

## **Paper -IV (D): Sociology of Religion (4684 D)**

M.M:- 100

### UNIT – A

The Scope of a Sociology of Religion; Basic Concepts : Belief Systems, Magic and Religion - Elements of Religious Experience – Typology of Religions.

### UNIT – B

Sociological Interpretation of Religion : Durkheim and Sociological Functionalism- Weber and Phenomenology– Marx and Dialectical Materialism– Levi Strauss and Structuralism.

### UNIT – C

Religions of India : Buddhism, Hinduism, Christianity, Islam, Jainism and Sikhism : A Social Historical Perspective – Demographic Profile and Contemporary Trends.

### UNIT – D

Aspects of Religion in India: Sacred Knowledge; Sacred Space – Sacred Time – Sacred Persona ; Fundamentalism – Communalism – Secularism.

### UNIT - E

Social Change and Religion: Socio Religious Movements – Popular Religion and Emerging Cults; Problems of Religious Conversion in India.

### **Essential readings**

Baird, Rebert D. (ed.) 1995 (3<sup>rd</sup> edition) Religion in Modern India, Delhi: Manohar.

Jones, Kenneth W 1989 Socio Religious Reform Movements in British India, The New Cambridge History of India III- 1, Hyderabad, Orient Longman.

Madan, T.N. 1992 ( enlarged edition ) Religion in India. New Delhi : OUP

Mazumdar, H.T. 1986 India's Religious Heritage. New Delhi : Allied.

Roberts, Keith A 1984 Religion in Sociological Perspective . New York, Dorsey Press.

Shakir, Moin (ed.) 1989 Religion, state and politics in India. Delhi: Ajants Publications.

Turner, Bryan S. 1991 (2<sup>nd</sup> edition ) Religion and social theory. London Sage.

Singh, K.S. : People of India.

**Pedagogy:**

While discussing the substantive themes and issues in relation to religion , the focus should be on the distinctive analytical perspective of sociology/ anthropology rather than on the normative perspective of theology/ ethics.

The course should be briefed by an appreciation of the diversity of religious experiences. Since religion is a socially sensitive phenomenon, the tendency to condemn or exaggerate religion in general or any particular religion should be guarded against.

For effective teaching and meaningful learning, illustrations may be drawn from local/ regional contexts and related to daily life and relevant situations.