empowerment, feminism, equity & equality.

One mentioned that “Gender Studied is a field of studying diversity of human roles they are playing in societies / and in different countries in multidimensional perspectives. It is basically the interaction between both gender and their behaviors in society. It talks upon reasons like why domestic violence associated to females only.”

During data collection, I found very encouraging statements from respondents, like one said, “It is related to humanity than sexuality.” While other mentioned, “Women studies shifts to gender studies which covers all sexes with their biological, socio, economic, political factors and also the balancing rights of sexes.” And one of the respondent’s statement was; “where Gender exists, Gender Studies exists.”

**Level of understanding**



**Students decision to study in Gender Studies department**

Some of the students explain that it is a new subject to study in bachelor’s level and they were interested to know about this subject more in depth, other said they have already worked in gender studies field and wanted to specialize in it. These students wanted to study about their own rights and duties also the welfare and development sector. There were other students too who didn’t choose this subject by their own choice as either it was a suggestion by a friend or they were accidentally enrolled in this, due to confusion with the name, mentioned by a respondent and another reason was, “Less marks no other option left.” However, there were some students too who wanted to work in development and social sciences sectors so they willingly choose to study here. One respondent said, “I wanted to study about gender because sex, love, care, and reproduction are basic dimensions in life, and yet, the meaning of gender is contested. Gender research offers updated empirical knowledge about gendered practices, norms, and discourses in politically significant ways. that’s why I wanted to study here.”

**Student’s expectation from the course in making career**

There are different sorts of people with different experiences and interests regarding the subject, that’s why they have different expectation. One of the respondent explain, “Pakistan is a male dominant society where other sex rights are mostly prohibited, so I believe making career in this subject is difficult as it requires more knowledge and convincing power to think people about sexual orientation and equality.”

However, there are certain types of expectations that students used to consider in making career decision regarding this course, they are, to work in a paid or an unpaid NGO’s or to become a Human Rights specialist, a social activist, a researcher or a subject professor. As one respondent mentioned, “I expect to become professor to teach coming generations about how we can break the vicious circle of patriarchy” other explained, “I have 20 years of work experience in the development sector. Worldwide

development sector funding and projects are more in gender oriented perspectives, so definitely this is going to serve me in later years of my career.”

Some respondents were already working in the field of Gender Studies and they seem quite satisfied to me with their work in this field as a respondent said “I am already in Gender Studies career as I am an outreach social mobilizer in FPAP. I have found many opportunities to deal and meet up with different personalities through this field.

However, those persons, who couldn't find any career opportunities in this field, they have different opinions and seem less satisfied with this course, as a respondent said, “My expectations were so much high, at the beginning but I found very less opportunities in the market, as people demand higher experienced workers for the fieldwork so basically they don't want fresh graduates of the Gender studies department. I found so many hurdles in finding job, with this subject. “another said, “I think to pursue a career in gender is very tough”

**Students like most about the subject**

The students are satisfied with the subject as it has changed their life in many ways. They might find fewer opportunities in the market but find so many connecting knots in their personal lives. Students described that they have learned about marginalized people, equality, feminism, societal issues, stereotypes, cultural variations, feminist’s movements, human dignity, rights of transgender, multiple human roles, women rights &status, myself and my rights, and all these were through this subject of gender studies.

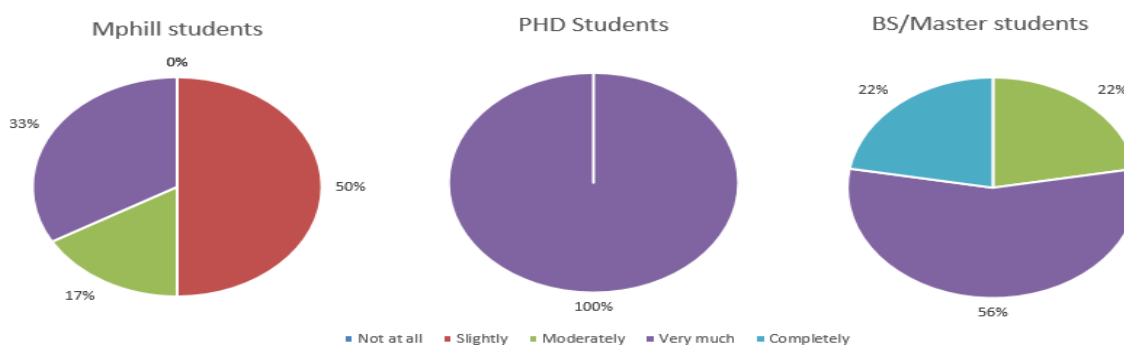
A respondent said, “It brought a positive change in my life and linked me to the reality of human rights. I like how it covers women history and leave no gender behind. It really is a good initiative which is very much needed in Pakistan. This subject motivates me to think positive and to stay positive.”

