MINUTES OF THE FOURTH MEETING OF THE SCHOOL BOARD OF THE SCHOOL OF SOCIAL SCIENCES OF THE INDIRA GANDHI NATIONAL OPEN UNIVERSITY HELD IN THE COMMITTEE ROOM NO. 1 AT 11.00 A.M. AT MAIDAN GARHI, NEW DELHI ON 15TH JANUARY, 1991.

The following were present:-

1.	Prof. Pandav Nayak	—	Chairman
2.	Prof. Haridwar Raj	—	Member
3.	Prof. D.N. Dhanagare	—	"
4.	Prof. S. Bhattacharya	—	"
5.	Prof. V.R. Jagannathan	—	"
6.	Prof. (Mrs.) Shakti R. Ahmed	—	"
7.	Prof. B. Chattopadhyay	—	"
8.	Prof. S.P. Verma	—	"
9.	Dr. Kapil Kumar	—	"
10.	Dr. (Mrs.) Shobita Jain	—	"
11.	Dr. S.B. Menon	—	"
12.	Dr. R. Satyanarayana	—	"
13.	Dr. S.K. Singh	—	"
14.	Dr. A.R. Khan	—	"
15.	Dr. Darvesh Gopal	—	"

Prof. Amiya Kumar Bagchi and Prof. R.S. Morkhandikar could not make it convenient to attend the meeting.

At the outset the Chairman welcomed the members. Following items were taken up:

ITEM NO. 1.   TO CONSIDER AND APPROVE THE MINUTES OF THE   THIRD
MEETING OF THE SCHOOL BOARD HELD ON 28TH MAY, 1990.

The minutes were approved unanimously.

It was further decided that important academic documents
such as the minutes of the Planning Board and other such
statutory bodies of the University whose decisions affect the
academic activities of various schools be made available to the
School.

ITEM NO. 2.   PROPOSALS FOR APPLICATION-ORIENTED COURSES.

The proposals for Application Oriented Courses have been
referred to the Committee to be called Feasibility Study Group of
Application-Oriented Courses and to be constituted by the
Chairman. The report of this committee may be placed before the
School Board which would take appropriate decisions in the
mattter.

ITEM 3.   RESEARCH SUB-COMMITTEE SUGGESTIONS FOR MODIFICATTIONS
IN THE DRAFT ORDINANCE ON M.PHIL./PH.D. PROGRAMME.

Suggested amendments to the draft ordinance on M.Phil./Ph.D.
programme have been approved and ratified for onward action.
(See Annexure-I).

The Chairman has been authorised to constitute a small
committee to reword the draft ordinance in the light of the
suggested amendments.

ITEM NO. 4   PROPOSAL TO HAVE GEOGRAPHY AS A DISCIPLINE IN THE
SCHOOL OF SOCIAL SCIENCES.

This item has been deferred.

ITEM NO. 5   PROPOSALS TO OPEN TWO DISCIPLINES IN PSYCOLOGY AND
APPLIED STATISTICS, SURVEYS AND COMPUTER PROGRAMMING.

The Board takes note of the Academic Council's resolution assigning the disciplines of Anthropology and Psychology to the School of Social Sciences and recommends that appropriate steps be taken by competent authorities for introduction of these programmes in these disciplines.

The proposal to have a new discipline of Applied Statistics, Surveys and Computer Programming has been deferred.

ITEM 6   SOME MODIFICATIONS IN THE ESO-05 AND ESO-6 SYLLABIES.

With regard to courses ESO-05 & ESO-06 (See Annexure-II), it was decided that the Board approves them with the following observations which may be taken into account by the Sociology Faculty before launching them:-

a). In Block-I where treatment is on theoretical courses, Marx needs to be given adequate coverage.

b). On rights and practices of Hinduism, the concerned course writer may be advised to cover the ritual symbolism in the text.

c). Overlapping of unit 14 with unit 10 and 11 may be avoided.

d). In unit 20 organisation of the religion aspect has to be introduced in discussing Jainism and Buidhism. Monastic order should be dealt with.

e). Unit 21 should be converted into discussion of Christianity in which role and impact of caste should also be taken into account.

f). Unit 19 should be converted specifically for Islam.

g). Sikhism should be shifted to unit 24.

h). Some overlapping between unit 27 & 28 is to be avoided.

