

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	AEC – 2 credits	SEC – 2 credits	Internship/ Apprenticeship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
VII	DSC - 19	<u>3 DSEs + No GE</u> Or <u>2 DSEs + One GE</u> Or <u>One DSE+ 2 GE</u>	3 DSEs + No GE Or 2 DSEs + One GE Or One DSE+ 2 GE			Dissertation/ Academic Project/ Entrepreneurship (6 credits)		22 credits



## POLITICAL SCIENCE

### COURSES OFFERED BY DEPARTMENT OF POLITICAL SCIENCE

#### Category I

Political Science Courses for Undergraduate Programme of study  
with Political Science as a Single Core Discipline  
(B.A. Honours in Political Science in three years)

#### STRUCTURE OF SEVENTH SEMESTER

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

**1 Discipline Specific Cores (DSCs)** - 1 course of 4 credits = 4 credits (offered by the parent Department i.e. Department of Political Science)

**3 Discipline Specific Electives (DSE)** – Either of the two DSE courses in each group of 4 credits = 12 credits in Semester III as choice-based electives (offered by the parent Department i.e. Department of Political Science)

**OR**

**2 Discipline Specific Electives (DSE) AND 1 Generic Elective (GE)** – 2 DSE courses of 4 credits and 1 GE course of 4 credits = 12 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

#### DISCIPLINE SPECIFIC CORE COURSE – 19: Themes in Western Political Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes in Western Political Philosophy DSC-19	4	3	1	-	NA	NA

#### Learning Objectives

This course aims to expose the students to the manner in which normative questions on politics have been posed and examine their implications for larger questions surrounding our collective existence. By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? How ought we to live together? What is the 'best' form of government? How do values and institutions relate to one another?

#### Learning outcomes

By the end of the course students would be able to:

- Understand the idea of modernity and establish a connection between societal changes and desired political prescriptions.
- Understand the tools of political argument.
- Identify various shades of political discourses and evaluate them.

## SYLLABUS OF DSC-19

### UNIT – I (8 Hours)

#### Modernity and its discourses

Kant as an Enlightenment thinker; Faith on Reason; Autonomy; Ethics and Politics.

### UNIT – II (14 Hours)

#### Romantics

##### a. Jean Jacques Rousseau

Critique of Modern civilization; Origins of inequality; State of Nature and the Contract; General Will; Democracy and self-government;

##### b. Mary Wollstonecraft

Women and paternalism; Sentiment and Reason; legal rights and representation

### UNIT – III (9 Hours)

#### Liberal

##### John Stuart Mill

Liberal Utilitarianism; Liberty, suffrage and defence of democracy; subjection of women

### UNIT – IV (14 Hours)

#### Radicals

##### a. Hegel

Ethical life: family, civil society and state

##### b. Karl Marx

Historical materialism; concept of value

## Essential/recommended readings

### 1. Modernity and its discourses

Kant. (1784) 'What is Enlightenment?' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16 B. Nelson (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Rousseau, Harvard University Press, London pp: 191-229.

### 2. Romantics

M. Keens-Soper (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

### 3. Liberal

Mill, J.S. 'On Liberty' and other writings, Chapter 1, 3, 4.

Mill, J.S. *Utilitarianism* (Indiamapolis: Hickett Publishing, 2001), Chapter 1, 2, and 4

Rawls, J. *Lectures on the History of Political Philosophy*, Lectures on Mill, Harvard University Press, London Pp 251-314

Acton, H.B (1972), *John Stuart Mill: Utilitarianism, Liberty and Representative Government*, David Campbell Publishers Ltd.

H. Magid (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

### 4. Radicals

Hegel's Philosophy of Right,

<https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

J. Cropsey (1987) 'Karl Marx', in L. Strauss and J. Cropsey (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

### Additional Resources:

A. Bloom (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

Hannah Arendt (1958), *The Origins of Totalitarianism*, New York: The World Publishing Company.

### Readings in Hindi

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: किताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन, जय प्रकाश नाथ और कंपनी

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Discipline Specific Elective (DSE) Courses for Sem – VII

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 5: Contemporary Debates in Indian Politics

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Debates in Indian Politics DSE-5	4	3	1	-	NA	NA

#### Learning Objectives

- Introduce students to contemporary debates and critical issues in Indian politics.
- Encourage analytical engagement with current political developments in India, building on prior understanding of political processes and institutions.
- Examine how the changing landscape of Indian politics challenges existing concepts and may require new analytical tools and frameworks.
- Enable students to reflect on and critically assess older political paradigms in light of new and emerging political phenomena.
- Understand and critically examine the implications of biometric identification systems and their linkage to the provision of social benefits.
- Analyse the role of media as a pillar of democracy in the age of disinformation, social media-fuelled violence, and weak regulatory mechanisms.
- Explore the changing meaning of citizenship in light of documentary regimes and enumeration practices.
- Investigate how urban spaces and new forms of informal economy mean for the labouring poor.
- Examine how market rearticulate the relationship between land, displacement, and dispossession.

