

**Syllabus of M.A. in Social Inclusion
(as per N.E.P. to be implemented from
2026-2027)**

**Centre for the Study of Social Inclusion
Jamia Millia Islamia**



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***The Seminar Course will be offered based on the specialization of individual faculty members keeping in view the mandate of NEP 2020.**



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	Nature of Course	Credits (L + T)
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***The Seminar Course will be offered based on the specialization of individual faculty members keeping in view the mandate of NEP 2020.**

SEI – 101 : Understanding Social Inclusion

Max.Marks:100 (Internal Assessment :40; Theory : 60)

Credits : 4

Course Description

This course introduces key concepts of social inclusion and exclusion, focusing on equity, access, participation, and social cohesion. It explores the theoretical foundations, power relations, and global debates on marginalisation. Students examine major approaches such as human rights, intersectionality, and the capability approach to understand how inclusion is shaped. The course also analyses institutional practices, policies, and actors that influence social inclusion through real-world case studies.

Learning Outcomes

After completion of the course, the students will be able to :

1. Develop a thorough understanding of the concept of exclusion and how inclusion can be achieved
2. Delve into the various facets of exclusion and how it operates through intersectionality
3. Understand the theoretical perspectives and the concepts of inclusion and exclusion structurally prevalent in every social institution and relation
4. Focus on issues concerning the Indian society as well as global societal issues of discrimination, inequality etc.

Unit I : Introduction to the concept

- a. Modern Usage – Lenoir and the Le Exclus
- b. Social Exclusion versus Inclusion
- c. Marginalisation, equity, access; social cohesion; belonging and participation
- d. Theoretical and Philosophical aspects of social inclusion(political, cultural, social and economic)

Select Reading

Essential

DeHaan,A.(1999).*Social Exclusion :Towards a Holistic Understanding of Deprivation*. Department for International Development.

Dréze,J.,Sen,A.(1999). *Hunger and Public Action*.Oxford University Press.

Kabeer,N.(2000). *Socialexclusion, poverty and discrimination :towards ananalytical framework*. IDS Bulletin.

Kurzhan,R.,Leary,M.R.(2001).*Evolutionary Origins of Stigmatization:TheFunctions of Social Exclusion*. Psychological Bulletin.



Suggested

Himanshu. (2018). *India Inequality Report: Widening Gaps*. Oxfam

Unit II : Dimensions of Exclusion

- a. Constitutive , Dynamic and Relational Dimensions of social exclusion
- b. Epistemological and Teleological debates (underlying moral meta narrative, adverse incorporation)
- c. Limitations (reductionism)
- d. The North/South debate, Power relations

Select Reading

Essential

Guru, G. (2009). *Humiliation: Claims and Context*. Oxford University Press.

Special issue on Dalits.(1997). Indian Journal of Human Rights. Hyderabad Central University.

Suggested

Piketty,T.(2015).*The Economics of Inequality*. HarvardUniversityPress

Unit III : Theoretical Perspectives

- a.Three paradigms of social exclusion (solidarity,specialisation,monopoly);
- b.Normative versus structured
- c.Agency versus structure
- d.Approaches (human rights-based approach, critical race theory, intersectionality, communitarian versus liberal theory, social capital theory, culture of poverty, capability approach)

Select Reading

Essential

Kothari, R.(2003).*Social Exclusion : Historical, Institutional and Ideological Dimensions*. Concept Publishing Company

Sen,A.(2007).*Social Exclusion: Concept, Application and Scrutiny*.Critical Quest.

Saith,R.(2001).*Social Exclusion : The Concept and Application to Developing Countries*. Queen Elizabeth House

Suggested

Sheth, D. L.(2004). *Caste, Ethnicity and Exclusion in South Asia:TheRole of Affirmative Action Policies in Building Inclusive Societies*. UNDP

Unit IV : Indian context and global dynamics

- a. Reimagining exclusion from global perspective
- b. Understanding inclusion in Indian context;
- c. Key focus areas and target groups, Institutional shift to inclusion and Social Justice
- d. Historical trajectory of policies of social inclusion

Select Reading

Essential

Shah,G.(2006).*Untouchability in Rural India*. Sage Publications.

Thorat,S.(2009).*Dalits in India: Search for Common Destiny*.Sage Publications

Thorat,S.,Kumar,N.(2008).*B.R.Ambedkar :Perspectives on Social Exclusion and Inclusive Policies*. Oxford University Press.

Suggested

Thorat,S.,Umakant.(2004).*Caste, Race and Discrimination – Discourses in International Context*. Rawat Publication

Teltumbde,A.(2010).*The persistence of caste:The Khairlanji murders and India's hidden apartheid*. Zed Book



SEI-102 Indian Constitution, Social Justice and Inclusive Policy

Max. Marks: 100 (Internal Assessment – 40; University Exam – 60)

Credits: 4

Course Description

This course examines the relationship between constitutional principles, social justice frameworks and public policy in India. It analyses how equality, non-discrimination and rights are conceptualized within the Indian Constitution and how these norms help in shaping public policy for the marginalized groups. Emphasizing structural forms of exclusion and institutional mechanisms for inclusion, the course introduces students to contemporary frameworks of social justice, constitutional guarantees for Scheduled Castes, Scheduled Tribes, OBCs, minorities and women, and the debates surrounding reservations, affirmative action and policy implementation. Through legal, conceptual and policy-oriented approaches, students develop the analytical tools necessary to evaluate how law and public policy promote or hinder social inclusion.

Learning Outcome

- (i) This course attempts to expose the learners with the Constituent Assembly Debates on questions relating identities and communities vis-à-vis social justice.
- (ii) It will address the question of the schedules particularly how the SCs and STs were incorporated in the Constitutional purview.
- (iii) It will help the learners know about the safeguards that were envisioned to mitigate the social and educational backwardness of the communities.
- (iv) This paper will help the learners understand the nuances of caste, class, gender etc and inclusive policies from the prism of social justice.

Unit I

- (a) Indian Constitutional Development and Philosophy of the Constitution
- (b) Contemporary Debates on Inclusiveness: Liberal, Marxist, Others
- (c) Idea of Social Justice and Social Inclusion
- (d) Recognition, Redistribution, Representation

Essential Readings:

Austin, G. (1972). *The Indian constitution: Corner stone of the nation*. Oxford University Press.

Austin, G. (1999) *Working a Democratic Constitution*, Oxford University Press



Bhargava, R. (2009). *Politics and ethics of Indian constitution*. Oxford University Press.

Constituent Assembly Debate. (1989). *Constituent Assembly Debate*. Lok Sabha Secretariat.

Galanter, M. (1984). *Competing inequalities*. Oxford University Press.

Extended Readings

Kumar, C. R., & Chockalingam, K. (Eds.). (2007). *Human rights, justice and constitutional empowerment*. Oxford University Press.

Mandelsohn, O., & Vicziany, M. (1998). *The untouchables: Subordination, poverty and the state in modern India*. Cambridge University Press.

Michells, J. M. (1994). *Political Thought of Baba Saheb Ambedkar*. Intellectual Publishing House.

Michells, J. M. (1969). *Political analysis and public policy: An introduction to political science*. Thomson Press.

Unit II

- (a) Idea of Inclusion and Indian State: Institutional Mechanism and Non-State Agency
- (b) Provisions for the Schedule Castes, Schedule Tribes and Backward Classes, Minority Rights
- (c) Addressing Gender Inequality: Constitutional Amendments and the Women's Empowerment in India
- (d) Caste, Class Gender Intersectionality

Essential Readings:

Galanter, M. (1984). *Competing equalities: Law and the backward classes in India*. University of California Press.

Kumar, Arvind (2021) "Mandal, Mandal Commission and Making of an OBC Identity" in Simhadri Somanaboina and Akhileshwari Ramagoud (ed.) *Routledge Handbook of the Other Backward Classes in India: Thoughts, Movements and Development*, Routledge

Chakraborty, U. (2006) *Gendering Caste: Through a Feminist Lens*, Stree Samya.

Extended Readings:



- Bhardwaj, A. (2002). *Scheduled caste in India*. Deep & Deep Publications.
- Chatterjee, S. K. (1996). *The Scheduled Caste in India* (Vols. 1–2). Gyan Publishers.
- Chaudhry, P. (2008). *Indian tribes and the mainstream*. Rawat Publications.
- Moon, V. (1995). *Dr Babasaheb Ambedkar writings and speeches* (Vol. 13). Education Department, Government of Maharashtra
- Bhadur, K. P. (2000). *Caste, tribes and culture of India*. Ess Publications.
- Seth, D. L., & Mahajan, G. (Eds.). (1999). *Minority identity and the nation-state*. Oxford University Press.

Unit III

- (a) Constitutional Foundations of Equality of Opportunity
- (b) Policy Architecture (Mandal Commission Report and Backward Classes)
- (c) Supreme Court Judgment and criteria of inclusion: Case of EWS)
- (d) Normative Debates (Equality vs equity; merit vs representation)

Essential Readings:

- Taylor, C (1992) *The politics of Recognition*, Princeton University Press
- Fraser Nancy (1995) , *From Redistribution to Recognition? Dilemmas of Justice and Post Socialist Age*, *New Left Review*
- Rawls, J. (1971) *A Theory of Justice*, Harvard University Press.