Another touching statement from a respondent is, “It gives me the true meaning of my life, and I have learned that there is a purpose behind each person, who is bringing down by Allah. Similarly, the purpose of my life is to do something for my people and through my knowledge, I believe that I can build peace and harmony in my society.”

Furthermore, there were other statements as well, “This field build up my confidence to deal with different sorts of people and it boosts up my confidence to make big changes through my little efforts. It makes me passionate and the humanity concept of gender in this subject motivates me a lot. The field work, activities, awareness and working with marginalized women and all their talks are interesting to me.”

There are many interesting things about this subject like knowing of social issues for example Rape, sexual assault, child abuse. This field made respondent’s confidence to talk upon these issues and many false taboos and stereotypes. It’s so much casual subject, so much real and associated to daily life and social roles. The human rights in it motivated me. The equity brings equality. However, there are some students who are disappointed with the subject, due to the lack of opportunities and non-welcoming attitude of market place. A respondent bluntly said, “I don’t like this subject.”

**Impact of Gender Studies**



**Students dislike most about Gender Studies subject**

Some of the students explained certain points that should be included in the course outline, “It bothers me in a few aspects as Pakistan is an Islamic country and our study is totally different from the religion Islam. There is a dire need to connect it to feminism and to Islam because without Islam, everyone is going to take feminism a way to spread 'BEHAYAI” almost with same concept another respondent said, “As we live in an Islamic country so most of the rights of women we studied in this course are from the western culture or by the perspective of their feminist theories so being a Gender studies student it is difficult to implement those theories or practice those rights in Pakistan and that thing bothered me”.

“The most important thing which bother me about this subject that it should be included in primary level courses as basic concepts of roles of male and female and gender identities also when I place gender lens on me to see my societal concepts regarding gender and feminism I feel bother.”

Other respondents were unsatisfied with Not enough practical implementation briefing, Radical feminist emergence/ notions, freely talking about LGBT that is not applicable in Islamic society, Lack of subject research in Pakistan, so much openness and dealing out with people, Aura March, anti-Islamic attitude of women like abortion prostitution etc. and there were views about the Irresponsible department administration. With same intentions another respondent said, “The theoretical and practical things are difficult to do together. Practically the society is so rigid to follow the rules mentioned in gender studies books”

There were some respondents too, who said that nothing in the subject which bother them.

### **Other topics the course should cover in greater depth**

According to the data collection and the respondent, “There are no details for LGBT’s in this course while there should be at least the basic terminologies regarding third gender and their lives should be included, in this course.” Another factor is that teachers seem reluctant and sometimes with lack of information while discussing the material on gender however, the teachers should be confident during discussions and the teachers should have guidelines of the course in a systematic way, the course must be revised.”

One of the respondents said that the gender development and feminism concept should be simpler and should be taught in a really practical way. While other showed interest to visit to the hospitals for the talk on biological differences, with the doctors and professionals. Another respondent who is the new student of gender studies subject, she said, she doesn’t want to add any further subject in the course as it’s already have many subject in its course outline.

A respondent explained that Masculinity should be taught in more depth because we need to inculcate men in the prosperity of women and also handle the backlash from men which arise due to women centered programs. Another respondent added, that “I have noticed that in this field we mostly unintentionally highlight the women rights more than transgender and men rights. So the focus should be also neutral towards the men’s rights and transgender rights.”

Students said the subject related to women development, correlation among western and eastern aspects / approaches towards gender, research, family laws, awareness and motivation for women to complain about violence, Islamic ideology on gender, media and health, sexism, LGBT, men’s issues , literature, philosophy of feminism , women laws and procedure in Pakistan to get relief , women in Islam, her role, place and value given to her by Islam, men rights, third gender rights , child labor , biological differences of sexes, career counseling, contextual research , SPSS , creative writing and contextual examples, should be covered in greater depth.

