



MANGALORE UNIVERSITY
Department of Social Work
Master of Social Work (MSW)

SWE 511:

UNDERSTANDING MARGINALITIES

OBJECTIVES:

- To enable students to locate marginality of major communities which is deeply embedded in Indian social structure.
- To familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.
- To equip the students to understand development intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

Course Content:

Unit 1: Introduction

Marginalization in Indian Context · Marginalization- Concept, Definitions , Types of marginalization- Social, Political, Economic, Educational, Psychological · Marginalization vs. Social Exclusion · Marginalization, Discrimination and Disadvantage · Individual Exclusion vs. Community/Group Exclusion · Reasons of Marginalization- Disadvantage, Deprivation, Economic, Political and Importance of Studying Marginalization ,types of marginally marginalised communities in India (SCs, STs, nomadic castes and tribes and de-notified tribes, OBCs, Minorities) , Demographic composition of marginalised communities in India.

Unit-2: Marginality and Social Structure in India

Identification of Marginalized Groups- Scheduled Castes, Scheduled Tribes, OBCs, Primitive Groups, Religious and Linguistic Minorities, **Women** and Children, Economically Weaker Sections. caste system; Untouchability: historical and social roots; A process of identity formation among Dalits;

Unit-3.

Movements to promote Marginalities :Perspectives on marginalisation-role of ideology in marginalisation; the views of Jotibarao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohia. Perspectives on social movements-protest, reform, sub-nationalism, nativism, millenarianism.

Unit-4 State intervention and the development of marginalised communities

Marginalisation and affirmative action- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination. · Five year Plans and progress made towards education of marginalized groups in India-Inclusive growth and Development of all, Empowerment of marginalized communities in India. · RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups.

Unit-5.Marginalities in the current context

Equal rights to work · Human rights issues related with equity and equality · Coping strategies and interventions required for resolution of the consequences of Marginalisation. Future Perspectives and Policy directives in India, Role of NGOs in the development of Dalits and other marginalised communities. Recent Trends in the Movement for Development of Marginalized Groups Social Mobility among Marginalized Groups: Education, Employment, Political Participation, Conversion, Migration and Social Legislation, Current challenges of marginalised communities and the task of their emancipation.

References:

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Beteille, Andre (1981)	Backward classes and the new social order .Delhi: Oxford University Press
Beteille, Andre (1992):	The Backward Classes in Contemporary India .Delhi: Oxford University Press
Chaudhuri, S.N. (1988):	Changing status of depressed castes in contemporary India. Delhi: Daya Publishing House.
Gore, M.S. (1993):	The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar .New Delhi: Sage.
Omvedt, Gail (1995):	Dalit Visions: The anti-caste movement and the construction of an Indian Identity. New Delhi: Orient Longman
Singh, K.S. (1995)	The Scheduled Tribes .Delhi: Oxford University Press.
Zelliot, Eleanor (1995)	From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.