Extended Readings:

- Rao, S. (1967). *The framing of India's Constitution* (Vol. 11). Indian Institute of Public Administration.
- Rizvi, S. H. M., & Roy, S. (Eds.). (1998). *Scheduled tribe—50 years of independence (1957–1997): Status, growth and development*. B. R. Publishing.
- Sharma, A. (2005). *Reservation and affirmative action: Model of social integration in India and United Nations*. Sage Publications.
- Singh, P. (1982). *Equality, reservation, and discrimination in India: A constitutional study of scheduled castes, scheduled tribes, and other backward classes*. Deep & Deep Publications.
- Singh, S. (2005). *Dr. Ambedkar on Minorities*. India First Foundation.
- Behura, N. K. (Ed.). (2006). *Tribals and the Indian constitution*. Rawat Publications.



Unit IV

- (a) Judicial Interventions (PILs; reservation jurisprudence)
- (b) Rights-based claims) Implementation and Institutions (Bureaucratic discretion; welfare delivery gaps)
- (c) New Arenas of Inclusion (Demand of reservation in Private sector employment; urban marginality)
- (d) Future Challenges of Inclusion (Emerging exclusions; policy reform debates)

Essential Readings:

Hasan, Z. (2009). *Politics of inclusion*. Oxford University Press.

Sukhdeo Thorat, Aryama and Prashant Negi (ed.) *Reservation in Private Sector: Quest for Equal Opportunity and Growth*, Rawat Publishers.

Extended Readings:

Pathak, S. N., & Pandey, S. P. (2005). *Scheduled Caste Development: A Study of Special Component Plan*. Serial Publications.

Thorat, S., & Narendra, K. (2008). *B. R. Ambedkar's Perspectives on Social Exclusion and inclusive policies*. Oxford University Press.

Agarwal, R. C. (1998). *Constitutional development and national movement in India*. S. Chand.

Ahmad, A. (1993). *Muslims in India*. Inter India Publications.



SEI-103 Modern Debates on Secularism in India

Max. Marks: 100 (Internal Assessment=40; Theory = 60)

Credits: 4

Course Description

This paper examines the conceptual foundations of secularism and the roles played by key institutions and actors—such as political parties, the media, and civil society—in shaping modern Indian democracy. These debates have been integral to political discourse since the freedom struggle and continue to occupy a prominent place in contemporary national politics, particularly within the ideological contest between secularism and Hindu nationalism. The paper further analyzes how secular and non-secular political parties articulate, negotiate, and contest these concepts within the arena of electoral politics, especially in relation to minority rights. It explores how such ideological and political debates have shaped the evolution, character, and functioning of Indian democracy.

Learning Outcomes:

By the end of this course, the students will be familiar with the following issues:

1. They will understand the historical and political contexts in which Indian democracy has evolved.
2. They will learn to analyse how the ideological orientations and objectives of political parties shape the nature and quality of democracy.
3. They will learn to examine the role of citizen engagement and ideological contestations in influencing democratic processes and institutions in India.

Unit I

- A. History and Concept of Secularism
- B. Debates on Secularism and Communalism during the Colonial Era.
- C. Discussions on secularism in the Constituent Assembly debates.
- D. Discussions on Minority Rights in the Constituent Assembly Debates.

Essential Readings:

- 1) Rehman, Mujibur. (Ed.). 2018 (2nd edition). Communalism in postcolonial India: Changing Contours (Routledge Publications). Ch 1 , 2 , 11, 12. And Introduction to the 2nd edition.
 - 2) Chiriyankandath, J. (2002). Creating a secular state in a religious country: The debate in the Indian Constituent Assembly. Commonwealth & Comparative Politics, 38(2), 1–24.
 - 3) Bhargava, R. (Ed.). (1998). Secularism and its critics. Oxford University Press.
 - 4) Hansen, T. B. (1999). The Saffron Wave: Democracy and Hindu nationalism in modern India. Princeton University Press.
 - 5) Shani, Ornit. 2018. How India Became Democratic. New Delhi: Penguin. Ch. 1.
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- 6) Bajpai, Rochana (2011). Debating differences: Group rights and liberal democracy in India. New Delhi: Oxford University Press.

Unit II

- A. Secularism and Communalism in the post-colonial Period.
- B. Political Parties with special emphasis on major national parties such as the Bhartiya Janata Party(BJP), the Indian National Congress (INC) party.
- C. Discussions on regional parties in North India: Samajwadi party, Bahujan Samaj party, Aam Admi Party (AAP), etc.
- D. Discussions on parties in South India: Dravid Munetra Kazagam(DMK), All India Dravid Munetra Kazagam (AIDMK), Tamilaga Vетtri Kazagam(TVK), Indian Union of Muslim League(IUML), All India Majlis-e-Ittehadul Muslimeen(AIMIM), etc.
- E. Discussions on political parties in the remaining part of India, such as Trinamul Congress (TMC), Rashtriya Janata Dal (RJD), Biju Janata Dal (BJD), Shiv Sena (SS) and its various groups, National Congress Party(NCP), and others.

Essential Readings:

- 1. Hasan, Z. (2004). Parties and party politics in India. Oxford University Press
- 2. Rehman, Mujibur. Ed. 2018. Rise of Saffron Power in India: Reflections on Indian Politics. New Delhi: Routledge Publications.
- 3. Rajahmani, Vignesh. 2025. The Dravidian Pathway: How the DMK redefined power in South India. New Delhi: Context(Westland).
- 4. Reports from major newspapers on political parties such as The Hindu, Indian Express, The Times of India, etc.

Unit III

- A. Uniform Civil Code Debate (UCC) Debate
- B. Triple Talaq Debate and Gender Rights Debate
- C. Positive Secularism and Negative Secularism.
- D. Secularism and Hindu Nationalism.

Essential Readings:

- 1. Sen, Ronojoy. (2010). Articles of Faith: Religion, secularism and the Indian Supreme Court. Oxford University Press.
- 2. Basu, A., & Sarkar, T. (Eds.). (2022). Women, gender and religious nationalism. Cambridge University Press.
- 3. De Rohit.2018. A People's Constitution: The Everyday Life of Law in Indian Republic.
- 4. Rehman, Mujibur. 2024. Shikwa-e- Hind: The Political Future of Indian Muslims. New Delhi: Simon and Schuster. Ch. 4.
- 5. Khurshid, Salman. 2018.Triple Talaq: Examining Faith. New Delhi: Oxford University Press.



Unit IV

- A) Role of the Judiciary and Judgments
- B) The Citizenship (Amendment) Act, 2019: Political Context and Debates.
- C) Future of Secularism and Hindu Nationalism in India

Essential Readings:

1. Bose, S. (2018). *Secular states, religious politics: India, Turkey and the Future of secularism*. Cambridge: Cambridge University Press.
2. Rehman, Mujibur. 2024. *Shikwa-e- Hind: The Political Future of Indian Muslims*. New Delhi: Simon and Schuster. Ch. 5.
3. Jayal, Niraja Gopal. 2013. *Citizenship and Its Discontents: An Indian History*. Harvard University Press
4. Roy, Anupama. 2016. *Citizenship in India*: New Delhi: Oxford University Press.

Extended Readings:

1. Bajpai, R. (2011). *Debating differences: Group rights and liberal democracy in India*. Oxford University Press.
2. Basu, A. (2015). *Violent conjunctures in democratic India*. Cambridge University Press.
3. Brass, P. R. (2003). *The production of Hindu–Muslim violence in contemporary India*. Oxford University Press.
4. Chandra, B. (1984). *Communalism in modern India*. Vikas Publishing House.
5. Chatterjee, A. P., et al. (Eds.). (2019). *The majoritarian state: How Hindu nationalism is changing India*. Harper Collins.
6. Crossman, B., & Kapur, R. (2001). *Secularism's last sigh? Hindutva and the (mis)rule of law*. Oxford University Press.
7. Hasan, Z. (2009). *Politics of inclusion: Castes, minorities, and affirmative action*. Oxford University Press.
8. Malkani, M., & Phoolka, H. S. (2007). *When a tree shook Delhi: The 1984 carnage and its aftermath*. Roli Books.
9. Pandey, G. (2012). *The construction of communalism in North India*. Oxford University Press.
10. Rehman, M. (Ed.). (2019). *Communalism in postcolonial India: Changing contours* (2nd ed.). Routledge India. <https://doi.org/10.4324/9781003576297>
11. Rehman, M. (2024). *Shikwa-e-Hind: The political future of Indian Muslims*. Simon & Schuster India.
12. Robinson, R., & Kujur, J. M. (Eds.). (2010). *Margins of faith: Dalit and tribal Christianity in India* (pp. 263–290). Sage Publications.
13. Sachar Committee Report. (2006). *Social, economic and educational status of the Muslim community of India*. Government of India.

