This course aims to introduce not only the basic issues and themes, but also provide various processes concerning the concepts of social exclusion and inclusion. Originated in the Europe the concept of social exclusion has found its way into the third world. In the farmer case the social exclusion has been due to largely the consequences of global markets and certain social conditions that emerged in the modern era, bit in the latter case the conditions of the Europe are the additions to the already existing situation due to historical reasons. Thus, the scenario of the third is more complex which require a careful attention to comprehend the entire phenomenon. The concept of social exclusion envelops the understanding of poverty, deprivation and goes beyond this conventional wisdom to include the social and other conditions in which these are embedded. It is an embodiment of all sorts of inequalities. Therefore, the course takes a critical look at the traditional understanding of exclusion and tries to identify the ways and means of inclusion of the excluded categories so as to minimize the existing inequalities.

UNIT - I
Social Exclusion: Foundations, Concept and Themes.

UNIT - II
Poverty and Processes of Social Exclusion:
   a) Globalization and Social Exclusion
   b) Forms of Social Exclusion: Deprivation, Marginalization and Discrimination

UNIT - III
Social Exclusion and Social Groups: Dalits, OBCs and Tribes.

UNIT - IV
   a) Ethnicity and Gender
   b) Disability and Gerontocracy

UNIT - V
Social Policies: Select Cases
Readings:


⇒ Jenkins, Robert 2006 Social Exclusion of Scheduled Caste Children from Primary Education in India; UNICEF India, New Delhi.


⇒ Madan, T.N(ed): Muslim Communities of South Asia; Culture, Society, and Power, Delhi: Manohar, 1995


⇒ Byrne, David 1999 Social Exclusion. Buckingham: Open University Press


⇒ Haan, Arjan de 2001 Social Exclusion: Enriching the Understanding of Deprivation. Institute of Development Studies and Poverty Research Unit, University of Sussex. Sussex. UK

⇒ O’Brien, D, Joanna Wilkes, Arjan de Haan, Simon Maxwell Poverty and Social Exclusion in North and South. Institute of Development Studies and Poverty Research Unit, University of Sussex, Sussex, UK.


⇒ Saith, Ruhi 2001 Social Exclusion: The Concept and Application to Developing Countries. QEH working Paper Series-72.
Introduction: The purpose of this course is to locate the trajectory, emergence, meaning and discourse of the term social exclusion in the historical context of Europe and South Asia in particular and global in general. It would attempt to foster knowledge of theoretical debates on social exclusion in the contemporary society. It would also make an effort to build competence in navigating complex debates around social justice, rights, social welfare and wellbeing, capabilities and the like. The philosophical foundations of both the classical and contemporary traditions would be emphasized. This course would orient the students with the broad aspects of concepts and theories of social exclusion and facilitate them to pursue research from interdisciplinary perspectives. It will have both lecture and classroom discussion-based components. The regular attendance, readings before classes and active participation in classroom discussions are necessary.

Course Outline

UNIT-I : Trajectories: Histories and Meanings of the Term-Social Exclusion.


UNIT-IV : Philosophical Foundations: Contemporary Debates, Multiculturalism-Kymlika and Bikhu Parekh Post-Structuralism-Foucault, Communitarianism-Taylor and Walzer
UNIT – V  :Discourses on Social Exclusion: Local, National and Global-Social Groups, Government and Multilateral Agencies.
**Tentative Readings**


de Haan, Arjan, Social Exclusion: Enriching the Understanding of Deprivation.


Mahajan, Gurupreet 1998, Democracy, Difference and Social Justice; Oxford University


Sen, Amartya, 1985, Commodities and Capabilities, New Delhi, Oxford University Press.


Walzer. M 1983, Sphers of Justice, Oxford University Press


**Max Weber**: Nature of Social inequality, Power, Authority, Status Groups & Parties.

**Karl Marx**: Alienation & Class Struggle.

**Emile Durkheim**: Deviance, Anomie & Social Solidarity

**EVALUATION**

In evaluating your work, I will consider how well you understand the article/material/idea and formulate an engaging and persuasive response and/or analysis; how well you back up your statements with evidence and offer an argument, how coherent, clear, and well organized your work is; to what ends you have followed the instructions of an assignment. Spelling and grammar are important and communication of your understanding would help in good grades.

**Three internal tests consisting of twenty (20) marks each, out of which the best two (forty marks) would be counted in the final examinations. The final written examination would carry sixty (60) marks. Regarding the three internal test: (a). You will be required to write a test around a particular theme from class sessions on or before 17th September 2014 (b). You will be required to write a term paper (6-8 pages) on a topic of your choosing, which has to be relevant to the theoretical themes discussed in class. You are encouraged to meet with the instructor to discuss your chosen topic. This assignment will be due by October 15, 2014 (c). You will be given another written exam as last internal test by 5th November 2014.**

For internal test and final examination, the following parameters would be applied for grading:

A. Ability to pose relevant questions from the text and effective communication
B. Level of engagement with theory
C. Ability to understand and follow instructions for assignment
D. Spelling and grammar
About the Course:
This course aims to introduce not only the basic issues, concepts and themes in research, but also to provide various steps in perusing research in inter-disciplinary method in social sciences. Keeping the inter-disciplinary functions of research in view of the Centre for the SSEIP’s objective, the syllabus in this particular paper is prepared. It helps the student not only learning about the specifications of social science research but also learn research steps within the interdisciplinary subjects such as social exclusion. A part of regular understanding of research steps, the students are also expected to learn ethics of writing, avoiding plagiarism, verbatim, paraphrase, various types of citations and major differences among bibliography, references, footnotes, endnotes and so on. The understanding of the student on these aspects during the course work will help them producing quality dissertations/thesis that suit Centre’s overall objective.

Course Delivery:
Lectures will be delivered into about 40 to 45 sessions of one hour each session. Students are expected to consult and refer the compulsory readings circulated by the instructor. Prescribed material will be circulated, for most part, as unit readers.

Evaluation:
Students will be evaluated through three internal tests that may include written exam, presentations, individual/group assignments, field work and so on. Each of this is evaluated for 20 marks. The best two of these will be considered for 40 marks. There will be an end semester examination for 60 marks. On the basis of the total marks obtained in both internal and external assessment, the final grade will be awarded. The course is divided into five units as followed:

Course Outline:
Unit – I: Social Science Research: a way of thinking
1. Research: What does it mean?
2. The research process: Characteristics and requirements
3. Types of research: applications, objectives and mode of enquiry
4. The research process: an eight-step model
5. Inter-disciplinary research in the Centre for the SSEIP

Unit – II: Formulating a Research Problem
1. Reviewing the literature and lacunas in literature review
2. Formulating a research problem/Variables
3. Constructing hypotheses
4. The research design
5. Writing a research proposal

Unit – III: Sampling and Constructing an Instrument for Data Collection
1. Selecting a sample
2. Selecting a method of data collection
3. Preparation of questionnaire
4. Establishing the validity and reliability of a research instrument
5. Considering ethical issues in data collection

Unit – IV: Writing a Research Report
1. Steps in writing a research report
2. Paraphrasing – Verbatim
3. Plagiarism – Sources not cited, Sources cited, Incorrect citation/Misleading sources
4. Bibliography and References – Types of citation style/foot notes and end notes
5. Appendices

Reading List:


