

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



University of Mysore
(Estd.1916)

M.A. CHRISTIANITY

**Choice Based
Credit System
(CBCS)**



Programme Details



UNIVERSITY OF MYSORE
Department of Studies in Christianity
Manasagangotri, Mysuru-570006

Regulations and Syllabus
Master of Christianity
(Two-year semester scheme)

Under
Choice Based Credit System (CBCS)



CHAIRMAN
BOS in Christianity
Manasagangotri
MYSORE-570 006

UNIVERSITY OF MYSORE

GUIDELINES AND REGULATIONS LEADING TO MASTER OF CHRISTIANITY (TWO-YEAR SEMESTER SCHEME UNDER CHOICE BASED CREDIT SYSTEM (CBCS))

Programme Details

Name of the Department	:	Department of Studies in Christianity
Subject	:	Christianity
Faculty	:	Arts
Name of the Programme	:	Master of Arts in Christianity
Duration of the Programme	:	2 years divided in to 4 semesters

Programme Outcome

On successful completion of this program, the student will be able:

- To innovate and develop a networking towards National Integration, peace Education, Education for Moral Rearmament and Empowerment.
- To facilitate the inter faith dialogue meetings with a global perspective.
- To act as an agent of harmony and peace.
- To facilitate over-all learning in withdrawal from didactic pedagogies and experimenting with comprehensive and holistic techniques, integrating values, media, societal expectations, influence of rich cultural heritages, comparative religious perspective for a value –based new social order.
- To equip the students to face today's challenges which call for an intrinsic connectedness with the value of peace, compassion and co-existence for a sustainable development, strengthening our commonalities, preserving and reconciling our particularities within one broader community.
- To create the religious-harmony, peaceful co-existence, co-operation and collaboration, eco-spirituality, feminism and social leadership.

Programme Specific Outcomes



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

1. Demonstrate biblical literacy including historical, contextual, and literary parameters, and principles of biblical interpretation.
2. Know and integrate the historic doctrines of the Christian faith.
3. Integrate learning with the people, events, and ideas that have shaped the Christian faith in the past.
4. Know the basic parameters of the Christian world-view.
5. Understand the implications of commitment to Jesus Christ through development of personal character, engagement of society and communal responsibility reflected in a lifestyle consistent with biblical principles.
6. Apply their education to the church, in both its local and global contexts, as servant leaders.

MASTER'S DEGREE IN CHRISTIANITY

I Semester

Sl. No	Title of the Paper	Hard Core / Soft-Core / Open Elective	No. of Credits
1	Study of the Old Testament (Pentateuch)	Hard Core	4
2	Gospels of Mathew and Mark	Hard Core	4
3	Comparative study of Religions	Hard Core	4
	Any two Soft Core		
4	Essentials of Indian Christian Theology	Soft Core	4
5	Communication, Spirituality and Theology	Soft Core	4
6	Christian Mysticism in Indian Context	Soft Core	4

II Semester

Sl. No	Title of the Paper	Hard Core / Soft-Core / Open Elective	No. of Credits
1	Prophetic and Poetical Writings of Old Testament	Hard Core	4
2	Gospels of Luke and John	Hard Core	4
3	Minor Project / Dissertation	Hard Core	4
	Any one Soft Core		
4	Church in the Modern World	Soft Core	4
5	Samskaras and God Experience	Soft Core	4
6	Globalization & Ecosophy	Open Elective	4

III Semester

August

Sl. No	Title of the Paper	Hard Core / Soft-Core / Open Elective	No. of Credits
1	Theology of Liberation	Hard Core	4
2	Pauline Theology and Spirituality	Hard Core	4
	Any two Soft Core		
3	Research Methodology	Soft Core	3
4	Culture and Christianity	Soft Core	3
5	Communication, Media and Values	Soft Core	3
6	Study of the Major World Religions	Open Elective	4

IV Semester

Sl. No	Title of the Paper	Hard Core / Soft-Core / Open Elective	No. of Credits
		Open Elective	
1	Christianity and Inter – Religious Dialogue in India	Hard Core	4
2	Social Concerns of Christianity	Hard Core	4
3	Major Project	Hard Core	6
	Any One Soft Core		
4	Indian Christian Theology	Soft Core	4
5	Enculturation in India	Soft Core	4
6	Feminism and Social Leadership	Open Elective	4