14. Savarkar, V. D. (1999). *Hindutva: Who is a Hindu?* (7th ed.). Pandit Bhakle.
15. Sen, A. (2006). *Identity and violence: The illusion of destiny*. Penguin Books.
16. Sen, R. (2010). *Articles of faith: Religion, secularism and the Indian Supreme Court*. Oxford University Press.
17. Sharma, J. (2003). *Hindutva: Exploring the idea of Hindu nationalism*. Viking.
18. Singh, P. (2005). Hindu bias in India's 'secular' constitution: Probing flaws in the instruments of governance. *Third World Quarterly*, 26(6), 909–926.
19. Singh, P. (2008). *Federalism, nationalism and development: India and the Punjab economy*. Routledge.
20. Tejani, S. (2008). *Indian secularism: A social and intellectual history, 1890–1950*. Indiana University Press



SEI-104 Dalit mobilization in Modern India

Max. Marks: 100 (Internal Assessment – 40; University Exam – 60)

Credits: 4

Course Description:

This paper attempts to understand the initiatives taken by the marginalised communities to improve their conditions in modern India which stretches from pre-colonial to postcolonial period. Though the usage of the term 'Dalit' is laden with myriad controversies, yet this is the only term which has evolved to encapsulate an identity of the historically disadvantaged group at pan-India level. The initiatives of this group came in the form of ideological challenges to dominant mode of thinking as well as movements for specific rights. The paper discusses how colonialism opened and shaped arenas for such mobilizations. The paper delves into various forms of mobilization in three important presidencies during colonial rule. Further, the paper moves on to the contemporary period where Dalit initiatives are discussed in the context of contemporary democratic politics.

Learning Outcomes:

- (i) This paper attempts to introduce the learners with the historical trajectories of birth based inequality that led to marginalisation of communities which faced discrimination, exclusion and humiliation for ages.
- (ii) It further situates how this problem of communities was addressed by the colonial government.
- (iii) Further it identifies four major anti-caste movements in different parts of the country and attempts to situate B R Ambedkar's role in making of anti-caste ideology.
- (iv) The paper will help the learner in understanding the strength and weaknesses of the dalit movements in post-Ambedkar times.

Unit I

- (a) Colonial state, community and the politics of representation:
- (b) Indian national movement and the question of community.
- (c) Colonial Subject and Census Operations
- (d) Question of Community and Representation

Essential Readings:

Ambedkar, B. R. (1989). Castes in India: Their mechanism, genesis and development. In V. Moon (ed.), Dr. Babasaheb Ambedkar: Writings and speeches (Vol. 1). Education Department, Government of Maharashtra.

Ambedkar, B. R. (2008). Annihilation of Caste. Gautam Book Centre. (Original work published in 1936)

Ghurye, G S (1961) Caste, Class and Occupation

Hutton, J H (1961) Caste in India: Its Nature, Function and Origins

Suggested Readings:

Menon, D. (1994). Caste, nationalism and communism in South India: Malabar 1900–1948. Cambridge University Press.

Mitra, S. K. (1994). Caste, democracy and the politics of community formation in India. In M.

Kumar, A. (2018) How Do I Refrain From Using 'Dalit' The Wire

Unit II

- (a) Satya-Shodhak Movement in Colonial Maharashtra



- (b) Namasudra Movement in Bengal
- (c) Self-Respect movement in Madras
- (d) Adi-Dharm Movement in Punjab

Essential Readings:

Omvedt, G. (1976) Cultural Revolt in Colonial Society, Popular Prakashan
 Bandopadhyay, S. (1997) Caste, Protest and Identity in Colonial India: The Namashudras of Bengal 1872-1947, Oxford University Press
 Pandian, M. S. S. (1993). "Denationalising" the past: "Nation" in E. V. Ramasamy's political discourse. Economic and Political Weekly, 2282-2287.
 Ram, R. (2016) Mango Ram, Adi Dharm and Dalit Movement in Punjab

Suggested Readings:

Pandian, MSS (2016) Brahmin and Non-Brahmin, Permanent Black
 Kosambi, M. (2000). Intersections: Socio-cultural trends in Maharashtra. Orient Longman.
 Gokhale, J. B. (1989). The evolution of a counter ideology: Dalit consciousness in Maharashtra.
 Bandyopadhyay, S. (1990). Caste, politics and the Raj: Bengal 1872-1937. K. P. Bagchi.
 Bandyopadhyay, S. (1997). Caste, protest and identity in colonial India: The Namasudras of Bengal, 1872-1947. Curzon Press.
 O'Hanlon, R. (1985). Caste, conflict and ideology: Mahatma Jotirao Phule and low caste protest in nineteenth century Western India. Cambridge University Press.

Unit III

- (a) Question of Untouchability and Human Dignity – Mahad Satyagraha,
- (b) Temple entry Movements: Vaikom and Kalaram
- (c) Contending traditions: Ambedkar-Gandhi debate
- (d) Annihilation of Caste and Secularisation of Caste

Essential Readings:

Jaffrelot, C. (2005). Dr Ambedkar and untouchability: Analysing and fighting caste. Permanent Black.
 Keer, D. (1990). Dr Ambedkar: Life and mission. Popular Prakashan.
 Teltumbde, A (2016) Mahad: The making of the First Dalit Revolt, Aakar Books

Suggested Readings:

Washbrook, D. A. (1975). The development of caste organization in South India, 1880-1925. In C. J. Baker & D. A. Washbrook (Eds.), South India: Political institutions and political change, 1880-1940. Macmillan.
 Zelliot, E. (1973). Learning the use of political means: The Mahars of Maharashtra. In R. Kothari (ed.), Caste in Indian politics. Orient Longman.

Unit IV

- (a) Class-Caste and Left Movement: Ambedkar-Dange debate
- (b) Conversion and Neo-Buddhism
- (c) Republican Party of India and Dalit Panthers
- (d) Kanshiram and Bahujan Samaj Movement

Essential Readings:

Dangle, A. (1992). Poisoned Bread: Translations from Modern Marathi Dalit Literature, Orient Longman.
 Kumar, A (2014) Namdeo Dhasal: Kavita ka Sawvahara Swar, Partitman: Samay, Samaj, Sanskriti, CSDS, Vani Prakashan
 Contursi, J. A. (1993). Political theology: Text and practice in a Dalit Panther community. The Journal of Asian Studies, 52(2), 320-339.

Kumar, A. (2015) Kanshiram aur Uttar-Ambedkar Dalit Vimarsh, Partitman: Samay, Samaj, Sanskriti, CSDS, Vani Prakashan

Suggested Readings:

Kothari, R. (1994). Rise of the Dalits and the renewed debate on caste. Economic and Political Weekly, 1589–1594.

In F. Frankel & M. S. A. Rao (Eds.), Dominance and state power in modern India: Decline of a social order (Vol. 1, pp. 212–277). Oxford University Press.

Kothari, R. (Ed.). (1973). Caste in Indian politics. Orient Longman.

Omvedt, G. (1994). Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India. Sage Publications.

Pai, S. (2002). Dalit assertion and the unfinished democratic revolution: The Bahujan Samaj Party in Uttar Pradesh. Sage Publications.



SEI - 105 : Research Methodology - I

Max. Marks : 100 (Internal Assessment : 40; Theory : 60)

Credits : 4

Course Description

This course introduces foundational concepts and approaches in social science research, covering both qualitative and quantitative methods. It guides students through key research processes including problem formulation, design, literature review, hypothesis development, and data analysis, while emphasising ethics and anti-plagiarism practices. The course also highlights decolonizing research methodologies and perspectives from marginalised communities such as Dalits, women, minorities, and tribals. Additionally, students learn about contemporary research tools, including digital resources, statistical software, and basics of funding and intellectual property.

Learning Outcomes

After completion of the course, the students will be able to :

1. Understand what is research and how it is conducted and the basic aspects of it
2. Systematically learn the steps of conducting a research
3. Be familiar with the concept of decolonizing methodology and inclusion of the various marginalized groups.
4. Be comfortable with the digital dimension of research and publication

Unit I : Basic aspects of research

- a. Approaches, concepts
- b. Meaning and objective
- c. Types (Qualitative and Quantitative)
- d. Research problem, research question, research proposal, ethical aspects and plagiarism

Select Reading

Essential

Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

Crotty, Michael. (1998). *Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Sage.

Narendra (2018). *Bastar Dispatches: A Passage Through the Wilds*. Harper Collin.

Participatory Research and Policy Change. London: Intermediate Technology Publications.



T. L., Cherry, G.L. (1989). *Social Research Techniques*. Unwin and Hyman. Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

Suggested

Brenner, M.J., Brown and, J., Canter, D. (1985). *The Research Interview Uses and Approaches*. Academic Press.

Bulmer, M. (1984). *Sociological Research Methods An Introduction*. Macmillan

Hammersley, M. (2000). *Varieties of Social Research : a typology*. International Journal of Social Research Methodology.

Maxwell, J.A. (2005). *Qualitative Research Design: An Interactive Approach*. Sage Publications.

Reinharz, S. (1992). *Feminist methods in Social Research*. Oxford University Press.

Unit II : Steps of conducting research

- a. Major steps of research
- b. Research designs and types
- c. Literature review, research gap, hypothesis, data collection, sampling
- d. Data processing and analysis

Select Reading

Essential

Kuhn, T. (1970). *The Structure of Scientific Revolution*. University of Chicago Press.

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

Mukherji, P. *Methodology in Social Research: Dilemmas and Perspectives*. Sage.

Suggested

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

Burton, T. L., Cherry, G.L. (1989). *Social Research Techniques*. Unwin and Hyman.

Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

Cambers, R. (1998). *Whose Voice*. Jeremy and James Blackburn



Unit III : Decolonizing methodologies and Inclusion

- a. Overview of research on Schedule Castes, Schedule Tribes, Other backward classes
- b. Linguistic and religious minorities
- c. Women
- d. Minorities and tribals

Select Reading Essential

Atkinson, P. (2015). *For Ethnography*. Sage Publications.

Ansari, A. A. (2005). *Masavat ki Jang: Biharke Pasmanda Musalman*. Indian Social Institute

Bharti, A., Pawar, U. (2016). *Dalit Feminism and the Problematization of Patriarchy and Gender: A Reading of Selected Short Stories*. Lambert Academic Publications.

Bernard, R. (2011). *Research Methods in Anthropology Qualitative and Quantitative Approaches*. Alta Mira Press.

Dharamveer. (2005). *Premchand: Samant ka Munshi*. Rekhta Books.

Haraway, D. (1988). *Situated knowledges : The Science Question in Feminism and the privilege of partial perspective*. Feminist Studies.

Harding, S. (1987). *Introduction: Is the real Feminist Method ?* Indiana University Press.

Menon, N. (2012). *Seeing Like a Feminist*. Penguin and Zubaan

T. (2009). *Social Research: Issue, methods and Process*. Rawat Publication

Sarukkai, S., Gopal, G. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press.

Sarukkai, S., Gopal, G. (2019). *Experience, Caste, and the Everyday Social*. Oxford University Press.

Sharmila, R. (2003). *Sociology of gender: the challenge of feminist sociological knowledge*. Sage Publications.

Smith, L. T. (2012). *Decolonizing Methodologies*. Zed Books.

Suggested

Hekman, S. (1997). *Truth and Method: Feminist Standpoint theory revisited*. Sign : Journal of

Women in Culture and Society.

Unit IV : Digital dimension of research

- a. Computer application and use of internet
- b. Elementary analysis software
- c. Research audience
- d. Research publication

Select Reading

Essential

Dogan, M., Rokkan, S. (1969). *Quantitative Ecological Analysis in the Social Sciences*. MIT Press.

Goode, W. J., Hatt, P. K. (1952). *Methods of Social Research*, McGraw Hill.

Guthrie, G. (2010). *Basic Research methods: An Entry into Social Science Research*.

Silverman, D. (2007). *Research ethics in interpreting Qualitative Data: Methods for Analyzing Talk Text and Interaction*. Sage Publications.

Young, P. V. (1968). *Scientific Social Surveys and Research*. Prentice Hall.

Suggested

Cohen, N. R., Nigam, E. (1972). *Introduction to Logic*. Macmillan.

Eazarsfeld, P. F., Rosenberg, M. (1995). *The Language of Social Research*, New York Press. Gesting



SEI-201 Minorities Across the World: Contemporary Issues

Max. Marks: 100 (Internal Assessment= 40 and Theory= 60)

Credits: 4

Course Description

This course examines minorities from a comparative perspective by analysing their experiences across different countries and the challenges they encounter in diverse socio-political contexts. While the course adopts a global comparative framework, particular emphasis is placed on South Asian and India-centric perspectives. It introduces key debates on the definition and classification of minorities and critically analyses patterns of majority–minority relations and their relationship with democracy and state behaviour. With a specific focus on South Asia and India, the course explores the historical and constitutional foundations of minority rights through an engagement with the Constituent Assembly Debates and relevant constitutional provisions. It further examines international norms, national institutions, policy initiatives, and community-based organisations in order to assess the governance, protection, and realization of minority rights in contemporary India.

Learning Outcomes

By the end of this course, the students will be familiar with the following issues:

- 1) This paper will broaden their understanding of minorities and educate students to look at in comparative perspectives.
- 2) They will learn to look at facts and debates concerning minorities in a far more nuanced and theoretical way instead of looking at it purely from narrow political lens.
- 3) It will teach them to look at democracy not merely as numerical or electoral exercise, but as a system grounded in rights, obligations, and constitutional protections.

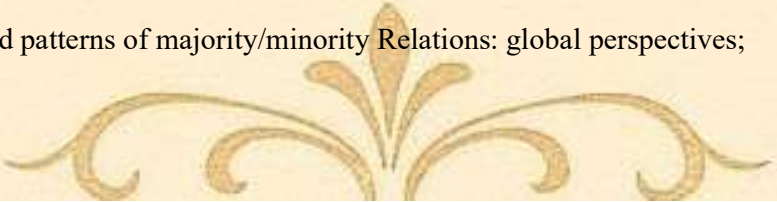
Unit I

- A) Idea of minority—definitions and debates.
- B) Definition of minority, such as numerical and empowerment perspectives.
- C) Types of minorities: religious, ethnic, linguistic, etc.
- D) Exploration of relationships between minorities and democracy.

Essential Readings:

1. Gurr, T. R. (1993). *Minorities at risk: A global view of ethno-political conflicts*. USIP
2. Austin, G. (1999). *Working a democratic constitution: The Indian experience*. Oxford University Press.
3. Engineer, A. A. (Ed.). (1986). *Role of minorities in the freedom struggle*. Delhi
4. Newspaper reports from major newspapers such as *The New York Times*, *The Guardian*, *The Hindu*, *The Times of India*, *The Indian Express*.

Unit II

- A) Issues and patterns of majority/minority Relations: global perspectives;
- 

- B) African Americans, Hispanics, and Jews in America; the Indian diaspora; Kurds in Turkey; Tibetans in China.
- C) Issues and debates of minorities in South Asia, especially in India, Pakistan, Sri Lanka, and Bangladesh.
- D) Mohajirs in Pakistan, Tamils in Sri Lanka, Hindus in Bangladesh.

Essential Readings:

1. Ispahani, F. (2015). *Purifying the land of the pure: Pakistan's religious minorities*. New Delhi: HarperCollins.
2. De Silva, K. M. (1998). *Reaping the whirlwind: Ethnic conflict, ethnic politics in Sri Lanka*. Penguin.
3. Remnick, David and Jelani Cobb. 2021. *The Matter of Black Lives: Writings from the New Yorker*. New York: Williams Collins.
4. Chakravarty, Pinaki. 2024. *Transformation: Emergence of Bangladesh and Evolution of India- Bangladesh Ties*. New Delhi: K W Publishers.

Unit III

- A) Minorities in India: Muslims, Christians, Sikhs,
- B) Buddhists, Jains, Parsees, and others.
- C) Constituent Assembly Debates
- D) Constitutional Provisions and Minority Rights

Essential Readings:

1. Chandhoke, N. (1999). *Beyond secularism: The rights of religious minorities*. Oxford University Press.
2. Ahmed, Hilal. (2019). *Siyasi Muslims: A story of political Islam in India*. New Delhi: Penguin.
3. Rehman, Mujibur. 2024. *Shikwa-e- Hind: The Political Future of Indian Muslims*. New Delhi: Simon and Schuster. Introduction.
4. Robinson, R. (2012). *Minorities studies in India*. New Delhi: Oxford University Press

Unit IV

- A) The United Nations (UN) Declaration on the Rights of Persons Belonging to Minorities
- B) National Commission for Minorities
- C) Sachar Committee Report and Mishra Commission Report
- D) Christian Boards, Wakf Boards, Gurudwara Prabandhak Committees and Parsee Anjuman

Essential Readings:

1. Norton, Anne. 2013. *On the Muslim Question*. Princeton: Princeton University Press.
2. Kim, Heewon. 2019. *The Struggle for Equality: India's Muslims and Rethinking the UPA Experience*. Cambridge: Cambridge University Press.
3. Robinson, Rowena. 2003. *Christians in India*. New Delhi: Sage Publications.
4. Singh, Khuswant. *A History of Sikhs (V. 1 and 2)* New Delhi: Oxford University Press.



Extended Readings

1. Adelman, H., & Suhrke, A. (Eds.). (1999). *The path of genocide: The Rwanda crisis from Uganda to Zaire*. News Brunswick.
2. Amin, S., & Chakravarty, D. (1996). *Subaltern studies IX*. Oxford University Press.
3. Amnesty International. (1992). *India: Torture, rape, and deaths in custody*. Amnesty International.
4. Austin, G. (1999). *Working a democratic constitution: The Indian experience*. Oxford University Press.
5. Basu, A., & Kohli, A. (Eds.). (1998). *Community conflicts and the state in India*. Oxford University Press.
6. Brass, P. R. (1974). *Language, religion and politics in North India*. Cambridge University Press.
7. Brass, P. R. (1990). *The new Cambridge history of India: The politics of India since independence*. Cambridge University Press.
8. Brass, P. R. (1991). *Ethnicity and nationalism: Theory and comparison*. Sage Publications.
9. Burrin, P. (1994). *Hitler and the Jews: The genesis of the Holocaust*. Edward Arnold.
10. Engineer, A. A. (Ed.). (1986). *Role of minorities in the freedom struggle*. Delhi.
11. Engineer, A. A. (1995). *Lifting the veil: Communal violence and communal harmony in contemporary India*. Sangam Books.
12. Hasan, M. (1991). *Nationalism and communal politics in India, 1885–1930*. Manohar.
13. Hasan, M. (1997). *Legacy of a divided nation: India's Muslims since independence*. Oxford University Press.
14. Hasan, M. (2003). *Making sense of history: Society, culture and politics*. Manohar.
15. Heidenrich, J. (2001). *How to prevent genocide: A guide for policymakers, scholars, and the concerned citizen*. Praeger.
16. Horowitz, D. (1985). *Ethnic groups in conflict*. University of California Press.
17. Jayawardena, K. (1986). *Ethnic and class conflicts in Sri Lanka*. Navagama.
18. Keith, M. (1993). *Race, riots and policing: Lore and disorder in multi-racist society*. UCL Press.
19. Klier, J. D., & Lambrozo, S. (Eds.). (1992). *Pogroms: Anti-Jewish violence in modern Russian history*. Cambridge University Press.
20. Ludden, D. (Ed.). (1996). *Making India Hindu: Religion, community and politics in Indian democracy*. Oxford University Press.
21. Massey, J. (2003). *Minorities and religious freedom in a democracy*. Manohar.
22. Mujeeb, M. (1969). *The Indian Muslims*. Munshiram Manoharlal.
23. Pandey, G. (1990). *Construction of communalism in colonial North India*. Oxford

- University Press. Pandey, G. (Ed.). (1993). *Hindus and others: The question of identity in India today*. Viking.
22. Pandey, G. (1999). *Memory, history and the question of violence: Reflections on the reconstruction of partition*. K. P. Bagchi.
23. Rehman, M. (Ed.). (2016). *Communalism in post-colonial India: Changing contours*. Routledge.
24. Robertson, G. (2000). *Crimes against humanity: The struggle for global justice*. The New Press.
25. Robinson, R. (2012). *Minorities studies in India*. Oxford University Press. Singh, K. (2005). *A history of Sikhs* (Vols. 1–2). Oxford University Press. Smith, D. E. (1963). *India as a secular state*. Oxford University Press.
26. Smith, W. C. (1974). *Modern Islam in India: A social analysis*. Hesperides Press. Spencer, J. (Ed.). (1990). *Sri Lanka: History and roots of conflict*. Routledge.
27. Tambiah, S. (1986). *Sri Lanka: Ethnic fratricide and the dismantling of democracy*. University of Chicago Press.



SEI-202 (IKS): Indian Tribes and Indigenous Knowledge/ BSW – 41 Understanding Tribals (SWAYAM)

Max. Marks: 100 (Internal Assessment : 40; Theory :60)

Credits: 4

Course Description

This course introduces students to the foundational concepts, histories, and cultural contexts of tribal communities in India, tracing their evolution from antiquity through colonial and post-independence periods. It examines major tribes, PVTGs, regional tribal belts, and the deep interconnections between tribal life and systems of belief such as animism, totemism, and ritual practices. The course engages key theoretical perspectives—including assimilation, integration, isolationism, cultural relativism, and decolonising approaches—to critically analyze tribal-state relations. Students explore the impact of modernity through sociological, anthropological, and ethnographic lenses, along with major tribal movements and ongoing challenges faced by tribal groups. Emphasis is placed on constitutional safeguards, legal provisions for inclusion, and the rich landscape of tribal knowledge systems, oral traditions, customary law, ecology, and indigenous epistemologies.

Learning Outcome :

After completion of the course, the students will be able to :

1. Trace the historical background of tribes in India along with their culture and heritage
2. Understand holistically the various theoretical frameworks associated with tribes.
3. Delve into the issues and challenges faced by tribes and the constitutional safeguards provided for inclusion
4. Develop an in-depth understanding of Indian Knowledge System, indigenous culture, tribal society and how social inclusion operates

Unit 1 : Introduction and historical background

- a. Definition, Characteristics and types
- b. Historical background (Antiquity to Colonial to Post-Colonial)
- c. Major tribes of India, PVTG, tribal belt
- d. Tribes and Religion (Animism, Totemism, Rites of Passage, Rituals and Customs, Missionary influence)

Select Reading

Essential

Burman, B.K.R. (1994). *Tribes in Perspective*. Mittal Publication

Guha, B.S. (1951). *The Tribes of India*. Bharatiya Adimjati Sevak Sangh. Hall, E.T. (1989). *Beyond Culture*. Anchor Books.

. Sundar, N., Madan, T.N. (2016). *The Scheduled Tribes and their India : Politics, Identities, Policies and Work*. Oxford University Press.

Suggested

Majumdar, D.N. (1937). *A tribe in transition : A study in cultural pattern*. Longman Green and Co

Singh, G.S. (1994). *The Scheduled Tribes*. Oxford University Press



Unit II : Theoretical Frameworks

- a. Assimilation versus Integration
- b. Theory of Isolationism
- c. Cultural Relativism, Sanskritisation
- d. Decolonising Methodology

Select Reading :

Essential

Chaudhary, S.K. , Pattanaik, S.M. (2008). *Indian Tribes and Mainstream*. Rawat Publishers Dash,
Devy, G.N. (2002). *Painted Words : An anthropology of Tribal Literature*. Penguin Books Ghurye
, G.S. (1963). *The Scheduled Tribe*. Popular Book Depot

Suggested

Singh, K.S. (1985). *Tribal Society in India : An Anthropological Perspective*. Tylor, E.B. (1871).
Primitive Culture

Unit III : Issues and Challenges

- a. Perspectives (Sociological, Anthropological, Cultural, Ethnographic)
- b. Tribal Movements and Rebellions (Pre-colonial, Colonial and Post-Colonial)
- c. Issues and Challenges;
- d. Constitutional provisions and Legal Safeguards for Inclusion

Select Reading

Essential

Panda, P. (2013). *Towards Tribal Development : myth and reality*. Cyber Tech Publication
Pati, R.N. (2002). *Tribal and Indigenous people of India - problems and prospects*. APH Publishing
Xaxa, V. (2008). *State, Society and Tribes : Issues in Post colonial India*.

Suggested

Padel, F. (2011). *Invasion of tribal landscape*. Orient Blackswan

Unit IV : Indian Knowledge System and Indigenous Culture

- a. Traditional Knowledge System and Tribal Indigenous Knowledge System;
- b. Oral tradition, Immaterial Culture, Folklore, Myths, Customary Law, Ecology
- c. Superstition and Practice, Faith
- d. Notable Indian Thinkers

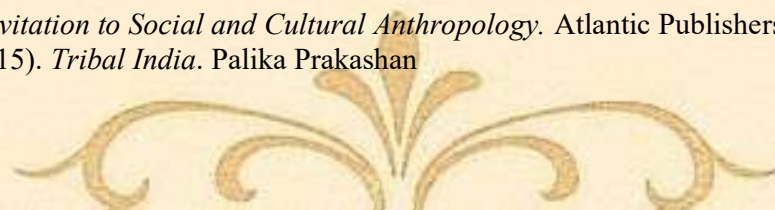
Select Reading

Essential

Ahmed, J.U. (2010). *Development vision of North East India*. Concept Publishing Company
Brown, A.R.R. (1989). *The Andaman Islander*.
Beitelle, A. (1975). *Six essays in comparative sociology*. Oxford University Press.
Chatterjee, P. (2010). *The small voice of history : Collected essays*. Orient Blackswan

Suggested

K.N. (2004). *Invitation to Social and Cultural Anthropology*. Atlantic Publishers
Hasnain, N. (2015). *Tribal India*. Palika Prakashan



BSW – 41 Understanding Tribals (SWAYAM)

Offered by: IGNOU

Credits: 4

Block-1 Tribal Studies

Tribal Studies: Evolution, Nature and Scope

Tribal Studies: Definition and Perspectives

Tribal Discourse in Social Science

Tribal Indigenous Entity

Block-2 Tribal Policies and Legislations

Historical Perspectives of Tribal Policies

Constitutional Provisions and Acts for Tribals

Tribal territories and Common Property Resources

International Conventions and Covenants

Block-3 Development of Tribals

Tribals: Status and Development Strategies

Education and Training of the Tribals

Health and Nutrition of the Tribals

Empowerment of Tribals

Select Readings

IGNOU's CTRBS Study Materials - BSW-041



SEI-203: Democracy and Changing Notions of Citizenship

Max. Marks: 100 (**Internal Assessment:** 40; **Theory:** 60)

Credits: 4

Course Description

This course examines how citizenship defines political membership and how states, institutions, and social groups contest the boundaries of belonging. It explores legal regimes of citizenship, identity-based inclusion and exclusion, documentation systems, migration, and democratic claims-making. Through global and Indian examples, the course analyses how elections, nationalism, gender, displacement and digital governance shape who is recognised, protected, or rendered invisible within political communities.

Learning Outcomes

After completion of this course, the students will be able to:

1. Analyse the historical evolution of citizenship and its relationship with democracy, nation-state formation, and political rights.
2. Examine the intersections of citizenship with gender, multiculturalism, identity, and social exclusion in contemporary societies.
3. Evaluate the role of documentation, digital governance, and surveillance in shaping inclusion and exclusion within democratic systems.
4. Assess the impact of migration, displacement, electoral politics, and documentary citizenship on democratic participation and claims-making processes.