It was further observed that the thrust on foreign scholar contributors may be diluted.

The Board felt that a course editor be appointed to edit this course out of a panel of names suggested by Dr. (Mrs.) Jain, Prof. D.N. Dhanagare, Prof. P. Nayak (action taken).

ESO-6.

a). The course content units are to be organised in such a manner that they make about 30 units.

The meeting ended with a vote of thanks to the Chair.

(PANDAV NAYAK)

April 24, 1991.

SCHOOL OF SOCIAL SCIENCES

Suggested Amendments to the Draft Ordinance on M.Phil. Programme

Second meeting of the School Board of Social Sciences which met on 21st March, 1990 constituted a Research subco examine and suggest modifications, if any, to the university's Draft Ordinance on M.Phil. and Ph.D. programme.

After due deliberations, the sub committee finalised suggestions and proposals in its meeting on 14.1.91. They were approved by the School Board at its meeting held on 15.1.91.

Major amendments suggested in the draft Ordinance are as follows:

(i). It is proposed that a PREAMBLE may be added to the Ordinance stating that the M.Phil./Ph.D. programmes are research degree programmes and as such, instructional methods to be followed will have to be evolved appropriate to the discipline and requirements of the programme.

(ii) School feels that both the research degree programmes may be launched with suitable prePh.D. requirements for students intending to join Ph.D. stream directly.

(ii). It is proposed to have a Research Degree Committee at the level of the School instead of a centralised body of Board of Research Studies as has been suggested by the Ordinance. In consonance with this, the entire draft should be revised and reworded.

(iv). The recommendations of the School Research Degree Committee shall be sent to the Academic Council for ratification through the School Board. The Research Degree Committee shall prepare a standing panel of approved supervisors with appropriate regional spread on the advice of the concerned faculties. It can also coopt/consult persons as the need arises. It shall meet on a quarterly basis.

(v). It is recommended that every student admitted for the Research Degree under the supervision of the IGNOU faculty at H.Q. will be required to have at least four weeks' stay per year for interaction with the faculty.

(v). It is further recommended that in such cases, the costs of their stay will be borne by the University. This should, however, be applicable only to the first two years of registration.

It is also proposed that infrastructral facilities including travel grant may be provided to candidates registered with supervisors from the approved list. This is particularly applicable for candidates coming from

SCHOOL OF SOCIAL SCIENCES

Amendments suggested on the draft Ordinance of P.hd.

(i). The word 'School' be substituted by the word 'faculty' at sentence 5 (ref. 12).

(ii). The full stop be added after 'a research proposal' and the rest stands deleted.

(iii). (ref. at 4.2) add the comma (,) after 'Reader' and words 'independent Post Doctoral Research' be substituted by the words 'Teaching/Research'.

(iv). And the provisions under 'final registration' be deleted (ref. 5.1 & 5.2). The School feels that suitable measures providing for only one step registration be permitted and incorporated at this level.

(v). (ref. 7.1) the word 'five' may be replaced by 'six', while the word 'provisional' in sentence no. 3 stands deleted. In the next para, the word 'post graduate studies' may be substituted by the 'Research Degree Committee.' At sentence no. 4 of the same para the words 'one more year' may be repaced by 'two more years'.

(vi). At (7.2) the words 'one year' at sentence no. 3 may be replaced by words 'two years'.

(vii). At (ref. 9) the word 'shall' may be replaced by the word 'may' and at the end of the para, the following be added:
"and the report shall be submitted to the Research Degree Committee of the concerned School."