FIRST SEMESTER

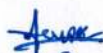
COURSE-I: STUDY OF THE OLD TESTAMENT (PENTATEUCH)

Course outcome

- To mesh the text of the Old Testament with its historical background.
- To apply the Old Testament into his present context with a clear appreciation for its use in its historical context.
- To demonstrate a desire to respond to the message of the studied book
- To be familiar with understand the major themes of the selected book

Pedagogy

- Lecture
- Tutorial
- Practical
- Interview
- PPT



COURSE CONTENT

1. Introduction to the Old Testament
2. Book of Genesis
3. Book of Exodus
4. Covenant Theology

Bibliography

1. Brueggemann Walter, Old Testament Theology, Fortress Press, 1992.
2. Ceresko, The Old Testament, -A Liberative Perspective, St. Paul's Publications, Mumbai, 1993.
3. Geory Fohrer, Introduction to the Old Testament, London 1975.
4. Soggin, J.A, Introduction to Old Testament, London 1975.
5. Stevens, W.W. A Guide to the Old Testament Study, Tennessee, 1974.

COURSE-II: GOSPELS OF MATHEW AND MARK

Course outcome

- To discover the different literary genres, the historical context and background of the Gospels.
- To engage with the major questions raised in the academic study of the New Testament.
- To engage with the key themes in theology of each book.
- To consider critically the reformative value of the NT in the current Indian context.

Pedagogy

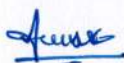
- Lecture
- Tutorial
- Practical
- Interview
- PPT

COURSE CONTENT

1. General Introduction to the Gospels
2. The Gospel according to Mark
3. The Gospel according to Matthew .Part- I
4. The Gospel according to Matthew. Part -II

Bibliography

1. Anderson, J.C. - Moore, S.D., Mark and Method. New Approaches in Biblical Studies, Minneapolis, Fortress, 1992.
2. Brown, R.E., An Introduction to the New Testament, ABR Library, Bangalore, TPI, 2001.
3. Kingsbury, J.D., The Christology of Mark's Gospel, Philadelphia, Fortress, 1989.



4. Naluparayil, J.C., The Identity of Jesus in Mark, SBFAn 49, Jerusalem, Franciscan Printing Press, 2000.
5. Sabourin, L.: The Gospel According to Matthew 2 Vols, Bombay, 1982)

COURSE-III: COMPARATIVE STUDY OF RELIGIONS

Course outcome

- To equip students to understand other faiths and display the ability to undertake a reflective comparative analysis of various religious categories across various faiths addressed within the module.
- To enable students to think critically on how life issues are approached and addressed in various religions
- To enable students to learn to engage with people of other faiths sympathetically and intelligibly through various methods
- To enable students to recognize, assess and participate in issues involved in appreciating the commonness and differences in human communities.

Pedagogy

- Lecture
- Tutorial
- Practical
- Interview
- PPT

COURSE CONTENT

1. The Nature, Scope, Aim, Approaches and Goals of the Comparative Study of Religions
2. The Basic Features of Religions
3. The Holy Scriptures and Sacred Writings of Religions
4. The Beliefs, Rituals, Practices and Festivals in Religions

Bibliography

1. Christopher Augustus Bixed Tirkey , Major Religions of India, ISPK, 2001.
2. Issac Padinjarekuttu, Challenges to Religions, Church and theology, St. Paul's Mumbai, 2008.
3. Leonard J Biallas, World, World Religions , A Story Approach, Twenty-Third Publication, Mystic, Connecticut, 1991.
4. S.J. Samartha , One Christ Many religions, New York, Orbis Books, 1991.
5. Tiwari, Kedarnath, Comparative Religion, Motilal Banarsidass Publishers Private Limited, Delhi, 2004.

COURSE-IV: ESSENTIALS OF INDIAN CHRISTIAN

THEOLOGY

Course outcome

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- To enable learners to have a comprehensive knowledge about the Indian Christianity Theology
- To help learners to relate the regional history of Christianity with the history of the church worldwide.
- To enable learners to understand the development of Indian Christianity from various socio-cultural and political contexts.
- To help learners understand the contribution of Indian Christian theology towards the uplift of society around the world.