#### Learning outcomes

On successful completion of the course, the students will demonstrate:

- An understanding of contemporary debates around key themes in Indian Politics
- An understanding of the changes being witnessed such as in relation to the rules governing citizenship, new forms of informal labour, etc.
- Knowledge of established constitutional rights such as free speech, free press and the challenges in their realisation in practice

#### SYLLABUS OF DSE-5

##### UNIT – I State and citizens (15 hours)

- a. **Citizenship and National Register of Citizenship (NRC)**
- b. **Welfare and Unique Identification Scheme (UID)**

## **UNIT – II Land and Market (15 Hours)**

- a. **Land – market relations**
- b. **Labour and urban space**

## **UNIT – III Media and democracy (15 Hours)**

- a. **Free speech**
- b. **Public order**

## **Essential/recommended readings**

### **Unit I**

1. Bakshi, P. M. (1992). CITIZENSHIP AND NON-RESIDENT INDIANS. *Journal of the Indian Law Institute*, 34(4), 590–592. <http://www.jstor.org/stable/43953197>
2. Roy, A. (2010). *Mapping citizenship in India*. Oxford University Press.: New Delhi
3. Anupama Roy. (2006). Overseas Indian Citizen: A New “Setubandhan”? *Economic and Political Weekly*, 41(15), 1421–1424. <http://www.jstor.org/stable/4418077>
4. Mahajan, G. (2003). *The public and the private: Issues of democratic citizenship*. Sage Publications: New Delhi
5. Beteille, A. (1999). Citizenship, State and Civil Society. *Economic and Political Weekly*, 34(36), 2588–2591. <http://www.jstor.org/stable/4408371>
6. KHERA, R. (2011). The UID Project and Welfare Schemes. *Economic and Political Weekly*, 46(9), 38–43. <http://www.jstor.org/stable/41151836>
7. Sarkar, S. (2014). The Unique Identity (UID) Project, Biometrics and Re-Imagining Governance in India. *Oxford Development Studies*, 42(4), 516–533. <https://doi.org/10.1080/13600818.2014.924493>
8. Bhandari, V. (2020). Use of digital ID for delivery of welfare. Centre for Internet & Society, Digital Identities Project.

### **Unit II**

1. Sharma, A. N. (2006). Flexibility, employment and labour market reforms in India. *Economic and Political Weekly*, 2078-2085.
2. Kingdon, G. G., & Unni, J. (2001). Education and women's labour market outcomes in India. *Education Economics*, 9(2), 173-195.
3. Anant, T. C. A., Hasan, R., Mohapatra, P., Nagaraj, R., & Sasikumar, S. K. (2006). Labor markets in India: issues and perspectives. *Labor markets in Asia: Issues and perspectives*, 205-300.
4. Fernandes, L. (2018). The politics of forgetting: Class politics, state power and the restructuring of urban space in India. In *Globalisation and the Politics of Forgetting* (pp. 121-136). Routledge.
5. Tandon, A., & Rathi, A. (2024). Sustaining urban labour markets: Situating migration and domestic work in India's 'gig'economy. *Environment and Planning A: Economy and Space*, 56(4), 1245-1261.
6. Roy, G., & Shrivastava, A. K. (2020). Future of gig economy: opportunities and challenges. *Imi Konnect*, 9(1), 14-27.

### **Unit III**

1. Kumar, N. (2021), Right to Freedom of Speech and Expression: Analysing the Legal and Constitutional Complexities in the Indian Context, NIU International Journal of Human Rights, vol. 8, Dec 2021 (ISSN No. 2394 – 0298)
2. निशांत कुमार (2021) 'हेट स्पीच, अभिव्यक्ति की स्वतंत्रता एवं भारतीय कानून व्यवस्था', प्रतिमान (CSDS), vol. 17-18, January-December, 2021 (ISSN No. 2320-8201)
3. Bhatia, G. (2016). Offend, shock, or disturb: Free speech under the Indian Constitution. Oxford University Press.: New Delhi

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 6: The Idea of the Political: Perspectives from the Indian Intellectual Tradition**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
The Idea of the Political in the Indian Intellectual Tradition DSE-6	4	3	1	-	NA	NA

**Learning Objectives**

- Introduce students to the idea of the political through the lens of Indian intellectual history and tradition.
- Highlight how the technical discourse used to understand the political is largely Eurocentric in character.
- Inculcate tools and techniques to understand the political from the ontic and epistemic context of Indian intellectual tradition.
- Analyse the Indian philosophical emphasis on the "listener" as a central figure in political thought, in contrast to the Eurocentric focus on the "knower."
- Emphasize that the conception of the listener forms the foundation of the Indian idea of the political and has been mediated through pedagogical techniques.
- Explore how the Indian idea of the political is based on understanding the self and its location in the community as an act of self-actualisation. Explain that this act of self-actualisation is derived from the idea of 'chetna,' created through the notion of a listener rather than a discoverer of the material world.
- Introduce the significance of situating ourselves in metaphysics to understand the idea of the political, which is overlooked in post-Enlightenment Eurocentric epistemologies.