Unit I- Foundations of Citizenship and Democratic Belonging

- a. Historical Evolution of Citizenship
- b. Marshall's Theory of Civil, Political and Social Rights
- c. Nation-State, Nationalism and Territorial Boundaries
- d. Citizenship Laws: *Jus Soli*, *Jus Sanguinis*, *Naturalisation* and *Denationalisation*

Essential Readings

1. Marshall, T. H. (1987). *Citizenship and Social Class*. Pluto Press.
2. Brubaker, R. (1992). *Citizenship and Nationhood in France and Germany*. Harvard University Press.
3. Habermas, J. (1992). "Citizenship and National Identity." *Praxis International*, 12, 1–19.
4. Dahl, R. A. (1998). *On Democracy*. Yale University Press.

Suggested Readings

1. Held, D. (1996). *Models of Democracy*. Stanford University Press.
 2. Tilly, C. (2007). *Democracy*. Cambridge University Press.
- 

3. Dunn, J. (2019). *Setting the People Free: The Story of Democracy*. Princeton University Press.
4. Austin, G. (1972). *The Indian Constitution: Cornerstone of the Nation*. Oxford University Press.

Unit II -Citizenship, Identity and Social Inclusion

- a. Multiculturalism and Differentiated Citizenship
- b. Gender and Citizenship
- c. Insurgent Citizenship and Rights-Claiming
- d. Decolonial Critiques of Belonging

Essential Readings

1. Kymlicka, W. (1995). *Multicultural Citizenship*. Clarendon Press.
2. Lister, R. (1997). *Citizenship: Feminist Perspectives*. Macmillan.
3. Holston, J. (2008). *Insurgent Citizenship*. Princeton University Press.
4. Young, I. M. (1990). *Justice and the Politics of Difference*. Princeton University Press.

Suggested Readings

1. Yuval-Davis, N. (1997). "Women, Citizenship and Difference." *Feminist Review*, 57, 4–22.
2. Phillips, A. (1995). *The Politics of Presence*. Oxford University Press.
3. Hasan, Z. (2009). *Politics of Inclusion*. Oxford University Press.
4. Benhabib, S. (Ed.). (1996). *Democracy and Difference*. Princeton University Press.

Unit III -Documentation, Digital Governance and Exclusion

- a. State Documentation and Legal Identity
- b. Digital Identification and Database-Driven Governance
- c. Governance Mechanisms, Access and Administrative Exclusion
- d. Gendered and Social Inequalities in Documentation

Essential Readings

1. Torpey, J. (2000). *The Invention of the Passport*. Cambridge University Press.
2. Joppke, C. (2010). *Citizenship and Immigration*. Polity Press.
3. Dworkin, R. (1977). *Taking Rights Seriously*. Harvard University Press.
4. Galanter, M. (1984). *Competing Inequalities*. Oxford University Press.

Suggested Readings

1. Rao, A. (2009). *The Caste Question*. Permanent Black.



2. Thorat, S., & Narendra, K. (2008). *B. R. Ambedkar's Perspectives on Social Exclusion*. Oxford University Press.
3. Isin, E. F., & Turner, B. S. (Eds.). (2008). *Citizenship between Past and Future*. Routledge.
4. Carens, J. (1987). "Aliens and Citizens: The Case for Open Borders." *The Review of Politics*, 49(2), 251–273.

Unit IV- Electoral Citizenship, Migration and Democratic Claims-Making

- a. Electoral Politics and Documentary Citizenship
- b. Identity Mobilisation, Misinformation and Disenfranchisement
- c. Displacement, Statelessness and Forced Migration
- d. Comparative Perspectives on Crisis, Exclusion and Claims-Making

Essential Readings

1. Jaffrelot, C. (1998). *India's Silent Revolution*. Permanent Black.
2. Shapiro, I. (2003). *The State of Democratic Theory*. Princeton University Press.
3. Barber, B. (1984). *Strong Democracy*. University of California Press.
4. Pateman, C. (1970). *Participation and Democratic Theory*. Cambridge University Press.

Suggested Readings

1. Arblaster, A. (1994). *Democracy*. Open University Press.
2. Schumpeter, J. (1942). *Capitalism, Socialism and Democracy*. Harper & Row.
3. Benhabib, S. (Ed.). (1996). *Democracy and Difference*. Princeton University Press.
4. Isin, E. F., & Turner, B. S. (Eds.). (2008). *Citizenship between Past and Future*. Routledge.



**SEI-301 : Gender and Politics of Inclusion /
BGSE-0001 Gender Sensitization: Society, Culture and Change (SWAYAM)**

Max. Marks: 100 (Internal Assessment : 40, Theory : 60)

Credits: 4

Course Description

This course offers a foundational understanding of gender as a social construct by exploring key concepts such as identity, patriarchy, and the gendered division of roles. It introduces major theoretical perspectives, including feminist thought, structural functionalism, conflict theory, and contemporary gender development frameworks. Students will examine social processes of exclusion, stratification, and intersectionality across class, caste, tribe, religion, and culture. The course also applies a gender lens to understand how norms, institutions, and legislation shape societal expectations of femininity and masculinity. Through case studies and critical readings, learners will analyze how knowledge about gender is produced, contested, and transformed—from oppression to assertion.

Learning Outcomes

After completion of the course, the students will be able to :

1. Understand the multifaceted angles of gender.
2. Delve into the theoretical perspectives of gender
3. Focus on intersectionality concept and how exclusion and inclusion function structurally in a society.
4. Question the gendered production of knowledge and its social reproduction across categories

Unit I : Gender – types and forms

- a. Gender and Identity, types, form
- b. Power and Patriarchy; Gendered division of roles; Public private dichotomy
- c. Sex versus Gender (biological fact to social construct);
- d. Concept of Femininity and Masculinity

Select Readings :

Essential :

Beauvoir, S. de. (1949). *The Second Sex*. Jonathan Cape.

Bhasin, K. (2005). *Understanding Gender*. Women Unlimited. Bhasin, K. (1993). *What is Patriarchy?* Kali for Women.

Suggested

Hassan, Z. (2009). *The Politics of Inclusion*. Sage

Unit II : Theoretical perspective

- a. Feminism
- b. Structuralist, Functionalist, Conflict
- c. Gender Development Theory (Social Learning theory)
- d. Gender Schema Theory

Select Readings :

Essential

Chakraborty, U. (2003). *Gendering Caste through a feminist lens*. Zubaan. Chaudhuri, M. (2004). *Feminism in India*. Women Unlimited.
Geetha, V. (2006). *Understanding Gender*.
John, M. E. (2008). *Women's Studies in India : A reader*. Penguin Books.
Oakley, A. (1972). *Sex, Gender and Society*. Maurice Temple Smith Ltd. Ortner, S.B. (1996). *Making Gender*. Beacon Press.
Pilcher, J., Whelenam, I. (2004). *50 key concepts in Gender Studies*. Sage.

Suggested

Hackett, E., Haslanger, S.A. (2006). *Theorising Feminism : A Reader*. Oxford University Press. Routledge.

Unit III : Intersectionality and Inclusion

- a. Stratification, Hierarchization
- b. Equality versus Equity
- c. Exclusion, Inclusion;
- d. Intersectionality(class, caste, tribe, religious, cultural etc)

Select Reading :

Essential

Mohanty, M. (2004). *Introduction in Class, Caste and Gender*. Sage Publication. Menon, N. (2012). *Seeing like a Feminist*. Penguin.
Oberoi, P. (2006). *Freedom and Destiny : Gender, Family and Popular Culture in India*, Oxford University Press.
Xaxa, V. (2004). *Women and Gender in the study of tribes in India*. Indian Journal of Gender Studies.

Suggested

Evans, M., William, CH.(2012). *Gender : the key concepts*. Routledge.

Kirsch, M. (2006). *Inclusion and Exclusion in the Global Area*. Oxford. Routledge. Lips, H. M., 2(015). *Gender the basis*. Routledge.

Unit IV : Knowledge Production and Social Reproduction

- a. The idea of a 'Good Woman' and knowledge production
- b. Gender norms and social reproduction through social institutions
- c. Social legislation(case studies)
- d. Knowledge production (Oppression to Assertion)

Select Reading

Essential

Woodland, K. (2004). *Questioning Identity : Gender, Class, Ethnicity and Psychology*. Wally, S. (1986). *Patriarchy at Work*. Cambridge Polity Press.
Rao, A. (2018). *Gender, Caste and the Imagination of Equality*. Women Unlimited. Regs, S. (2003). *Sociology of Gender*. Sage.