(viii). At (ref. 11), the word 'three' may be replaced by the word 'two' and the following may be added:

"Out of a panel prepared by the Research Degree Committee on the recommendations of the faculty concerned acting in consultation with the supervisor."

(ix). Add the following para at the end of the 12.1.

"Such reports received from the external examiners shall be processed by the Director of the School who may report to the Research Degree Committee on the cases falling under the category of (b) & (c).

(x). At (ref. 12.2) add the following words at the end of the para:

"and a member of the concerned faculty belonging to that specialisation nominated by the Director."

(xi). At (ref. 15) insert after the word 'Vice Chancellor' 'On the recommendations of the concerned School Board'.

Pandav Nayak

backward regions.

(vi). It is proposed that students should not be allowed to submit M.Phil. in not less than one and a half years and not more than four years (ref. 5.1).

(vii). The evaluation of research students registered for M.Phil. would comprise two term papers and one written test of essay type to be administered by the University. (ref. 7.1).

(viii). Candidate may be permitted to take up this examination at the regional centres after completion of the course work or after one and a half years of registration whichever is earlier.

(ix). Eligibility for admissions may be relaxed to the following (ref. 4):

(a). Candidates who have secured at least 50% marks in both M.A. and B.A. examinations may also be considered as eligible besides the present requirement of minimum 55% in M.A. only

(b). On evaluation of dissertations the following recommendations have been made (ref. 11):

(i). At (ref. 11.1) the words 'not connected with' be substituted by 'not an employee'.

(ii). (ref. 13) insert after the word 'Vice Chancellor' 'on the recommendations of the concerned School Board'.

Pandav Nayak

DIRECTOR

SOCIOLOGY FACULTY : SCHOOL OF SOCIAL SCIENCES

Sub: Revised Outline of ESO-05 and ESO-06

Sociology Faculty incorporated the suggestions made by the Board of School of Social Sciences. The enclosed outline and content briefs of ESO-05 include the following:-

(a)   Unit 1 is to include the Marxist approach to religion.

(b)   The ritual symbolism in the context of rites and practices of Hinduism are now included in Unit 28 on Life Cycle Rituals - Birth & Marriage.

(c)   In Unit 14 the overlapping with units 10 & 11 has been deleted.

(d)   In Unit 20 a section on the religious organisation - Monastic Order and its interaction with the laity has been added.

(e)   In Unit 21 a discussion on role and impact of Caste on Christianity has been added.

(f)   Unit 22 is specifically devoted to Islam in the revised outline of this course.

(g)   The revised outline of this course has Unit 25 on Sikhism.

(h)   In the revised outline of the course Unit 28 & 29 on Life Cycle Rituals I & Life Cycle Rituals II have been specifically divided into two separate themes. Life Cycle Rituals I deals with Birth and Marriage and Life Cycle Rituals II deals with death.

Where appropriate, works of Indian sociologists have been included in theoretical discussions for e.g. see unit 3, 4 & 5.

The experience with the preparation of the courses ESO-01, ESO-02 and ESO-03 has shown us that in the light of dead-lines and our time schedule for producing the courses, it is more practical and workable to assign one block to one editor. More so, one editor for the whole course may be difficult to find. As it is, Prof. M.N. Srinivas and Prof. T.N. Madan were approached to edit one block each.

But due to their prior commitments, they have not accepted. For ESO-05 <u>Religion and Society</u> the faculty suggests the following Block Editors :-

Block 1 The Study of Religion - Prof. R.K. Jain

Block 2 Perspectives on Religion - Prof. Victor S.D!Souza

Block 3 Religion and Related Aspects - Prof. S.L. Sharma

Block 4 Religious Pluralism - Prof. J.D. Mehra

Block 5 Religious Movements-Medieval and Modern-Dr. C.N. Venugopal

Block 6 Social Significance of Religion - Dr. J.S. Bhandari

A copy of the revised outline of ESO-05 and its content briefs are enclosed here.