## Learning outcomes

At the end of the course, the students would gain the following outcomes:

- The students would understand the significance of being a good listener for the purpose of gaining knowledge.
- The students would understand the significance of metaphysics for the purpose of knowing the idea of the political.
- The students would be introduced to the ways in which the Indian intellectual history, offers us a repository of knowledge to make sense of the socio-political phenomenon.
- At the end of the course, the students would also be able to deconstruct the modern phenomenon of the political from the perspective of the ancient intellectual tradition that has been part of the growth of knowledge in India.
- On completion of the course, the students would be able to critically evaluate the modern idea of the political that has been largely disseminated around the world, through a focus on Eurocentric epistemologies.

## SYLLABUS OF DSE-6

### UNIT – I (15Hours)

#### The Idea of Knowing

- a) Gyan
- b) Chetna
- c) Maitri

### UNIT – II (10 Hours)

#### Idea of the Collective

- a. Shrenis
- b. Samaj

### UNIT – III (10 Hours)

#### Idea of Republic

- a. Ganrajya
- b. Swarajya

### UNIT – IV (10 Hours)

#### Idea of well being

- a. Prakriti
- b. Lok-kalyan

## Essential/recommended readings

### Unit -I

1. Griffiths, Paul J. "Pure Consciousness and Indian Buddhism." In *The Problem of Pure Consciousness: Mysticism and Philosophy*, edited by Robert K. C. Forman, New York: Oxford University Press, 1990, pp. 71–97.



2. Matilal, Bimal K. *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford: Clarendon, 1986. (Chapter 4 "Knowledge as a Mental Episode", Chapter 5 "Knowing that one Knows", Chapter 6 "Analysis of Perceptual Illusion"), pp. 97-221.
3. Mohanty, J. N. "Understanding Some Ontological Differences in Indian Philosophy." *Journal of Indian Philosophy* 8, no. 3 (1980): 205–217.
4. Altekar, A. S. "Educational and intellectual methods in Vedic and ancient Indian cultures." *Cahiers d'Histoire Mondiale. Journal of World History. Cuadernos de Historia Mundial* 5. 2 (1959).
5. Chakrabarti, Kisor K. "Introduction", *Classical Indian Philosophy of Mind: The Nyaya Dualist Tradition*. Albany: State University of New York Press, 1999.
6. Gupta, Bina. *CIT: Consciousness*. New Delhi: Oxford University Press, 2003.
7. Ghoshal U.N. *A Study of Indian Public Life (Volume Two), The Pre Maurya and the Maurya Periods*. Bombay: Oxford University Press, 1934, PART ONE: The Pre Maurya Period, Section XI, 'Inter-State relations', pp. 198-206.
8. Mathur, D. B. "Some Reflections on Ancient Indian Diplomacy", *The Indian Journal of Political Science* Vol. 23, No. 1/4 (January-December, 1962), pp. 398-405.

#### Unit II:

1. Chakkarath, Pradeep. "The Indian Self and the Others: Individual and Collective Identities in India." *Taiwan Journal of East Asian Studies*, Vol. 7, No. 2 (Issue 14) (Dec. 2010), pp. 1-23.
2. Kagitçibasi, Cigdem. "Individualism and Collectivism," in J. Berry, M. H. Segall, & C. Kagitçibasi (eds.), *Handbook of Cross-Cultural Psychology*, Vol. 3 (Boston, MA: Allyn & Bacon, 1996, 2nd ed.), pp. 1-49.
3. Michael F. Mascolo & Sunil Bhatia, "The Dynamic Construction of Culture, Self, and Social Relations," *Psychology & Developing Societies*, 14 (2002), pp. 55-89.
4. Triandis, Harry C. *Individualism and Collectivism*. Boulder, CO: Westview Press, 1995. (Introduction and Chapter 1), pp. 1-41
5. Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. London, UK: Penguin Books, 2005.

#### Unit III

1. Altekar, A. S. *State and Government in Ancient India*. Motilal Banarsidass Publishers, 1948 (Chapters 1, 2, 3 and 4), pp. 1-46.
2. Altekar, A. S. *State and Government in Ancient India*. Motilal Banarsidass Publishers, 1948 (Chapter 6 "Republics"), pp. 71-94.
3. Bhandarkar D.R. *Some Aspects of Ancient Hindu Polity : The Manindra Chandra Nandy Lectures*, 25, Delivered in February, 1925. Benaras Hindu University Press, 1929, Lecture IV. Different Types of States., pp.91-125.
4. Prabhu, Pandharinath H. *Hindu Social Organization: A Study in Socio-Psychological and Ideological Foundations*. Bombay: Popular Prakashan, 1979, pp.79-82.
5. Prasad, B.N. "Swaraj, Democracy and Subaltern: Regional Dynamics of Agrarian India" in K.B. Saxena (ed.), *Swaraj and the Reluctant State*. New York, Routledge, 2021, pp. 431-447.

#### Unit IV

1. Radhakrishnan, Sarvepalli, Charles A. Moore, *A Source Book in Indian Philosophy*, USA: Princeton University Press, 1957. (Chapter 12, Sāṃkhya, pp. 424-452).
2. Radhakrishnan, Sarvepalli, Charles A. Moore, *A Source Book in Indian Philosophy*, USA: Princeton University Press, 1957. (Chapter 13, Yoga, pp. 453-485).
3. Goodwin, William F. "Ethics and Value in Indian Philosophy", *Philosophy East and West* Vol. 4, No. 4 (Jan., 1955), pp. 321-344.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: Public Policy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Public Policy DSE-7	4	3	1	-	NA	NA

#### Learning Objectives

- Develop a comprehensive theoretical and practical understanding of key concepts and methodologies employed in public policy analysis.
- Use the methods of political economy to understand policy and how politics is shaped by economic changes.
- Offer an integrative link between political science, economic theory, and the practical world of development and social change.

#### Learning outcomes

Following on the newly introduced Discipline Core course on Public Policy, the students will be able to

- Enhance their conceptual understanding of public policy in India
- Locate it in the context of other theoretical insights they would have received from other sub-disciplines like Comparative and Indian politics
- Acquire a holistic approach to public policy

### SYLLABUS OF DSE-7

#### UNIT – I (5 Hours)

##### Introduction to Public Policy

- Typology- meaning, scope and institutional development
- Actors – state- interest groups, civil society, political parties

#### UNIT – II (15 Hours)

##### Approaches to Agenda Analysis

- Schattschneider
- Cobb and Elder
- Bachrach and Baratz
- McCombs and Shaw

#### UNIT – III (15 Hours)

##### Policy Analysis

- **Simon's rational Approach**
- **Institutionalism**
- **Lindblom's Analytical model**
- **Etzioni's Mixed scanning Approach**
- **Rational approach**

## **UNIT – IV (8 Hours)**

### **Tools and Techniques of Policy decision –making**

- **Cost benefit Analysis**
- **Simulation and Gaming Technique**
- **Knowledge management**
- **Supply chain management**

### **Essential/recommended readings**

#### **Unit 1.1**

Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R. K (2017) Public Policy : A Contemporary Perspective. New Delhi: Sage publication, pp 1-21.

Sapru, R. K. (1996) Public Policy: Formulation, .Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.

#### **Unit 1.2**

Peters B. Guy & Pierre (2006) Handbook of Public Policy. New Delhi Sage Publication, pp.31-47

Weiss, C. H. (1977). Research for Policy's Sake: The Enlightenment Function of Social Research. Policy Analysis, 3(4), 531–545.

Chakrabarty, B., & Bhattacharya, M. (2008). The Governance Discourse: A Reader. Oxford University Press.

#### **Unit 2.1**

Sapru, R. K (2017) Public Policy : A Contemporary Perspective. New Delhi: Sage publication, pp 62-67.

E.E. Schattschneider, The Semi-Sovereign People( Hinsdale, IL: Dryden Press, 1975).

#### **Unit 2.2**

P.S. Bachrach & M.S. Baratz, 'Decisions and Non- Decisions: An Analytical Framework, American Political Science Review 57(1963):632

#### **Unit 2.3**

M.E. McCombs and D. L. Shaw, 'The Agenda Setting Functions of the Mass Media', Public Opinion Quarterly 36(1972): 176-87.

#### **Unit 2.4**

Cobb, Roger W., and Charles D. Elder. The Politics of Agenda Building: An Alternative Perspective for Modern Democratic Theory. The Journal of Politics, Vol. 33, No. 4 (November 1971), pp. 892–915.

#### **Unit 3.1**

Simon, H. A. (1947). Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations. Free Press.

Simon, H. A. (1978). Rational Decision-Making in Business Organizations. *The American Economic Review*, 69(4), 493–513.

Sapru, R. K (2017) *Public Policy : A Contemporary Perspective*. New Delhi: Sage publication, pp (129-147).

### **Unit 3.2**

March, J. G., & Olsen, J. P. (1984). The New Institutionalism: Organizational Factors in Political Life. *American Political Science Review*, 78(3), 734–749.

Hall, P. A., & Taylor, R. C. R. (1996). Political Science and the Three New Institutionalisms. *Political Studies*, 44(5), 936–957.

### **Unit 3.3**

Charles E. Lindblom, Policy Analysis, *American Economic Review* 48(3) (1958): 298-312

Lindblom, C. E. (1959). The Science of "Muddling Through". *Public Administration Review*, 19(2), 79–88.

Lindblom, C. E. (1979). Still Muddling, Not Yet Through. *Public Administration Review*, 39(6), 517–526.

### **Unit 3.4**

Etzioni, A. (1967). Mixed-Scanning: A "Third" Approach to Decision-Making. *Public Administration Review*, 27(5), 385–392.

Etzioni, A. (1986). Mixed Scanning Revisited. *Public Administration Review*, 46(1), 8–14.

### **Unit 3.5**

W. Jenkins, *Policy Analysis: A political and Organizational Perspective*, 1978

Weimer, D. L., & Vining, A. R. (2017). *Policy Analysis: Concepts and Practice* (6th ed.). Routledge.

Dye, T. R. (2013). *Understanding Public Policy* (14th ed.). Pearson.

### **Unit 4.1**

Adler, M. D., & Posner, E. A. (2000). On Justifying Cost-Benefit Analysis. *The University of Chicago Law Review*, 67(2), 1075–1113.