However, there was a really harsh response from a student, “where would we implement this subject in jobs? We need jobs after studies, teachers must guide us for the jobs and career making in this field.”

### **Students’ opinion about the subject’s scope in the market**

Students have different views for this research question, but the blunt one was, “Till the day department has not made any serious effort to increase its scope since Madam Samar was its chairperson, at that time its scope was increasing day by day but after that, it has been stooped due to the non-serious attitude of staff.”

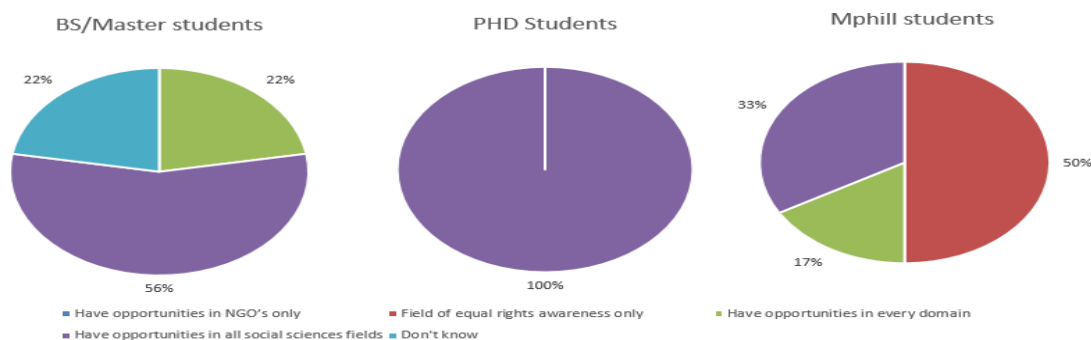
Mostly respondent answered said that this subject have scope in the market, there are opportunities for gender studies to work in the market place like in the advertisement, editor company, in administration, lectureships and NGO’s, social sector, in government sector and also in CSS exams. As one mentioned, there are many opportunities in the development and Social Sciences sector for the people but they should know the skills to convince and to work in this field. another respondent said that gender studies has scope from household to market place when you put gender lens you see gender studies everywhere.

Some people said that the people in the market don't know about this subject so many times they have to explain in many places about this subject. However, one of the respondent said that “there are no jobs found in market for newly graduates, if found then with less pay, and there are non-welcomed opportunities created for the newly graduate students and we suffer it.”

Three respondents said No scope in the Pakistan market they think there are a lot of scope for gender studies students in the nonprofit organizations but only few girl's families allow them to do job on these places. While male have better opportunity to do jobs in NGO’s because they can go anywhere for surveys like in other cities and can perform many tasks required by firm.

Worldwide development sector funding and projects are more in gender oriented perspectives, so definitely students may have many opportunities in market. But major challenges to explore this scope are that students are not trained enough, technically, during studies to play their role effectively, in the market. Secondly they don't know where to find opportunities in the market. Neither students bothered to think over it, nor teachers made them aware of it, so this is a dilemma.

### Students' perception about the subject's scope in the market



### Students' opinion about to work in gender studies domain

Most of the student said that they will love to work in the field if they found opportunity in any of the field like NGO sector, in lectures assistantship, and research whatever they found they will definitely like to work in gender studies field. One of the respondents said, "yes, for sure. I am already working and I would really like to continue my studies and career in this very field."

### Students' opinion to bring gender awareness in the society

The respondents have explained that they have felt a change in their own personality and will love to bring such change in everyone's life. It has empowered them, as one said that this subject description has enlightened my thoughts, my personality, and my views for my own rights. I have raised awareness, not only in women but also in girls and boys too."

The respondent said, "A better mind and a better society." The respondent wanted to bring change in the way of thinking that they can stay positive in every aspect of their future life. Another powerful statement was, "I am able to understand and break the stereotypical practices and behaviors towards women. Secondly as a professional person, I'll be able to plan and perform my field job in gender sensitive manner."

One of the job respondent said that I am already working in the field of gender studies so I am identifying places to aware people about social and cultural stereotypes where I give training sessions on behalf of my NGO. While, some of the respondents said that they can discuss about rights, social issues and many other things which can create positive energy around the people and they can convince people do not follow the bad stereotypes.

There were very positive and powerful words coming from the people on this behalf so I am mentioning some of their statements below;

"I feel confident in walking in the society with the knowledge and the feeling of consciences. I also feel very bold to talk about any type of issues with my father and brother and husband as well, without any hesitation. When I will be able to get any job or professional place in the NGO Sector, I will tend to highlight the positive things of gender with the people around me."