Suggested

Brush, L.D. (2007) *Gender and Governance*. Rawat Publications Bunch, N. (2010). *From Oppression to Assertion*. Routledge.
Shira, T. (2006). *When Sex became* Routledge

BGSE-0001 Gender Sensitization: Society, Culture and Change (SWAYAM)

Offered by: IGNOU

Credits: 8

Unit 1: Understanding Gender and Related Concepts

Unit 2: Gender and Sexualities

Unit 3: Masculinities

Unit 4: Gender in Everyday Life

Unit 5: Family, Love and Power

Unit 6: Marriage

Unit 7: Motherhood

Unit 8: Gendering Work

Unit 9: Gender and Employment

Unit 10: Gender Issues in Work and Labour Market

Unit 11: Health in Social Contexts

Unit 12: Reproductive Health and Rights

Unit 13: Gender and Disability

Unit 15: Gender- Based Violence

Unit 16: Sexual Harassment at the Workplace

Unit 17: Gender and Language

Unit 18: Gender and Media

Unit 19: Reading and Visualising Gender

Unit 20: Conclusion: Towards Gender Equality

Select Readings

IGNOU : Gender Sensitization: Society, Culture and Change (2019) BGSE001, New Delhi
IGNOU

Jane Pilcher and Imelda Whelehan (2005) : Fifty Key Concepts in Gender Studies



SEI-302 Debates on Globalisation and Marginalisation

Max. Marks: 100 (Internal Assessment=40; Theory=60)

Credits: 4

Course Description

This paper examines major debates surrounding globalisation, its contemporary relevance, and its impact on issues such as poverty, inequality, and development. Its primary focus, however, is on understanding how the processes of globalisation shape the socio-economic and political conditions of marginalised communities. It offers special attention to India's marginalized groups, who often experience not only economic deprivation but also forms of institutionalized inequality and exclusion. This course also discusses the role of major global institutions such as the World Bank, International Monetary Fund, etc., enabling students to understand the changing dynamics of the modern global political economy and its implications on society.

Learning Outcomes

By the end of this course, the students will be familiar with the following issues:

- 1) The students will learn the functioning of the modern global economy and analyse how major institutions such as the World Bank and the International Monetary Fund (IMF) work in tandem with various governments.
- 2) They will learn how the inequality and poverty are addressed through policy interventions, and how policymakers look at these issues from a comparative perspective.
- 3) Critically reflect on the relationship between globalisation, governance, and social justice, while also developing an awareness of their own potential role in policy-oriented professions and public decision-making processes.

Unit I

- A) The Concept of Globalisation and Its Institutions,
- B) Bretton-Woods System – the World Bank, International Monetary Fund (IMF).
- C) End of the Cold War and Washington Consensus
- D) Political and Economic Dimensions of Globalization and Forms of Globalisation.

Essential Readings:

1. Bhagwati, J. (2004). *In defense of globalization*. Oxford University Press.
2. Stiglitz, J. (2003). *Globalization and its discontents*. W. W. Norton.
3. Sen, Amartya.(2001). *Development and Freedom*. New Delhi: Oxford University Press.



Unit II

- A) Colonialism, Neo- Colonialism and their Relationships with Globalisation.
- B) Trade War, Rise of Donald Trump and New Face of Globalisation.
- C) Politics of Tariff Rise and Trade Negotiations.
- D) G-20, G-7, NAFTA, and other trade pacts.

Essential Readings:

1. Amin, S. (1997). *Capitalism in the age of globalisation: The management of contemporary society*. Zed Books.
2. Nayar, B. R. (1999). *Globalization and nationalism*. Sage Publications.
3. Piketty, T. (2020). *Capital and ideology* (A. Goldhammer, Trans.). Harvard University Press (select chapters)
4. Klein, Mathew C and Pettis, Michael. 2021. Trade Wars and Class Wars. New Haven: Yale University Press.

Unit III

- A) Nehruvian Development Strategy and the role of the State.
- B) India's Balance of Payment (BOP) Crisis of late 1980s
India's New Economic Policy since 1991/92 – 2004.
- C) Role of the World Bank and India's Economic Reforms
- D) Role of Indian Industry, Labor Movements, Foreign Direct Investment,
- E) India's Coalition Politics and Globalisation, India's New Economic Policy since 2004 onwards.

Essential Readings:

1. Bardhan, P. (1984). *The political economy of development in India*. Basic Blackwell
2. Chakravarty, S. (1987). *Development planning: The Indian experience*. Clarendon Press
3. Ghosh, J., & Chandrasekhar, C. P. (2002). *The market that has failed*. Left Word Books.
4. Jaffrelot, C., Kohli, A., & Murali, K. (Eds.). (2019). *Business and politics in India*. Oxford University Press.
5. Jenkins, R. (2000). *Democratic politics and economic reform in India*. Cambridge University Press.

Unit IV

- A)India's Globalisation and the Marginalised Groups
- B)Religious Minorities such as Muslims, Christians, Sikhs, etc.
- C) Tribals and Women.
- D) Socio- Economic Conditions of India's Religious Minorities and the Impact of Globalisation on them.



Essential Readings:

1. Bajpai, N., & Sachs, J. (2002). *India in the era of economic reforms*. Oxford University Press
2. Dreze, J., & Sen, A. (eds.). (2000). *India: Development and participation*. Oxford University Press.
3. Kohli, A. (1989). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.
4. Rehman, Mujibur. 2024. *Shikwa-e- Hind: The Political Future of Indian Muslims*. Simon and Schuster. Select chapters.



Extended Readings

1. Ahluwalia, I. J., & Little, I. M. D. (Eds.). (1998). *India's economic reforms and development*. Oxford University Press.
2. Breman, J. (2004). *The making and unmaking of an industrial working class: Sliding down the labour hierarchy in Ahmedabad, India*. Oxford University Press.
3. Frankel, F. R. (2005). *India's political economy, 1947-2004: The gradual revolution* (2nd ed.). Oxford University Press.
4. Ghosh, J., & Chandrasekhar, C. P. (2002). *The market that has failed*. Left Word Books.
5. Jaffrelot, C., Kohli, A., & Murali, K. (Eds.). (2019). *Business and politics in India*. Oxford University Press.
6. Jenkins, R. (2000). *Democratic politics and economic reform in India*. Cambridge University Press.
7. Kohli, A. (1989). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.
8. Nayyar, D. (2002). *Governing globalization*. Oxford University Press.
9. Ohmae, K. (1990). *The borderless world*. HarperCollins.
10. Ohmae, K. (1995). *The end of the nation state*. Free Press.
11. Piketty, T. (2022). *A brief history of equality* (S. Rendall, Trans.). Harvard University Press. (Original work published 2021)
12. Piketty, T. (2020). *Capital and ideology* (A. Goldhammer, Trans.). Harvard University Press.
13. Rodrik, D. (1997). *Has globalization gone too far?* Institute for International Economics.
14. Stiglitz, J. (2003). *Globalization and its discontents*. W. W. Norton.
15. Stiglitz, J. E. (2012). *The price of inequality: How today's divided society endangers our future*. W. W. Norton & Company



SEI-303: Social Change and Social Movements in Modern India

Max. Marks: 100 (Internal Assessment: 40; Theory: 60)

Credits: 4

Course Description

This course examines social movements as central forces of social change in India through theoretical perspectives and selected empirical case studies. It introduces classical and critical approaches to the study of social movements and situates them within broader debates on ideology, participation and mobilisation. The course explores political, peasant, labour and ecological movements to analyse how marginalised communities contest inequality, displacement and exclusion. It further examines the relationship between social movements and grassroots governance, focusing on participation, representation, accountability and the institutionalisation of movement demands within democratic and policy frameworks.

Learning Outcomes

After completion of this course, the students will be able to:

1. Analyse major theoretical approaches to social movements and evaluate their relevance in understanding social change in modern India.
2. Examine the role of ideology, mobilisation, participation and collective action in shaping contemporary social movements.
3. Assess the socio-political significance of peasant, labour, ecological and political movements in challenging structures of inequality and exclusion.
4. Evaluate the relationship between social movements, democratic participation, representation, public policy and grassroots governance in India.

Unit I Theoretical Perspectives on Social Movements

- a. Liberal and Marxist Theories of Social Movements
- b. Old Social Movements: Class, Labour and Revolutionary Politics
- c. New Social Movements: Identity, Culture and Recognition
- d. Social Change, Collective Action and Democratic Transformation

Essential Readings

1. Della Porta, D., & Diani, M. (2006). *Social movements: An introduction* (2nd ed.). Blackwell Publishing.
2. Crossley, N. (2009). *Making sense of social movements*. Rawat Publications.
3. Buechler, S. M. (1995). New social movement theories. *The Sociological Quarterly*, 36(3), 441–464.
4. Nilsen, G. A. (2009). The author and the actors of their own drama: Notes towards a Marxist theory of social movements. *Capital & Class*, 33(3), 109–139.

Suggested Readings

1. Offe, C. (1985). New social movements: Challenging the boundaries of institutional politics. *Social Research*, 52, 817–868.
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2. Pichardo, N. A. (1997). New social movements: A critical review. *Annual Review of Sociology*, 23, 411–430.
3. Mukherji, P. (1977). Social movement and social change: Towards a conceptual clarification and theoretical framework. *Sociological Bulletin*, 26(1), 38–59.
4. Le Bon, G. (2007). The minds of crowds. In J. Goodwin & J. M. Jasper (Eds.), *Social movements: Critical concepts in sociology* (Vol. 1, pp. 7–17). Routledge. (Original work published 1895).

Unit II- Ideology, Mobilisation and Contemporary Movements

- a. Ideology and Political Consciousness in Social Movements
- b. Participation, Leadership and Resource Mobilisation
- c. Identity and Collective Mobilisation
- d. Contemporary Social Movements in India: Themes and Trends

Essential Readings

1. McCarthy, J. D., & Zald, M. N. (1977). Resource mobilization and social movements: A partial theory. *American Journal of Sociology*, 82(6), 1212–1241.
2. Snow, D. A., Rochford, E. B., Worden, S. K., & Benford, R. D. (1986). Frame alignment processes, micro-mobilization, and movement participation. *American Sociological Review*, 51(4), 464–481.
3. Oberschall, A. (1996). *Social movements: Ideologies, interests, and identities*. Transaction Publishers.
4. Broad, K. (2002). Social movement selves. *Sociological Perspectives*, 45(3), 317–336.