Khera, R. (2013). A 'Cost-Benefit' Analysis of UID. *Economic and Political Weekly*, 48(5), 22–25.

Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2001). *Cost-Benefit Analysis: Concepts and Practice*.

### **Unit 4.2**

Mayer, I. S. (2009). The Gaming of Policy and the Politics of Gaming: A Review. *Simulation & Gaming*, 40(6), 825–862.

Duke, R. D. (2002). A Role for Simulations in Public Policy Disputes. *Simulation & Gaming*, 33(2), 155–164.

### **Unit 4.3**

Wiig, K. M. (1997). Knowledge Management: An Evolving Concept. *Journal of Knowledge Management*, 1(1), 75–84.

Becerra-Fernandez, I., & Sabherwal, R. (2010). *Knowledge Management Systems and Processes*.

### **Unit 4.4**

Mentzer, J. T. (2001). *Supply Chain Management*. Thousand Oaks: SAGE Publications.

Sarkis, J. (2023). Building Diverse, Equitable, and Inclusive Operations and Supply Chains. *Journal of Public Procurement*, 23(1), 1–20.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: Feminism: Theory and Practice**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Feminism: Theory and Practice DSE-8</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>NA</b>	<b>NA</b>

**Learning Objectives**

- Develop a foundational understanding of feminist theory and its key concepts.
- Explain contemporary debates on feminism and the history of feminist struggles.
- Inculcate feminist perspective in young minds.

**Learning outcomes**

After completing this course, the students will be able to:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

**SYLLABUS OF DSE-8**

**UNIT – I (17 Hours)**

**Feminist Concepts**

- a. Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
- b. Patriarchy, Matriarchy, Masculinities, Sexualities,

**UNIT – II (14 Hours)**

**Perspectives on feminism**

- a. Western perspectives- Liberal, Socialist, Radical, Postmodernist, Postcolonial Feminism
- b. Indian perspective to feminism

## **UNIT – III (5 Hours)**

### **Women's Movement in India**

- a. Social Reform Movements and history of Women's struggle in India
- b. Women's Movement in Contemporary India (1970s to present)- Issues and Debates

## **Unit- IV (10 Hours)**

### **Women issues in India**

- a. Women and Society: Family, Property Rights, Personal Laws
- b. Women and Labour: Feminisation of Labour, Gender and Development
- c. Women and Politics: Women's Representation and Participation in Democratic Institutions

## **Essential/recommended readings**

### **Unit- I**

1. Richardson, D. (2008) 'Conceptualizing Gender' in Richardson, D. and Robinson, V. (ed.). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan
2. Geetha, V. (2002) *Gender*. Calcutta: Stree.
3. Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
4. Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350. Hines, S. (2008) 'Feminist Theories' in Richardson, D. and Robinson, V. (ed.)
5. (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

### **Unit -II**

1. Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193
2. Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
3. Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
4. Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
5. John, Mary E. (ed.) (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin
6. Wollstonecraft, Mary (1793), *Vindication of the Rights of Woman*, Dublin: J. Stockdales.
7. Mill, J.S. (1870), *The Subjection of Women*, New York: D. Appleton and Company.

### **Unit III-**

1. Sinha, M. (2000). Refashioning Mother India: Feminism and Nationalism in Late-Colonial India. *Feminist Studies*, 26(3), 623–644. <https://doi.org/10.2307/3178643>
2. Chatterjee, P. (1989). Colonialism, Nationalism, and Colonialized Women: The Contest in India. *American Ethnologist*, 16(4), 622–633. <http://www.jstor.org/stable/645113>
3. Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

4. Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

#### **Unit IV**

1. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.
2. Basu, A. (2011). 'Gender and Politics' in Jayal, N.G and Mehta, P.B (ed.) (2011). *The Oxford Companion to Politics in India: Student Edition*, New Delhi: OUP
3. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.
4. Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
5. Beauvoir, Simone de (1949), *The Second Sex*, London: Vintage Books.
6. Mohanty, C.T. (2003). Under Western Eyes: Feminist Scholarship and Colonial Discourses in *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*
7. Lerner, Gerda (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
8. Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
9. Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
10. Khanna, M. (2009). POLITICAL PARTICIPATION OF WOMEN IN INDIA. *The Indian Journal of Political Science*, 70(1), 55–64. <http://www.jstor.org/stable/41856495>
11. RAI, P. (2011). Electoral Participation of Women in India: Key Determinants and Barriers. *Economic and Political Weekly*, 46(3), 47–55. <http://www.jstor.org/stable/27918039>
12. Paxton, P., & Kunovich, S. (2003). Women's Political Representation: The Importance of Ideology. *Social Forces*, 82(1), 87–113. <http://www.jstor.org/stable/3598139>

#### **Readings in Hindi**

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### **DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: Contemporary Political Economy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		

						(if any)
<b>Contemporary Political Economy DSE-9</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>NA</b>	<b>NA</b>

## Learning Objectives

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

- To familiarize the students with the different theoretical approaches
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

## Learning outcomes

After completing this course:

- The students will learn about diverse approaches to international political economy.
- They will study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- They will develop insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

## SYLLABUS OF DSE-9

### UNIT – I (12 Hours)

#### Approaches to Political Economy

- Classical Liberalism
- Marxism
- Welfarism
- Neo-liberalism
- Gandhian approach

### UNIT – II (12 Hours)

#### Capitalist Transformation

- European Feudalism and Transition to Capitalism
- Capitalism in global South
- Globalization: Transnational Corporations, World Trade Organization, International Nongovernmental Organizations

### UNIT – III (11 Hours)

#### Issues in Development

- Culture
- Environment
- Knowledge Economy

### UNIT – IV (10 Hours)



## **Globalization and Development Dilemmas**

- a) Resources – natural and human
- b) Regional diversity
- c) Routes – One belt one road, ASEAN Highway

## **Essential/recommended readings**

### **Unit -I**

1. Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. *Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century*. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.
2. Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
3. Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295
4. Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D., *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563.
5. Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press, pp. 1-206.
6. Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.

### **Unit II**

1. Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.
2. Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, pp. 278- 304.
3. Kennedy, P. (1993) *Preparing for the Twenty – First Century*. UK: Vintage, Ch. 3
4. Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, Ch. 1, 2, 3, 5.
5. Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*. Jaipur: Rawat, Ch. 1, 4, 6.81

### **Unit III**

1. Glen, J. (2007) *Globalization: North-South Perspectives*. London: Routledge, ch.6.
2. Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, pp.130-148.
3. Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*, Oxford: Blackwell, ch.31, pp. 251- 257.
4. Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrow, A. (eds.), *The Global Transformations Reader*. Cambridge: Polity Press, ch.35, pp. 366- 373.
5. Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J. Smith, S. & Owens, P.(eds.) *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press, ch.15.

### **Unit IV**

1. Media and Television Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge, pp. 47- 84.
2. Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, pp. 303- 311.
3. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361-376 and 398- 404.
4. Held, D. and Mcrow, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374- 386.

5. Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
6. Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp.330- 339.
7. Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A.(eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.
8. L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211- 244.
9. Held, D. and McGrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.
10. Omaha, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell.
11. Arya, S. and Roy, A. (eds.) *Poverty Gender and Migration*. New Delhi: Sage, Ch. 1.
12. Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp.450- 462.
13. Nayyar, D. (ed.) (2002) *Governing Globalization*. Delhi: OUP, pp. 144- 176.
14. Mobley, T. (2019). The Belt and Road Initiative: Insights from China's Backyard. *Strategic Studies Quarterly*, 13(3), 52–72. <https://www.jstor.org/stable/26760128>
15. Gong, X. (2020). China's Economic Statecraft: The Belt and Road in Southeast Asia and the Impact on the Indo-Pacific. *Security Challenges*, 16(3), 39–46. <https://www.jstor.org/stable/26924338>
16. Institute of Peace and Conflict Studies. (2020). Five Years of India's Act East Policy. Institute of Peace and Conflict Studies. <http://www.jstor.org/stable/resrep24268>
17. Caballero-Anthony, M. (2013). ASEAN'S STRATEGIC PERSPECTIVES OF INDIA. In A. K. Das (Ed.), *INDIA-ASEAN DEFENCE RELATIONS* (pp. 33–56). S. Rajaratnam School of International Studies. <http://www.jstor.org/stable/resrep05896.5>

### Classic Readings

Robert Gilpin (1987) *The Political Economy of International Relations*, Princeton: Princeton University Press.

Susan Strange (1989), *Paths to International Political Economy*, London: Routledge.

Gelinas, J. B. (2003) *Juggernaut Politics- Understanding Predatory Globalization*. Halifax, Fernwood. [www.globalpolicy.org](http://www.globalpolicy.org)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: Understanding Human Rights

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course	Eligibility criteria	Pre-requisite
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		Lecture	Tutorial	Practical/ Practice		of the course (if any)
Understanding Human Rights DSE-10	4	3	1	-	NA	NA

### Learning Objectives

- Enable students to understand issues concerning the rights of citizens, with particular focus on marginalized groups.
- Assess institutional and policy responses to the demands of various social movements.
- Examine conceptual dimensions, international trends, and the Indian experience related to contents of the course.

### Learning outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

## SYLLABUS OF DSE-10

### UNIT – I (10 Hours)

#### Human Rights: Meaning and Evolution

- a) Human Rights: Meaning and Evolution
- b) Ancient Indian concept of Human rights
- c) Understanding human rights: four generation of rights
- d) Human Rights and Citizenship Rights

### Unit- II (10 Hours)

#### International declaration and covenants

- a) Magna Carta
- b) UN Declarations
- c) Covenants
- d) International court of Justice

### Unit- III (10 hours)

#### Human Rights in India

- a) Human Rights and the Indian Constitution
- b) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- c) Human Rights Movement in India
- d) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.

#### **Unit IV- (15 hours)**

##### **Challenges to human rights**

- a) Human Rights of Marginalized Groups: Dalits, Adivasis, Women
- b) Tribal, Peasant and Unorganized Workers.
- c) Refugee
- d) Terrorism

#### **Essential/recommended readings**

##### **Unit I**

1. Tripathy, Radhanath (ed.) (2019) Human Rights, Gender and the Environment, New Delhi: Scholartech Press.
2. Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) Human Rights, Gender and the Environment, New Delhi: Pearson.
3. Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.
4. G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State, New Delhi: Sage Publications, pp. 293-309.
5. G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
  - A. Roy, (2010) 'The Women's Movement', in N.G. Jayal and P.B. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
6. Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
7. Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
8. J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
9. D. O'Byrne, (2007) 'Theorizing Human Rights', in Human Rights: An Introduction, Delhi, Pearson, pp.26-70.

##### **Unit II**

1. J. Morsink, (1999) The Universal Declaration of Human Rights: Origins, Drafting and Intent, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
2. M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.
3. SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

##### **Unit III**

1. Human Rights in India- The Updated Amnesty International Reports, Delhi, Vistaar

2. Baxi, U. (Ed.). (1987). *The right to be human*. Delhi: Lancer.
3. Haragopal, G., (1998) Good Governance: Human Rights, Perspective, Indian Journal of Public Administration, Vol. 44 (3),
4. Kothari, S. and Sethi, H. (eds.), (1991) Rethinking Human Rights, Delhi, Lokayan,

#### **Unit IV**

1. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi. Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.
2. Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.
3. O. Kosambi, (2007) Crossing the Threshold, New Delhi: Permanent Black, pp. 3-10.
4. Menon, P. (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson.
5. Palriwala, R. (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423.
6. Chakravarti, U. (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree.
7. K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in Tools of Justice: Non-Discrimination and the Indian Constitution, New Delhi, Routledge, pp.425-443
8. N. Menon (2012) 'Desire', Seeing Like a Feminist, New Delhi: Zubaan/Penguin, pp. 91-146
9. MacKinnon, C. The Liberal State' from Towards a Feminist Theory of State, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.
10. N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233
11. T. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press
12. Saheli Women's Centre, (2007) Talking Marriage, Caste and Community: Women's Voices from Within, New Delhi: monograph 114
13. Rowbotham, Sheila. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
14. Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.
15. Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.
16. Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.
17. J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.
18. Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly
19. Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics, New York: Palgrave, pp 383 - 411

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: Research Methods in Politics

NOTE: 'Research Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Practical/ Practice		
Research Methods in Politics DSE-11	4	3	1	NA	NA

### Learning Objectives

- Introduce students to the basics of social science research within the context of the discipline of Political Science.
- Introduce students to the fundamentals of research in Political Science by familiarising them with different methodologies and guiding them through the application of these methods using selected texts.
- Enable students to understand how analytical frameworks and arguments in Political Science are developed.
- Examine the tools used to construct and communicate political arguments and the debates they generate.
- The course is divided into four parts:
  - The first will Introduce key debates in Political Science research.
  - The second takes them to explore foundational aspects of research praxis, including conceptualising a research problem and formulating research questions.
  - The third aims to Introduce specific methodologies by analysing well-known works and related reflective articles to discern the research methods employed.
  - The fourth part aims to develop foundational research skills, emphasizing proposal writing, ethical practices, and awareness of plagiarism and publication misconduct.

### Learning outcomes

On successful completion of the course, students would demonstrate:

- Preliminary training in basic elements of social science research
- Familiarity with how to conceptualize a research problem
- Familiarity with diverse methodologies used in the study of politics
- Skills to identify and understand the use of specific methodologies in a text

## SYLLABUS OF DSE-11

### UNIT – I (12 Hours)

#### Introduction

- a. Human Enquiry and Social Science Research
- b. What is political inquiry? Why do we need it?
- c. Issues of objectivity and Interpretation in political enquiry
- d. Epistemological Debate- Quantitative and Qualitative analysis

### UNIT – II (10 Hours)

#### Conceptualizing Research

- a. Formulation of a research problem/research design
- b. Framing research questions
- c. Review of literature
- d. Citation and sources

### UNIT – III (18 Hours)

#### Methods in the study of politics and their application?

- a. Empirical
- b. Discourse Analysis
- c. History of ideas
- d. Ethnography

### Unit- IV Practical Component: Doing Research (5 Hours)

- a. Writing Research Proposal: Review of the literature and Identification of research gap, research question and Hypothesis, Research Methodology
- b. Philosophy and ethics
- c. Plagiarism
- d. Publication ethics—publication misconduct

## Essential/recommended readings

### Unit -I

1. G. King, R. Keohane, and S. Verba (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, New Jersey: Princeton University Press, pp. 1-12.
2. A. MacIntyre (1971) 'Is the Science of Comparative Politics possible?', in *Against the Self Images of Age, Essays on Ideology and Philosophy*, London: Schocken Books, pp.8-26.
3. E Babbie (2008) Human Enquiry and Science, in *The Basics of Social Research*(4th Edn.), Thomson Wordsworth pp. 3-29.
4. H. Sandra and O. Heath (2020), Objectivity and Values, in *Political Research: Methods and Practical Skills (revised edition)*, Oxford: Oxford University Press, pp. 64-91.

5. A Bryman (1984), The Debate about Qualitative and Quantitative Research. A Question of Methods or Epistemology, *The British Journal of Sociology*, Vol. 35 , Issue 1, pp. 75- 92.
6. L. Rudolph and S. Rudolph (2010) 'An Intellectual History of the Study of Indian Politics', in N.Jayal and P. Mehta, *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.555-586.
7. Sudipta Kaviraj (1978), 'How not to study method?', in S. Kaviraj, P. Chatterjee, S. K. Chaube, S. Datta Gupta eds., *The State of Political Theory: Some Marxist Essays*, Calcutta: Research India Publications, Calcutta, pp.1-33
8. D Vaid (2013), Perspectives on Methods in Political Science. *Studies in Indian Politics*, Vol 1(1), pp. 103-107.

## **Unit-II**

1. Bala J (2020), An Overview of Longitudinal Research Designs in Social Sciences. *Studies in Indian Politics*, Vol. 8(1), pp. 105-114.
2. Chousalkar, A. S. (2004). METHODOLOGY OF KAUTILYA'S ARTHASHASTRA. *The Indian Journal of Political Science*, 65(1), 55–76. <http://www.jstor.org/stable/41855797>
3. E Babbie (2008) Research Design, in *The Basics of Social Research* (4th Edn.), Thomson Wordsworth, pp. 94- 128.
4. H. Sandra and O. Heath (2020) Asking Questions: How to Find and Formulate Research Questions, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: Oxford University Press, pp. 93-122.
5. M Mohanty, Preparing a Research Proposal, available at <http://www.polscience.du.ac.in/web4/uploads/PDF/academics/PhD/Preparing%20a%20Research%20Proposal%20Manoranjan%20Mohanty.pdf>

## **Unit III**

### **Empirical**

1. Datta and D Vaid (2018). Mind the Gap?: Navigating the Quantitative and the Qualitative in Survey Research. *Studies in Indian Politics*, Vol 6(1), pp. 140-145.
2. S. Kumar, & P. Rai (2013) *Measuring Voting Behaviour in India*, New Delhi: Sage Publications, pp.1-12.
3. FR Jensenius, G Verniers (2017) Studying Indian Politics with Large-scale Data: Indian Election Data 1961–Today. *Studies in Indian Politics*, Vol 5(2), pp. 269-275
4. N Ummareddy, and A. Alam. (2021) What Do Preambles Do? A Study of Constitutional Intent and Reality. *Studies in Indian Politics*. Vol 9 (2), pp. 221-238.

### **Discourse Analysis**

1. J. Gee (2010) *An Introduction to Discourse Analysis: Theory and Method*, London: Routledge, pp.2-10.
2. H. Sandra and O. Heath (2020), Textual Analysis, in *Political Research: Methods and Practical Skills* (revised edition), Oxford: OxfordUniversity Press, pp. 364-392.
3. A Phadnis and A. Kashyap. (2019), The Politics of Historical Personalities: Textual Analysis of Speeches by the Indian Prime Ministers, *Working Paper at IIM Indore*, WP/02/2018 19/HSS

### **History of ideas**

1. Ball, T. (1995) *Reappraising Political Theory*, Oxford: Clarendon Press
2. Skinner, Q. (1969). Meaning and Understanding in the History of Ideas. *History and Theory*, 8(1), 3–53. <https://doi.org/10.2307/2504188>
3. Gilbert, F. (1971). Intellectual History: Its Aims and Methods. *Daedalus*, 100(1), 80–97. <http://www.jstor.org/stable/20023991>
4. Pollock, S. (2008) Is There an Indian Intellectual History? Introduction to "Theory and Method in Indian Intellectual History". *J Indian Philos* **36**, 533–542



## Ethnography

1. H. Sandra & O. Heath (2012) *Political Research: Methods and Practical Skills*, Oxford: OxfordUniversity Press, pp. 287-304.
2. Y. Yadav (2020), 'On Ethnography: What Work Does "Fieldwork" Do in the Field of Elections', in Y. Yadav ed. *Making Sense of Indian Democracy*, Ranikhet: Permanent Black, pp. 300-324.
3. S Kumar (2014) The Promise of Ethnography for the Study of Politics. *Studies in Indian Politics*, Vol 2(2), pp. 237-242

## Unit- IV

1. P. Chandah. (2018). *Ethics in Competitive Research: Do not get Scooped; do not get plagiarized*.
2. *Research and Publication Ethics*  
<https://geography.du.ac.in/userfiles/downloads/Research-and-Publication-Ethics-UGC-2020.pdf>

## Additional Reading:

D. Easton (1969) 'The New Revolution in Political Science', in *The American Political Science Review*, Vol. LXIII (4), pp.1051-1061.

S. Wolin (1969) 'Political Theory as a Vocation', in *The American Political Science Review*, Vol.LXIII (4), pp.1062-82.

D. Marsh and G. Stoker (2010) *Theory and Methods in Political Science*, 3rd Edition, Palgrave Macmillan.

D. E. McNabb (2009), *Research Methods for Political Science: Quantitative and Qualitative Methods*, Armonk: M.E. Sharpe [Eastern Economy Edition]

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Common Pool of GE courses for Sem-VII is at the end of the document**