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- The paper shall contain 4 units. Each unit shall have two questions and the candidate shall attempt one question i.e. the candidate has to attempt four questions in all. Each question will carry 20 marks (4x20 = 80 marks).

Exclusion & Inclusion

Conceptualizing Social Exclusion

Historical Expositions – Political traditions (Republican, Anglo-Saxon and Liberal); The culture of poverty; Capability approach; Citizenship; Equality; Social closure; Social relationships
 Defining Social Exclusion Multidimensional (Social, Cultural, Economic and Political); Constitutive; Dynamic and Relational dimensions of social exclusion

Approaches to Exclusion

Groups vulnerable of being excluded – Religious; Racial; Caste; Gender; Ethnic; Class; Regional; Cultural; Disabled; Transgender, Migrant and Refugee; Taboo communities; Criminal tribes (PVTG), Physical, mental, psychological problems leading to Social exclusion (early childhood, no schooling, single parenting, old age), Cult, extremism

Three paradigms of social exclusion (solidarity, specialization and monopoly);

Causes of Exclusion

Social practices (conscious or unconscious, intended and unintended, explicit and informal); Mobilization of institutional bias; Social closure and Unruly practices; Hierarchy, marginalization and disadvantage. Power relations (deliberate discrimination, deprivation, and exploitation)

Normative Education Structured – Equality; Justice; Citizenship; Respect; Employment; and

Consequences of Exclusion

The problems associated with the impact of social exclusion –Social, Cultural, human, and Economic and civic amenities, lack of effective participation in social processes
 Role of agents, impersonal forces and processes causing social exclusion -globalization, international organizations, nation states; Processes of labelling, and othering, Stigma

E n g l i s h

Abrams, Dominic, eds.,

North and South, London: Minority Rights Group International, 2003.

Also available online at:

http://www.minorityrights.org/admin/Download/pdf/IP_EconomicExclusion_JustinoLitchfield.pdf, February 2004.

Kabeer, Naila, 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework', *Development*, Brighton: Institute of Development Studies, 31(4), 2000.

Kabeer, Naila, 'Social Exclusion and the MDGs: The Challenge of 'Durable Inequalities' in the Asian Context', *Present at AAI Conference*, London: Overseas Development Institute, March 2006.

Kahn, Joel S., *Orientation* London: Sage, 2001.

Kirsch, Max, eds., *Orientation in the Global*, New York: Routledge, 2006.

Lal, A.K., eds.,

Bebbington, A. J. et al., 'Inequalities and Development: Dysfunctions, Traps and Transitions' in A. Bebbington, et al., eds., *From Inequality to Equity: Addressing the Challenges of the 21st Century*, Washington DC: The World Bank, 2007.

Chris, Phillipson, Graham Allan and David H. J. Morgan, eds., *Globalization and the Environment*

Minorities in India

Religious Revivalism and Minorities

Minorities in Freedom Struggle and National Integration (Muslims, Sikhs, and Indian Christians)

Minorities and Nation Building

Minorities in India

Secularism: Issues and Challenges

Communalism: Causes and Consequences

Politics of Marginalisation of Minorities in India: Before and After Independence

Minorities in India

Understanding the manifestations: Affirmative Action, Positive Discrimination, Reservations and Quota System

Assessment of Inclusive policies: Impact of Reservation on Social and political Process

Agencies and State Intervention: Commission and Committees

Institutions as instrument of Inclusion: State/Government, NGO/Civil Society and Media

End Notes

Ahir, D. C., 2004,

Bhatt, S. R., Dr. Mahendra & P Mittal, 2003,

Hasan, Mushirul, 1997, *History of the Urdu Language*, New Delhi: Oxford University Press.

Hasan, Mushirul, 2000, *History of the Urdu Language*, New Delhi: Oxford University Press.

Hasan, Mushirul, 2003, *History of the Urdu Language*, New Delhi: Manohar Publications.

Hasan, Zoya, 2009, *History of the Urdu Language*, New Delhi: Oxford University Press.

Hussain, Meher Fatima, 2009, *History of the Urdu Language*, New Delhi: Manak Publications.

Hussain, Meher Fatima, 2011, *History of the Urdu Language* translated into Urdu by Idris Ahmad Khan, Pub., National Council For Promotion of Urdu Language, New Delhi, Ministry of HRD, Govt. of India.

Hussain Meher Fatima, 2011, *History of the Urdu Language*, New Delhi: Manak Publications.

Jain, P. C., 1995, *History of the Urdu Language*, New Delhi and Jaipur: Rawat Publications.

Kabir, Humayun, 1968, *History of the Urdu Language*, Calcutta: Firma KL Mukhopadhyay.

Karaka, Dosabhai. F., 2002, *History of the Urdu Language*, New Delhi: Indigo Books.

Khalidi, Omar, 2006, *History of the Urdu Language*, Haryana: Three Collectives.

Khan, Rashiduddin, 1994, *History of the Urdu Language*, Discord, New Delhi: Haranand Publishers.

Kothari, Rajni, 1970, *History of the Urdu Language*, New Delhi: Orient Longman.

Mahmood, Tahir, 1991, *History of the Urdu Language*, New Delhi: IOS.

May, Stephen and Others, 2004, (eds.) *History of the Urdu Language*, Cambridge Universat K mess.

Bourton, John W., *Group Conflict and Dominant Forces in Organizations*, Brighton: Wheathef Books, 1984.

Brass, Paul R., *Ethnicity in Organizations and Corporate Social Responsibility*. New Delhi: Sage, 1991.

Brass, Paul, *Group Conflict in Organizations*, Delhi: Cambridge University Press, 1990.

Chandra, Bipan, *Group Conflict in Organizations*, New Delhi: Vikas, 1984.

Das, Veena, ed., *Essays on Group Conflict and Organizational Behavior*, New Delhi: Oxford University Press, 1990.

Engineer, Asghar, Ali, ed., *Group Conflict in Organizations*, Hyderabad: Sangam Books, 1984.

Fernadese, Walter, *Group Conflict*, Delhi: Indian Social Institute, 1996.

Gopal, Sarvepalli, ed., *Antagonism in Organizations: A Confrontation with Behavioral Science*, New Delhi: Penguin, 1993.

Hasan, Mushirul, and M. Asnuddin, ed., *Group Conflict in Organizations*, New Delhi: Oxford University Press, 2000.

Hayner, P., *Group Conflict: A Study of the Process*, New York: Routedlege, 2001.

Heidenrich, J., *How to Resolve Group Conflict: A Guide for Organizations, Schools, and Families*, Westport, Connecticut: Praeger, 2001.

Horowitz, Donald. *Ethnic Group Conflict*

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A Co

A course in Research Methodology is envisaged with the idea of providing skills in undertaking independent research programmes. The students will be introduced to various techniques commonly used by Social Scientific Research. This kind of eclectic design of course is felt necessary, keeping the background of the students besides the inter-disciplinary nature of the subject matter, social exclusion and inclusion. An investigation into the subject at times requires triangulation of various methods of data collection and analysis.

B o Co o :

80 per cent of the Course Content would be delivered through Lecture Method and rest 20 per cent would comprise of Term Paper/Assignment, Presentations, Book Reviews, Thesis Reviews and classroom participation.

C n on o p n C n :

- The maximum marks for the paper will be 100. The question paper will be of 80 marks and internal assessment of 20 marksu722.6804(722.68045.31915(a)-24.08)-9.23449(a)-15-28.7021(

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Research Synopsis: Concept, Format and Writing
Report and Thesis Writing, References and Bibliography

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Brenner, M.J., J. Brown and D. Canter, (eds)., *Approaches to Writing*, London: Academic Press, 1985.

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NOTE:

The emphasis of this course is not to test the theoretical knowledge/accuracy of the candidates but to assess their basic understanding of Social exclusion and Inclusive policies.

Each candidate is required to take up a project based on fieldwork, which will carry 100 marks. Candidates have the liberty to select any topic related to Exclusion issues, violations of minority rights , Inclusive policies etc., and m