Suggested Readings

1. Frank, A. G., & Fuentes, M. (1987). Nine theses on social movements. *Economic and Political Weekly*, 22(35), 1503–1510.
2. McCormick, S. (2007). Democratizing science movements: A new framework for mobilization and contestation. *Social Studies of Science*, 37(4), 609–623.
3. Ruggiero, V., & Montagna, N. (Eds.). (2008). *Social movements: A reader*. Routledge.
4. Snow, D., Soule, S. A., & Kriesi, H. (Eds.). (2008). *The Blackwell companion to social movements*. Wiley-Blackwell.

Unit III- Movements, Resistance and Democratic Struggles in India

- a. Political Movements: Socialist Movements and Ram Manohar Lohia
- b. Peasant Movements: Bhoodan and Naxalbari Movements
- c. Labour Movements and Trade Union Politics



d. Displacement and Ecological Movements: Chipko Andolan and Narmada Bachao Andolan

Essential Readings

1. Omvedt, G. (2005). Farmers' movements and the debate on poverty and economic reforms in India. In R. Ray & M. F. Katzenstein (Eds.), *Social movements in India: Poverty, power, and politics* (pp. 179–202). Rowman & Littlefield.
2. Sherlock, S. (1989). Railway workers and their unions: Origins of the 1974 Indian Railways strike. *Economic and Political Weekly*, 24(41), 2311–2322.
3. Dwivedi, R. (2010). Parks, people and protest: The mediating role of environmental action groups. In T. K. Oommen (Ed.), *Social movements II: Concerns for equality and security* (pp. 297–316). Oxford University Press.
4. Shah, G. (2002). *Social movements and the state*. Sage Publications.

Suggested Readings

1. Rao, M. S. A. (2000). *Social movements in India*. Manohar.
2. Shah, G. (2004). *Social movements in India: A review of literature*. Sage Publications.
3. Joseph, S. (1993). Social movements, state and democracy. *Economic and Political Weekly*, 28(8/9), 330–332.
4. Oommen, T. K. (Ed.). (2010). *Social movements II: Concerns for equality and security*. Oxford University Press.

Unit IV- Marginalisation, Participation and Institutionalisation

- a. Marginalised Communities and Collective Mobilisation
(Tribal/Indigenous Movements, Women's Movements, Urban Poor and Informal Workers)
- b. Power, Participation and Representation in Social Movements
- c. Identity-Based Mobilisation, Media and Digital Activism
- d. Institutionalisation, Accountability and Policy Outcomes of Social Movements

Essential Readings

1. Desai, A. (1985). Women's movement in India: An assessment. *Economic and Political Weekly*, 20(23), 992–995.
 2. Gopal, G. (1993). Dalit movement in mainstream sociology. *Economic and Political Weekly*, 28(14), 570–573.
 3. Jaffrelot, C., & Kumar, S. (2012). *Rise of the plebeians? The changing face of the Indian legislative assemblies*. Routledge.
 4. Jayal, N. G. (1999). *Democracy and the state: Welfare, secularism and development in contemporary India*. Oxford University Press.
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Suggested Readings

1. Lalitha, K., & Tharu, S. (1989). *We were making history: Life stories of women in the Telangana people's struggle*. Kali for Women.
2. Hardtmann, E.-M. (2009). Dalit activities in Lucknow: Buddhism and party politics in local practice. In *The Dalit movement in India: Local practices, global connections* (pp. 124–158). Oxford University Press.
3. Sundar, N. (2007). *Subalterns and sovereigns: An anthropological history of Bastar, 1854–2006*. Oxford University Press.
4. Drèze, J., & Khera, R. (2010). The BPL census and a possible alternative. *Economic and Political Weekly*, 45(9), 54–63.



SEI-304: Research Methodology II / Advanced Research Methods

Max. Marks: 100 (Internal Assessment: 40; Theory: 60)

Credits: 4

Course Description

This course provides advanced training in research methodologies used in contemporary social science scholarship. It builds upon foundational methodological knowledge and equips students with sophisticated analytical, conceptual, and practical tools for conducting independent, field-based, and policy-oriented research. Emphasis is placed on feminist, decolonial, participatory, mixed-method, and interdisciplinary approaches, particularly for researching marginalised communities and processes of social exclusion. The course prepares students for dissertation writing, academic publication, and evidence-based policy research while addressing ethical, epistemological, and political challenges of advanced social inquiry.

Learning Outcomes

After completion of this course, the students will be able to:

1. Analyse advanced epistemological and methodological debates in contemporary social science research.
2. Apply qualitative, quantitative and mixed-method research designs in field-based and policy-oriented studies.
3. Evaluate feminist, decolonial, participatory and interdisciplinary approaches to research involving marginalised communities.
4. Demonstrate competence in research ethics, academic writing, data analysis and dissertation-oriented research practices.

Unit I Epistemological and Theoretical Foundations of Research

- a. Epistemology, Ontology and Methodology: Conceptual Foundations
- b. Feminist Epistemologies and Standpoint Theory
- c. Decolonising Methodologies and Indigenous Knowledge Systems
- d. Critical, Marxist, Post-Structural and Subaltern Research Traditions

Essential Readings

1. Crotty, M. (1998). *Foundations of social research: Meaning and perspective in the research process*. Sage Publications.
2. Harding, S. (1987). *Feminism and methodology*. Indiana University Press.
3. Smith, L. T. (2012). *Decolonizing methodologies* (2nd ed.). Zed Books.
4. Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed.). University of Chicago Press.

Suggested Readings

1. Haraway, D. (1988). Situated knowledges: The science question in feminism. *Feminist Studies*, 14(3), 575–599.
 2. Chilisa, B. (2012). *Indigenous research methodologies*. Sage Publications.
 3. Sarukkai, S., & Guru, G. (2012). *The cracked mirror: An Indian debate on experience and theory*. Oxford University Press.
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4. Flyvbjerg, B. (2001). *Making social science matter*. Cambridge University Press.

Unit II Advanced Qualitative Research Methods

- a. Advanced Ethnography and Long-Term Fieldwork
- b. Narrative, Life-History, Oral History and Biographical Methods
- c. Elite Interviews, Sensitive Research and Trauma-Informed Methods
- d. Qualitative Data Analysis: Grounded Theory, Discourse Analysis and Software-Assisted Analysis

Essential Readings

1. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. Sage Publications.
2. Bernard, H. R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. AltaMira Press.
3. Burgess, R. (1984). *In the field: An introduction to field research*. Allen & Unwin.
4. Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Sage Publications.

Suggested Readings

1. Brenner, M., Brown, J., & Canter, D. (Eds.). (1985). *The research interview: Uses and approaches*. Academic Press.
2. Silverman, D. (2007). *A very short, fairly interesting and reasonably cheap book about qualitative research*. Sage Publications.
3. Hammersley, M. (2000). Varieties of social research: A typology. *International Journal of Social Research Methodology*, 3(2), 157–166.
4. Reinharz, S. (1992). *Feminist methods in social research*. Oxford University Press.

Unit III Quantitative and Mixed-Method Research Designs

- a. Inferential Statistics and Hypothesis Testing
- b. Regression Analysis, Causal Inference and Methodological Limitations
- c. Mixed-Methods Research Designs and Triangulation
- d. Longitudinal, Comparative and Cross-National Research Designs

Essential Readings

1. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
2. Babbie, E. (2007). *The practice of social research* (11th ed.). Thomson Wadsworth.
3. Bryman, A. (2012). *Social research methods* (5th ed.). Oxford University Press.
4. Kothari, C. R. (2009). *Research methodology: Methods and techniques*. New Age International.

Suggested Readings

1. Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.
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2. Guthrie, G. (2010). *Basic research methods: An entry into social science research*. Sage Publications.
3. Bulmer, M. (Ed.). (1984). *Sociological research methods: An introduction*. Macmillan.
4. Young, P. V. (1968). *Scientific social surveys and research*. Prentice Hall.

Unit IV Participatory, Digital and Ethical Dimensions of Research

- a. Participatory Action Research (PAR) and Community-Based Research
- b. Digital Research Methods: Online Surveys, Digital Ethnography and Platform Data
- c. Research Ethics, Positionality, Data Protection and Academic Integrity
- d. Dissertation Writing, Academic Publishing and Policy-Oriented Research

Essential Readings

1. Burawoy, M. (2005). For public sociology. *American Sociological Review*, 70(1), 4–28.
2. Menon, N. (2012). *Seeing like a feminist*. Penguin/Zubaan.
3. May, T. (2009). *Social research: Issues, methods and process*. Rawat Publications.
4. Sarukkai, S., & Guru, G. (2019). *Experience, caste, and the everyday social*. Oxford University Press.

Suggested Readings

1. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
2. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. Sage Publications.
3. Chilisa, B. (2012). *Indigenous research methodologies*. Sage Publications.
4. Bryman, A. (2012). *Social research methods* (5th ed.). Oxford University Press.