Pedagogy

- Lecture
- Tutorial
- Practical
- Interview
- PPT

COURSE CONTENT

1. Theology in the History of the Church
2. Indian Christian Theology
3. Sources of Theological Tradition
4. Essential Requirements in the Formulation of Indian Christian Theology.

Bibliography

1. Amaladoss, T.K.John, Theologizing in India, TPI, Bangalore, 1973.
2. Boyd Robin, Indian Christian Theology, ISPCK, 1998.
3. Boyd Robin, Khristadvaita, CIS, 1977.
4. Neuner Joseph, Walking with Him, GSP, Gujarat, Sahitya Parishat, 1989.

COURSE-V: COMMUNICATION, SPIRITUALITY AND THEOLOGY

Course outcome

- To learn to define a comprehensive understanding of the principles of communication
- To develop positive situation and creating a good relationship among all people.
- To facilitate students for valuable interdisciplinary and intercampus discussions facilitating collective decision. Since this communication is participative in nature.
- To convey their feelings, beneficial suggestions and opinions and the work-related in the assessment making procedure.

Pedagogy

The pedagogy of teaching-learning involves three components.

- Lectures with intellectual inputs form the first component.
- This method provides Receptive Instructions to students.
- The second component is the tutorials.
- This method provides Directive Instructions to students.

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- The third major component is the practical orientation with skills and participatory learning works.
- This method involves Exploratory Instructions.

COURSE CONTENT

1. Human Communication: Process, Models, Category.
2. History of Communication
3. Mass- Media, Group- Media , Multi-Media
4. Communication Theology and Spirituality

Bibliography

1. Desmond A.D.Abreo, Voice to the People, Communication for social Change, Culture and Communication, Madras Loyala College, 1990.
2. Gaston, Roberge, The Faithful Witness, On Christian Communication, Anand, Gujarat Sahitya , Praskash, 1999.
3. Jacob Parapally, Theologizing as Communication Towards A Communication of Theology, Joseph Palakeel ed, Bangalore, Asian Trading Corporation , 2003.
4. Martin, Carlo, Communicating Christ to the World, Philippine Edition, Manila, Claretians, 1996.
5. Saturino Dias Mario, Evangelization and Social Communication, St. Paul Publication, Delhi, 2000.

COURSE-VI: CHRISTIAN MYSTICISM IN THE INDIAN CONTEXT

Course outcome

- Mysticism is the highest stage of religious practice
- How one can attain this stage in the Indian context
- Indian mystics can become examples for a Christian in the path

Pedagogy

- Learner-centric and activity based learning approaches are taught in this programme.
- Inclusiveness and equity are major steps adopted by allowing every student to participate in class-room discussions and answering questions are major methods in the teaching-learning practice.

COURSE CONTENT

1. Introduction to Mysticism: Its Definition Characteristics, Scope and Methods
2. Universal Call to Mysticism
3. Hindu- Christian Meeting Point in Mysticism
4. The Mystical Dimensions of: Contemporary Christian Mystics, Contemporary Indian Mystics.

Bibliography

1. E. Allison Peers, Complete works of St. Teresa, Sheed and Ward, London, 1978.
2. Evelyn Underhill, Mysticism, One World Publications, Oxford, England 1993.
3. S.N. Dasgupta. Hindu Mysticism, Motilal Banarsidass, Delhi, 1987.
4. Ursula King, Christian Mystics, Their Lives and Legacies throughout the Ages , Routledge, Taylor and Francis Group, London, 2001.

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5. Werner Karel (Ed) The Yogi and the Mystic Studies in Indian and Comparative Mysticism, Curzon Press, Surrey, TW9. 2QA. 1989.

SECOND SEMESTER

COURSE-I: PROPHETIC AND POETICAL WRITINGS OF OLD TESTAMENT

Course outcome

- To learn the mission of the prophets in the Bible
- To learn the contribution of the prophets in the Bible
- To discover and appreciate the literary diversity of the Prophetic books.
- To become familiarized with the primary themes of the Poetical writings Old Testament and their reformative value.

Pedagogy

- It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.
- The pedagogy involves meaningful incorporation of teaching and learning materials in addition to use of text books and reference works.

COURSE CONTENT

1. History of Prophetic Traditions and Books
2. Prophetic Literature
3. