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, Sāṁkhya, 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

This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of 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**
- **Mccobs and Shaw**

UNIT – III (15 Hours)
Policy Analysis
- **Simon's rational Approach**
- **Instituionalism**
- **Lindblom's Analytical model**
- **Etzioni's Mixed scanning Approach**
- **Rational approach**

UNIT – IV (8 Hours)
Tools and Techniques of Policy decision –making
- **Cost benefit Analyis**
- **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(Hinsadale,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		
Feminism: Theory and Practice DSE-8	4	3	1	-	NA	NA

Learning Objectives

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to 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