"There are many topics that I have learnt through this subject like cybercrime, harassment, marriage laws, women rights, Human Rights, all these concepts I will like to share with others in future as well."

"In Pakistan, people are not well known about the field of gender studies first of all I'll bring awareness among people specially among women in the country like Pakistan which is under-developing and will addressing the gender issues in rural areas by working with some NGO's and GO's."

As, mentioned above, students explained their diverse views for this question, as to address the needs of society, Change in gender rights, Women empowerment and Equal opportunities. This is really powerful that people have so much positive views for this subject as one respondent mentioned, "I Will implement my learning's out of this subject in my life and will aware others to act upon the rules define by Islam and constitution for the empowerment of women, as it depicts the True representation of a society, so far I Can guide people about feminism in home, office, and in the society as well. I will work for women empowerment from my own home and will engage for women status and its promotion."

Professionally, the construction of a truly affluent society is really dependent on the establishment of the Social Framework that allows the individuals to choose their lifestyles with their own will, like how they want to pursue their careers and what kind of duties & roles they want to take upon in their lives without being judged on the basis of stereotypes. Like the expectation from one gender to perform the household stuff which is mostly unrecognized and unpaid create so much difference with that person who has so much responsibilities to perform like paying bills, maintaining expenditures, establishing career and much more. His emerging notion from this discussion is "people want redefining of roles and responsibilities."

## **CHAPTER V RESULTS & DISCUSSION**

The findings of the case study show that most of the students are satisfied with their subject Gender studies. Note, here I am not concerned about Gender studies degree as a whole but supporting answers with the subject gender studies. The data collection sample used in the study consists of all levels of gender studies students i.e. BS, M. Phil, PHD, and Master of department of Gender Studies, University of the Punjab, New Campus and Lahore. The sample has most of the population of only course students and some are with relative jobs.

The interviews apparently show that students were concerned about the discriminatory practices, social issues, social evils, women rights and awareness. Through the study many aspects come to know to the researcher as one of the very interesting things is that the students like this subject very much as it's realistic and interesting to them. Besides, people come to know about discriminatory practices, women rights, human rights and awareness related stuff in a society.

People want to know about more realistic and factual issues within the context of their own culture and traditions which is lacking in present according to them. The thing is gender studies subject should have balance to address all sexual orientations like men, women and transgender experiences of regional societies.

According to the respondents, the administration is unable to provide standard and quality regional course, especially to the graduates. However, there are others people too who understand the worth of this subject as they suggested that the subject should be included in the primary or secondary level books so the children of upcoming generations could distinguish sex and gender words, at their earliest.

Gender Studies is a bold subject which demands strong communication and convincing skills. According to a respondent, "Shumail", the gender studies teachers are lacking the skills as they are reluctant and sometime shy to discuss the basic terms and core issues of sexes, confidently. She also added that the teachers should be the professionals of this field and there should be a Teacher's training program before the teachers go to the classroom to address the students. Considering the importance of gender balance and neutral studies the departments of gender studies were established.

## CHAPTER VI CONCLUSION

This research is a descriptive qualitative study and is done through purposive sampling as the data was collected from accessible audience (Department of Gender studies students, PU). This department aims to prepare the catalyst masses, which can work for the human rights, gender respect, and gender roles redefining and make people believe in the women's strength.

Students given overlapping answers about the knowledge of subject gender studies but mainly they relate this subject under the umbrella of Human Rights and women rights. According to the responses, Gender Studies is a field of studying diversity of human roles in different societies and communities. Researcher found very encouraging statements from respondents, like respondents explain this subject to the understanding of sex position in a society, "It is related to humanity than sexuality." While another mentioned, "Women studies shifts to Gender Studies which covers all sexes with their biological, socio, economic, political factors and also the balancing rights of sexes."

In terms of choosing this subject, students explained that "it is a new subject to study in bachelor's level and they were interested to know about this subject more in depth, other said they have already worked in gender studies field and wanted to do specialization in it. Other enrolled due to the suggestion of their friend or they accidentally enrolled in this due to its name.

However, there are certain types of expectations that students used to consider in making career decision to work in paid governmental and nongovernmental organizations because some of them think that global organizations are investing in gender based organizations other endeavor to become a Human Rights specialist, a social activist, a researcher or a subject professor.

Like other responses, there were different expectations of people from this subject, "Pakistan is a male dominant society where other sex rights are mostly prohibited, so I believe, making career in this subject is difficult as it requires more knowledge and convincing power to think people about sexual orientation and equality. "Some of the students' expectations were so high from this course but they faded down when they couldn't get any benefitting response from the market place.

The students are satisfied with the subject as it has changed their life in many ways. They might find fewer opportunities in the market but find so many connecting knots in their personal lives. Students have learned about feminism, societal issues, stereotypes, cultural variations, human roles, and women rights through this subject of gender studies.

Respondents found a positive change in their lives and used to link it to the realities of human rights and have built up people's confidence to make big changes through little efforts. Other than that there are many interesting things for students to learn about this subject like the knowledge of social issues i.e. rape, domestic violence, sexual assault and child abuse. This subject is associated to their daily lives and social roles.

students explained certain points that should be included in the course outline, like they want this subject to link with their society and religious practices, as one mentioned; "feminism a way to spread '*BEHAYAI*'" while who are in the support of this subject suggests to add this subject in primary courses to aware children on the basic concepts of sexual and gender identities.

The other topics that the course should elaborate in greater depth are the inclusion of LGBT's and men's rights as many respondents' said this course focuses on women's rights mainly and ignore other sexes. ("I have noticed that in this field we unintentionally highlight the women rights more than transgender and men rights. So the focus should be also neutral towards the men's rights and transgender rights.") Also students demand capacity building of teachers regarding this subject. Some of the students find it very difficult to grab the terminologies of the course as they demand simple and practical language to read while learning on feminism movements and its details. One of the very important expectations of the students was to include career counseling period to identify the place to work in market for students. ("Where would we implement this subject in jobs? We need jobs after studies, teachers must guide us for the jobs and career making in this field.")

Mostly students admit that Gender Studies subject has scope in all social sciences sectors in the market ("Gender Studies has scope from household to market place when you put gender lens you see Gender Studies everywhere.") but they have some very critical concern with the department administration. ("Till the day department has not made any serious effort to increase its scope since Madam Samar was its chairperson, at that time its scope was increasing day by day but after that, it has been stooped due to the non-serious attitude of staff.")

Also, there are some girls who faced mobility issues and family restrictions to work in the field work of this subject. Other major issue for the less scope of gender studies subject mentioned by respondents was not having the knowledge of this subject in many other places of work ("there are no jobs found in market for newly graduates, if found then with less pay, and there are non-welcomed opportunities created for the newly graduate students and we suffer from it.")

However, many of the students showed their interest to work in this field if they luckily got any suitable job in paid NGO's, in lectureship or in research line.

In terms of bringing a change in a society after studying, the respondents mentioned a positive change in their personality and have empowered them, as one said “this subject description has enlightened my thoughts, my personality, and my views for my own rights. I have raised awareness, not only in women but also in girls and boys too.” Whether students are finding jobs in market place or not, they are internally satisfied with the content of Gender Studies as it has helped them to modify their thoughts and to acknowledge the vulnerability of deprived sexes. (“I am able to understand and break the stereotypical practices and behaviors towards women. Secondly as a professional person, I’ll be able to plan and perform my job in gender sensitive manner.”) The contextual understanding of this course has built confidence and an empowerment in the female students. They have gained much knowledge of their rights and position in their societies. (“I feel confident in walking in the society with the knowledge and the feeling of consciences. I also feel very bold to talk about any type of issues with my father and brother and husband as well, without any hesitation. When I will be able to get any job or professional place in the NGO Sector, I will tend to highlight the positive things of gender with the people around me, as well.”)

To conclude, the subject has added so much inspiration to its students to get know them about social realities and gender violations. It has helped them to get familiar with the existing gender roles and its fluctuating patterns in a society. However, the students have demanded the revision of course outline and visits to the experts of Gender Studies field. According to me the inclusion of career counseling classes, capacity building classes of teachers and inclusion of transgender course terminologies will enhance the satisfaction level of students for this subject in near future.

### RECOMMENDATIONS

- The course should include basic concepts of LGBTs and Men Rights, as well.
- There should be capacity-building training for teachers in routines. In the same meeting, the details related to contemporary Gender issues and terminologies must be discussed.
- There must be seminars for the successful Alumni's. They can discuss their journey to success in this field.
- There must be few quota seats for transgender persons.
- It is suggested that the context taught in Department of Gender Studies should be revised and should include more Pakistan based researches and findings. As, the students would love to read about the hidden realities and experiences of different marginalized people in Pakistan.
- Students, who understand the notion of sex and gender, they mostly want to see the redefining of Gender roles and responsibilities. There must be a committee to work on sexual orientations and role redefining in department of Gender Studies.
- The same committee will work to promote Gender Studies concepts in the country, as well.
- The committee will work to include Gender Studies basic concepts in primary classes, as well.
- There must be a compulsory Career Counseling Session for all batches.



## ANNEX\_1

Sr. #	STUDENTS NAME	SEX	AGE OF RESPONDENT	CLASS OF RESPONDENT	BATCH/SESSION
1	Momina Khalid	FEMALE	25	B.S.	2014-2018
2	Abdur Rehman	MALE	25	B.S.	2015-2019
3	Shamail Rana	FEMALE	31	Master	2011-2013
4	Ammar Farooq	MALE	24	B.S.	2014-2018
5	Anneqa Razzaq	FEMALE	23	B.S.	2014-2018
6	Bushra Sheikh	FEMALE	24	B.S.	2014-2018
7	Amber Munawar	FEMALE	24	B.S.	2014-2018
8	Wajeaha Zahid	FEMALE	24	B.S.	2014-2018
9	Arsalan Malik	MALE	24	B.S.	2015-2019
10	M. Nouman Latif	MALE	21	B.S.	2018-2022
11	Mubashara	FEMALE	24	M. Phil	2018-2020
12	Nafees Majeed	MALE	27	M. Phil	2018-2020
13	Saba Shafique	FEMALE	24	M. Phil	2018-2020
14	Sajid	MALE	32	M. Phil	2018-2020
15	Aiman	FEMALE	24	M. Phil	2018-2020
16	Tabish	MALE	24	M.PHIL	2018-2020
17	Farah Khalid	FEMALE	28	M. Phil	2018-2020
18	Irfan Shah	MALE	35	M. Phil	2018-2020
19	Anoush Mehmood	FEMALE	24	M. Phil	2018-2020
20	Aleena Azhar	FEMALE	22	M. Phil	2018-2020
21	Ali	MALE	32	PHD	2018-2021
22	Umair	MALE	26	PHD	2018-2021
23	Uzair	MALE	28	PHD	2018-2021
24	Ateeb	FEMALE	26	PHD	2018-2021
25	Hurria Manzoor	FEMALE	29	PHD	2018-2021

**ANNEX\_2****Research Questionnaire:**

“Assalam\_o Alaikum, I am conducting a case study research on Gender Studies subject to acknowledge that how much Gender Studies students are interested and motivated by their choices and preferences about their subject Gender Studies. I will take your short time”

1. Tell me about yourself?
  - Name: -----
  - your age:
2. You are a;
  - Gender Studies Student
  - Studying + doing job
3. Your session/batch at Department of Gender Studies?
4. Are you satisfied that you have chosen to study Gender Studies field? If yes or No, Please explain.
5. What do you know about the subject gender studies?
6. Why did you choose to study in Department of Gender Studies?
7. What's your expectation from this course in making career?
8. What did you like most or motivates you about this subject?
9. Which bothered you most at the course?
10. What are other topics that the course should have covered/elaborated in greater depth?
11. Do you think that Gender Studies subject has scope in market, please explain?
12. Would you like to work in future in gender studies domain, if you found opportunity?
13. What can you bring after studying this course to the society?
14. Select a level; you are satisfied with Gender Studies subject?
  - Not at all satisfied
  - Slightly satisfied
  - Moderately satisfied
  - Very satisfied
  - Completely satisfied.
15. Select a level, you consider nearby to your understanding of the subject Gender Studies?
  - Not at all understanding
  - Slightly understanding
  - Moderately understanding
  - Much understanding
  - Completely understanding
16. Select a level, you relate to the impact of Gender Studies subject on your society?
  - Not at all
  - Slightly
  - Moderately
  - Very much
  - Completely
17. Do you think Gender Studies course have the career opportunities in the market?
  - Have opportunities in NGO's only
  - Field of equal rights awareness only
  - Have opportunities in every domain
  - Have opportunities in all social sciences fields
  - Don't know

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