Regarding ESO-06, the course content has been so revised that it has now 26 units, divided into seven blocks. A copy is enclosed herewith.

Sd/-

Shobhita Jain

Enclosures:

1. Course Outline of ESO-05 (Revised)

2. Content Briefs for the units in ESO-05 (Revised)

3. Course Outline of ESO-06 (Revised)

Elective Course in Sociology - ESO-05

Course :   Religion and Society

BLOCK 1   THE STUDY OF RELIGION

1. :   Sociology and the Study of Religion

2 :   Evolutionary Theories of Religion

3 :   Functionalist Theories of Religion

4 :   Study of Religious Beliefs

5 :   Study of Religious Symbols

BLOCK II   PERSPECTIVES ON RELIGION

6 :   Comparative Sociological Theories of
       Rituals

7 :   Rites and Practices - I

8 :   Rites and Practices - II

9 :   Civil Religion

10 :   Religion and the Economic Order

11 :   Religion and Politics/State

BLOCK III   RELIGION AND RELATED ASPECTS

12 :   Religious Organisations : Sects and Denominations

13 :   Religious Specialists : Shamans, Priests, Prophets

14 :   Religion : Social Stability and Change

15 :   Fundamentalism Some Case Studies

16 :   Secularism and Secularisation

BLOCK IV   RELIGIOUS PLURALISM

17 :   Religious Pluralism in India as fact and Value

18 :   Religion in Tribal Societies : Two Case Studies

19 :   Basic Beliefs and Social Profiles

20 :   Buddhism and Jainism

21 :   Christianity

22 :   Islam

BLOCK V   RELIGIOUS MOVEMENTS - MEDIEVAL AND MODERN

23 : Medieval Religious Movements I - Shakti and Sufism

24 : Medieval Religious Movements II - Veera Shaivism

25 : Medieval Religious Movements III - Sikhism

26 : Modern Religious Movements I - Arya Samaj

27 : Modern Religious Movements II - Ramkrishna Mission

BLOCK VI   SOCIAL SIGNIFICANCE OF RELIGION

28 : Life Cycle Rituals - I : Birth and Marriage

29 : Life Cycle Rituals - II,: Death

30 : Social Significance of Pilgrimages

31 : Social Significance of Religions Festivals

32 : Communalism and Secularism and Fundamentalism

Video Programmes

1. Religious Symbols, referring to Unit 5 of Block I

2. God's Men, referring to Unit 13 of Block 3

3. Theater of Ritual, referring to Unit 18 in Block 4

4. Rites of Passage, referring to Units 28 and 29 of Block 6

Audio Programmes

1. Why Study Religion, referring to Unit 1 of Block 1

2. Are we Religious? (Civil Religion), referring to Unit 9
                       of Block 2

3. The World Within (Seets and Denominations), referring to
                       Unit 12 in Block 3

4. Mahavira and Buddha (Jainism and Buddhism) referring to
                       Unit 20 of Block 4

5. Jesus Christ and Mohammed (Christianity and Islam), referring
                       to Unit 21 of Block 4

6. Five Symbols of Sikhism, referring to Unit 25 of Block 5

7. The Paramhamsa, referring to Unit 27 of Block 5

8. What are we celebrating? (Festivals), referring to Unit 31 of
                       Block 6

RELIGION AND SOCIETY : ESO-05

Content Brief of Each Unit

Block-1   The Study of Religion

Unit 1 :   Sociology and the Study of Religion

(i)   Religion is a social phenomena and therefore a perfect field of sociological study and analysis.

(ii)   A sociological definition of religion

(iii)   The characteristics of religion :

- a group phenomena
- concern with the sacred and supernatural
- a body of belief
- a set of practices
- moral prescriptions

(iv)   The relationship between religion and magic

(v)   The development of the sociology of religion

(vi)   Religion explained by theologians as well as social scientists

(vii)   The Marxist Approach to Religion

Unit 2 : Evolutionary Theories of Religion

(i)   Social scientists' explanations of religion : evolutionary theories of the middle and late nineteenth centuries (naturistic school, animistic school)

(ii)   Views of Muller, Frazer, Tyler, Spencer, Marett regarding the origins of religion

(iii)   Critique of evolutionary theories

Unit 3 : Functionalist Theories of Religion

(i)   The rejection of evolutionism also involved the repudiation of historical analysis in favour of organic functionalism by Durkheim.

(ii)   Durkheim's classic study The Elementary Forms of Religious Life (1915) (focus on the religion of the Australian aborigines.

(iii)   Critique of Durkheimian approach to religion and critique of functionalist approach to religion on the whole - leading to the study of religion in terms of beliefs and symbols.

(iv)   M.N. Srinivas' study of the Coorgs as an example of the functionalist approach to religion.

Unit 4 : Study of Religious Beliefs

(i)   Views of Levy-Bruhl on the mode of thought of preliterate people (as a conceptual link between Durkheim and later writers on religion)

(ii)   Distinction between belief and ritual

(iii)   Evans-Pritchard's structural, comparative and historical approach to religion, example, his study of the Azande (1937), Nuer Religion (1956)

(iv)   Religious beliefs in literate socieites, as studied by Weber

.   Underlying theme of Weber's sociology of religion - the notion of rationalisation (the increasing systematisation of religious ideas and concepts, the growth of ethical rationalism, the progressive decline of ritual and 'magical' element in religion)

.   Weber's work on the Protestant ethic

.   Weber's discussions of the religions of China, India and ancient Palestine

.   Weber's essay on The Sociology of Religion

(v)   Critique of Weberian approach to religion is mainly concerned with the relationship between religions.

(vi)   An example of Religious Beliefs - D.N. Majumdar

Unit 5 : Study of Religious Symbols

(i)   Discussion of both theoretical and ethnographic studies of religious symbols. Including Ananda K. Coomaraswamy.

(ii)   What is meant by `Symbol' ?

- Cassirer — language and symbolism as the essential characteristics of human culture.

- distinction between a sign and a symbol — Raymond Firth and Edmund Leach

(iii)   Structuralist and social — structural approaches to the study of symbols (Leach and Douglas, Veena Das, R.S. Khare)

(iv)   - Structural approach, example, Ray Willis's Man and Beast

- Social — structural approach, example, Mary Douglas's Natural Symbols

(v)   Ritual symbolism and social structure — Turner's study of Ndember religious life

(vi)   Religious symbols as intrinsically linked to "the problem of meaning — Clifford Geertz's views on religious symbols.

Block-2   Perspectives on Religion

Unit 6   : Comparative Sociological Theories of Rituals

(i)   Definition of ritual

(ii)   Significance of the study of ritual

(iii)   Sociological Theories of ritual : Durkheim, Malinowski, etc.

(iv)   Significance of ritual in religions such as, Islam, Hinduism, Christianity, Buddhism, Judaism.

Unit 7   : Rites and Practices — I

(i)   Definition of rites and description of types

(ii)   Classification of rites and practices

Unit 8   : Rites and Practices — II

(i)   Sociological significance of rites and practices with illustration from different societies

(ii)   Rituals related with birth, marriage and death found in different societies. e.g. African tribes, Trobriand Islanders, etc.

(iii) Rituals related with birth and marriage found in Indian societies. Some examples from Hindu and Muslim rituals

Unit 9 : Civil Religion

(i) What is civil religion ?

(ii) Features of civil religion

(iii) Various dimensions of civil religion

(iv) A short description of a case study (if present)

Unit 10 : Religion and the Economic Order

(i) Role of religion in society

(ii) Relationship between religion and the Economic Order

(iii) Give the reflections of sociologists like Marx and Weber. Give Weber in detail to show the link between religion and the economic order

Unit 11 : Religion and Politics/State

(i) Relationship between religion and politics

(ii) How religion affects politics/State ? Some details on Theocratic states like Pakistan and Secular states like India.

