PG Diploma in Social Exclusion and Inclusive Policy

Semester-I

SE –CI   : Sociology for Social Analysis
SE- C2   : Underprivileged and Marginalized Groups and Social Exclusion in India
SE -C3   : Inclusive Policies and Legislation for Marginalized groups in India
SE-C4   : Field work in Dalit/Tribal/Slum Areas

Semester-II
SE-C5   : Research Methodology
SE –C6   : Concept of NGOs and Development of Dalits
SE –C7   : Dalit Mobilization in India
SE – 8   : Internship (Placement in a NGO for one month) **OR** Dissertation on the relevant topic

Details of Papers:

SE - C I: Sociology for Social Analysis

Time: 3 Hours   Total Marks: 100 (IA 20, Exam 80)

Unit 1:   Basic Concepts: Society, Socialization, Social Structure, Social Change

Unit 2: Approaches to Understanding Society: Functionalism, Conflict Theory

Unit 3:   Understanding some concepts: Caste, Class, Gender

Unit 4:   Empowerment of the Marginalized Groups.

Unit 5:   Approaches to understand Social Inequality and Exclusion,

Unit 6:   Understanding Globalization and its Impact on the Marginalized Groups.

References:

Beteille, Andre, `A note on the referents of caste', *European Journal of Sociology*, 5, 1964, pp. 130-134.

Gupta, Dipankar (1991) Hierarchy and difference: An introduction', in Dipankar Gupta, (ed.), *Social Stratification*, Delhi: Oxford University Press,.

Madan, T.N., 'Auspiciousness and purity: Some reconsiderations', *Contributions to Indian Sociology*, N.S., 25 (2): 1991, pp. 287-294.

Madan, T.N., 'Caste and the ordering of Hindu society', in F. Robinson, ed., *The Cambridge Encyclopedia of India*, 1989, pp. 364-366.

Srinivas, M.N (1992) Varna and caste, in Dipankar Gupta, ed., *Social Stratification*, Delhi: Oxford University Press,.

Srinivas, M.N. (1962) *Caste in Modern India and Other Essays*, London: Asia Publishing House.

SE –C2 : Underprivileged and Marginalized Groups and Social Exclusion in India

Time: 3 Hours   Total Marks: 100 (IA 20, Exam 80)

Unit 1: Concept of various underprivileged and marginalized groups (Dalits, Tribal, OBCs, Sexual Minorities, and PWDs, Migrants, Immigrants, etc).

Unit 2: Concept of Exclusion: Various Approaches, Social Ostracism, Social Rejection, Dehumanization and Discrimination

Unit 3: Discourses of exclusion: The Redistributive Discourse (RED), The Moral under Class Discourse (MUD), The Social Integrationist Discourse (SID) etc.

Unit 4: Citizenship: Rights and Responsibilities of citizens.

Unit 5: India as welfare state and an inclusive country.

Unit 6: Indian Constitution as guardian of safeguarding rights of Marginalized Groups

References:

Bhargava, Rajeev & Ashok Acharya (2007), A Introduction to Political Theory, Pearson, New Delhi
Gallanter, Marc, (1984), Competing Equalities: Law and the Backward Classes in India, University of California Press, Berkeley
Mills, Nicolaus, ed., *Debating Affirmative Action: Race, Gender, Ethnicity and the politics of Inclsion,* New York: Delta Trade, 1994
Mullaly R. (2003). Structural Social Work. Oxford University Press, Toronto.
Sen, Amartya (1997), Inequality Reexamined, Oxford University Press, New Delhi
Sen, Amartya (2010), The Idea of Justice, Penguin Books, London
Webb, S. A. 2006. Social Work in a Risk Society. Palgrave Macmillan
Zoe Morrson, (2010), On Dignity: Social Inclusion and the politics of recognition, Social Policy Working PaperNo.12, The Centre for Public Policy, Melbourne

SE – C-3: Inclusive Policies and Legislation for Marginalized groups in India

Time: 3 Hours   Total Marks: 100 (IA 20, Exam 80)

Unit 1: The Philosophy of Inclusive Policies: Social Justice and Affirmative action.

Unit 2: Politics and Discourse on Reservation in India: Before and after Independence. Debate and Discourse: Two Central backward Commissions. Mandal Commission.

Unit 3: Various Legislations and Welfare Programme: The SCs & STs Prevention of Atrocities Act 1989, The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Panchayat Extension in Scheduled Areas (PESA) 1996,

Unit 4: Protective Discrimination Policy for SC, ST & OBCs and PWDs. The Rights of Persons with Disabilities Act, 2016: National Commission for Scheduled Tribes, National Commission for Other Backward Classes, Abolition of Article 377.

Unit 5: Relevant theories and methods of Social Work for development of Underprivileged and Marginalized Groups (Self, Strength, Systems Perspectives, Radical and Critical Perspective; Anti-Discrimination and Oppressive Perspectives)

Unit 6: Empowerment and Advocacy model; Application of Various Methods of Social Work: (Case Work-Group Work and Community Organization) theory to exclusion and inclusive policy).

References:

Carel Germain & Alex Gitterman (1980) The life Model of Social Work Practice. New York, Columbia University Press.
David Howe (2000) A Brief Introduction to Social Work Theory, New York, Palgrave Macmillan
Dominellie, L. (1997) Anti Racist Social Work (2nd edition), Palgrave Macmillan, New York
Francis J Turner(1974) Social Work Treatment, New York, The Free Press.
Germaine, C. B. (1978) General System Theory & Ego Psychology: An Ecological Perspective. Social Sciences Review.
K.S. Singh. 1994. *The Scheduled Tribes*, Oxford University Press, Delhi.
Khan, M. A. 1980. *Scheduled Castes and their states in India.* New Delhi, Uppal Publication.
Khan, M. A. 1980. *Scheduled Castes and their states in India.* New Delhi, Uppal Publication.
Malcolm Payne (2005).Modern Social Work Theory. New York, Palgrave Macmillan
Muthuswamy & Brinda. 2015. *Swamy's Compilation on Reservation & Concession for Scheduled Castes, Scheduled Tribes and Other Backward Classes*, Swami Publishers Ltd, New Delhi.
*National Commission of Minorities Act 199*2, Government of India, New Delhi.
Pal, S, Bhikku P, Meshram P, Saha N, Majhi B and Jaysawal,N. 2017. Relavance of Dr. B. R. Ambedkar for Inclusive Development in India. New Delhi, New Delhi Publishers
Siddiqui, H.Y. (2008).Group Work: Theories and Practices.Jaipur, Rawat Publications
Thomson N (2003) Anti-Discrimination Practices. Palgrave Macmillan, New York
Urie Bronfenbrenner (1979) The Ecology of Human Development: Experiments by Nature and Design, Cambridge, Harvard University Press

SE – C4: Field Work

Total Marks: 100 (Internal 60, based on Reports and field work & External 30 based on reports and 10 Viva jointly)

The students will be given assignments/placed in rural community to work with marginalized community under a supervisor. The regular field work will be held twice a week in the relevant field areas where the people from dalits, tribals or in slums. There will be IC and GC for sharing depending on the needs of the students. The field work will carry 100 marks, out of which 60 by Internal Supervisor and 30 by external examiner and 10 marks in Viva-Voce will award to the students.

SE-C-5: Research Methodology

Time: 3 Hours   Total Marks: 100 (IA 20, Exam 100)

Unit 1: Social Science Research and its Scope. Scientific Method of Research. Research Design: Descriptive, Exploratory, Mix- Method and Experimental, etc. Qualitative and Quantitative Research.

Unit 2: Steps of research. Problem Formulation. Hypothesis. Methods of Data Collection. Universe, Sampling: Probability and Non Probability Sampling and its various types etc

Unit 3: Tools of data collection: Observation, Survey, Questionnaire, Interview Schedule, Case Study etc.

Unit 4: Measurement. Mean Median, Mode and Standard Deviation, Chi –Square, T-Test.

Unit 5: Data Coding, Analysis, Graphs and Charts etc

 Unit 6: Report Writing and Ethical Issues in Research

References:

Burgess, R., *In the Field – An Introduction to Field Research*, London: Allen and Unwin, 1984.

Goode, W.J. and P.K. Hatt, *Methods of Social Research*, New York, NY: McGraw Hill, 1952.

Kothari, C.R., *Reaserch Methodology : Methods and Techniques* ,New Delhi : New Age International (P) Ltd., 2009.

Lal Das, D. K. and Vanila Bhaskaran. Research Methods for Social Work. New Delhi, Rawat Publications. 2008.

May, Tom, Social Research : Issue, methods and Process, Jaipur: Rawat Publication, 2009.

Young, Pauline V., *Scientific Social Surveys and Research*, New Delhi, Pretence Hall, 1968.

SE - C 6: NGOs and Development of Dalits

Time: 3 Hours   Total Marks: 100 (IA 20, Exam 100)

Unit 1: Concept of NGOs. Rules and Regulation needed for establishing NGOs.

Unit 2: Condition required for NGOs to get grant- in- aid for development of poor and dalits.

Unit 3: Development schemes available to NGOs for dalits.

Unit 4: Project proposal. Need for Project Proposal.

Unit 5: Format for writing a proposal on the problems relating to dalits.

Unit 6: Project Management: Various approaches, Skills and techniques of project management .

References:

Francis, P. (1997). "Social Capital, Civil Society and Social Exclusion" in Kothari, Uma and
Matin Minouge (eds) "Development Theory and Practice: Critical Perspectives", Hampshire: Palgrave.
Salve R.N (1998). *Impact of Government Welfare Measures on Scheduled Castes of India*, Mulnivasi Times, Aurangabad.
Shabbir Mohammad (2005). *Ambedkar on Law, Constitution and Social Justice*, Rawat Publications Jaipur.

SE C-7: Dalit Mobilization in India

Time: 3 Hours   Total Marks: 100 (IA 20, Exam 80)

Unit 1:   Dalit Movements – Jotiba Phule and Pandita Ramabai and Satya Sodhak Samaj in Maharashtra, E.V. Ramaswamy Periyar and the Self-Respect Movement in Madras.

Unit 2:   Colonial State and the Politics of Representation -- Simon Commission Report, Ramsay Macdonald Award, the Round Table Conference, the Government of India Act, 1935

Unit 3:   Ambedkar and Dalit Mobilization. Ambedkar-Gandhi Debate on Caste, the Poona Pact.

Unit 4:   Mahad Satyagraha, anti-Untouchability Initiatives, Temple Entry, Conversion.

Unit 5:   Issues before underprivileged and marginalized groups in modern India.

Unit 6:   Role of Social Worker to address problems of the marginalized.

Select Readings

Ambedkar, B.R., `Castes in India: Their mechanism, genesis and development', in V. Moon. ed., *Dr. Babasaheb Ambedkar Writings and Speeches, vol. I*, Bombay: Education Department, Government of Maharashtra, 1989.

Ambedkar, B.R., *Annihilation of Caste*, Delhi: Gautam Book Centre, 2008 (1936).

Bandyopadhyay, Sekhar, *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872-1947*, Surrey: Curzon Press, 1997.
Beteille, A (1992). *The Backward Classes in Contemporary India*, Oxford University Press, New Delhi.

Carroll, Lucy, `"Sanskritization," "Westernization" and "Social Mobility": A reappraisal of the relevance of anthropological concepts to the social historian of modern India', *Journal of Anthropological Research*, 33:4, 1977, pp. 355-371.

Chaudhari, S.N. (1988). *Changing status of Depressed castes in contemporary India*, Delhi: Daya Publishing House.

Galanter, Marc, *Competing Equalities: Law and the Backward Classes in India*, Berkeley and Los Angeles: University of California Press, 1984.

Gore, M.S. (1993). *The social context of an Ideology: the social and Political Thoughts of Babasaheb Ambedkar*, New Delhi, Sage.
Kothari, R., `Rise of the Dalits and the renewed debate on caste', *Economic and Political Weekly*, 25 June 1994, pp. 1589-1594.

Omvedt, Gail (1976) *Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India*, 1873-1930, Bombay: Scientific Socialist Education Trust.

Omvedt, Gail (1994) *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi, Thousand Oaks, London: Sage

Pal, S, Bhikku P, Meshram P, Saha N, Majhi B and Jaisawal. 2017. Relevance of Dr. B. R. Ambedkar for Inclusive Development in India. New Delhi, New Delhi Publishers

Shah, Ghanshyam (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage

Sarkar, R.M. (2006). *Dalit in India*, Serials Publications, New Delhi.

Srinivas, M.N. (1962) `A Note on Sanskrtization and Westernization', in his, *Caste in Modern India and Other Essays*, London: Asia Publishing House

SE – 8: Internship (Placement in NGO for one month) OR Dissertation Marks: 100 (60 marks be awarded by Internal Supervisor and 30 marks by External Supervisor and 10 Viva-Voce jointly with a Viva-Voce Board.