(iii) Concept of secularism with special emphasis on Indian state

(iv) Communalism in India

(v) Impact of state/politics on religion

Block-3   Elements of Religion

Unit 12 : Religious Organisations : Sects and Denominations

(i) What are religious organisations ? Definition of sects, cults and denominations and their relation with the main religion.

(ii) The distinction between sects, cults and denominations.

(iii) Some examples of sects, cults and denominations in the world, as well as in India.

Unit 13 : Religious specialists : Shamans, Priests, Prophets

    (i)   Who is a religious specialist ?

    (ii)   Distinction between shamans, Priests and Prophets

    (iii)   Views of the social Anthropologists and sociologists on the role and significance of religious specialists in different societies; such as Robertson Smith, Durkheim and Malinowski.

    (iv)   Contemporary research on religious specialists

        —   how they are recruited
        —   their role in relation to the ordinary public Religious elites and the social order

Unit 14 : Religion : Social stability and Change

    (i)   Religion and the social order

    (ii)   Impact of religion on society : development of sects, cults and denominations

    (iii)   Religion and social change in the context of social, economic and political conflicts.

Unit 15 : Fundamentalism : Islam in Iran and Protestantism in the U.S.A.

    (i)   Define fundamentalism ?

    (ii)   Dimensions of fundamentalism

    (iii)   Fundamentalism in Iran — Various aspects

    (iv)   Fundamentalism in U.S.A. amongst the Protestants

    (v)   Society and fundamentalism

Unit 16 : Secularism and Secularisation

    (i)   Define secularism and distinguish from secularisation

    (ii)   the emergence and growth of the concept of secularism in the West

    (iii)   secularism in the Indian context

        —   the emergence of secularism in modern India
        —   official context and as found in reality

    (iv)   the process of secularisation with examples, especially from India.

Block-4 Religious Pluralism

Unit 17 : Religious Pluralism in India as fact and value

    (i)   Religious pluralism in India : a general description with illustration

    (ii)   Religion as a Fact : the secular status of India. What it means according to the constitution

    (iii)   Religion as a Value : the impact of religion on Indian economy and polity and other social fields.

Unit 18 : Religion in Tribal Societies : Two Case Studies

    (i)   Features of tribal religion

    (ii)   The description of the significance of religion in the social structure of the tribes through two case studies

    (iii)   Religion and its link with social change in tribal societies, such as Tana Bhagat movement, Birsa Munda Movement, etc.

Unit 19 : Basic Beliefs and Social Profiles

    (i)   Hinduism : Basic beliefs and social profiles

    (ii)   Islam : Basic beliefs and social profiles

    (iii)   Sikhism : Basic beliefs and social profile

    (iv)   Zoroastrianism : Basic beliefs and social profile.

Unit 20 : Buddhism and Jainism

    (i)   Buddhism : Socio-historical background basic tenets and socio-religious Practices. The main sects of Buddhism with illustrations from different societies, such as India, Sri Lanka, China, Japan.

    (ii)   Jainism : Socio-historical background Basic tenets and socio-religious practices. The main sects of Jainism with suitable examples.

    (iii)   The religious organisation of these religions — Monastic Order and its interaction with the laity.

Unit 21 : Christianity

(i)   Chief sources and beliefs in Christianity

(ii)   Basic tenets of Christianity Teachings of Jesus Christ

(iii)   the main elements of Christian worship

(iv)   the characteristic features of the Christian Church

(v)   some significant features about Christians in India. Role and impact of caste.

Unit 22 : Islam

(i)   Chief sources and beliefs in Islam

(ii)   Basic tenets of Islam

(iii)   The main sects and divisions of Islam

(iv)   Islam and its social organisation

(v)   Role and impact of caste on the Muslim Communities in India.

Block-5   Religious Movements – Medieval and Modern

Unit 23 : Medieval Religious Movements I – Bhakti and Sufism

(i)   Social background in which the Bhakti and the Sufi Movement emerged, i.e. Hinduism

(ii)   Medieval Movements in India

(iii)   Bhakti tradition in the South

(iv)   Bhakti tradition in the North

(v)   Sufism and its basic tenets

(vi)   Sufism and Bhakti

Unit 24 : Medieval Religious Movements II - Veera Shaivism

    (i)   Historical and social background of Veera Shaivism

    (ii)   the basic tenets of Veera Shaivism

    (iii)   the description of the ideas and practices

    (iv)   Its impact on the existing society of Veera Shaivism.

Unit 25 : Medieval Religious Movements III - Sikhism

    (i)   Socio-historical background of Sikhism

    (ii)   Basic tenets of Sikhism

    (iii)   Who is a Sikh ? A short description of the practices followed by the Sikhs e.g. wearing the 5 ks., not drinking or smoking etc.

    (iv)   Various divisions in Sikhism and their description

    (v)   Impact of Sikhism on existing society.

Unit 26 : Modern Religious Movements I - Arya Samaj

    (i)   The socio-historical background of Arya Samaj

    (ii)   Why it emerged and who was its founder ? A brief description about the founder Dayanand Saraswati

    (iii)   Major ideas of Arya Samaj. Why it is called Arya Samaj ?

    (iv)   Its impact on the existing society.

Block-6   **Social Significance of Religion**

Unit 28   Life Cycle Rituals I : Birth and Marriage

    (i)   What are life cycle rituals ?

    (ii)   Concept of pollution related with birth. The distinction between the sacred and profane. Van Gennep's views on rites de passage.

    (iii)   Rituals related with birth and marriage found in Indian societies. Some examples from Hindu and Muslim rituals.

Unit 29 : Life Cycle Rituals II – Death

    (i)   Concept of pollution related with death

    (ii)   Life cycle rituals related with death found in Indian societies especially amongst the Hindus and the Muslims.

Unit 30 : Social significance of Pilgrimages

    (i)   What are pilgrimages ?

    (ii)   The social significance of pilgrimages

    (iii)   Socio-historical background of pilgrimages, especially in India.

Unit 31 : Social Significance of Religious Festivals

    (i)   What are religious festivals ?

    (ii)   Description of some major religious festivals especially in India. Give its economic and socio-cultural significance.

    (iii)   Social significance of religious festivals in society with special reference to national integration in India.

Unit 32 : Communalism, Secularism and Fundamentalism

    (i)   Definition of Communalism, secularism and fundamentalism

    (ii)   Communalism and its various dimensions

    (iii)   Secularism and its various dimensions

    (iv)   The linkage between communalism, secularism and fundamentalism in various societies with special reference to Indian situation.

Elective Course in Sociology - ESO-06

Course-6 : Social Problems in India

BLOCK-I	SOCIAL FRAMEWORK
1.	Social Transformation and Problems
2.	Approaches and Alternative Paradigms
3.	The Indian Context
BLOCK-II	STRUCTURE IN TRANSITION-I
4.	Social Demography
5.	Migration
6.	Urbanisation
BLOCK-III	STRUCTURE IN TRANSITION-II
7.	Unemployment
8.	Labour : Industrial
9.	Labour : Rural
10.	Labour : Women and Children
BLOCK-IV	PATTERNS OF DEPRIVATION AND ALIENATION
11.	Poverty and its Social Dynamics
12.	Crime and Delinquancy
13.	Drug Addiction and Alcoholism
14.	Violence and Terrorism
BLOCK-V	IDENTITY, DIGNITY AND SOCIAL JUSTICE-I
15.	Children
16.	Youth : Identity and Alienation
17.	Women
18.	Aged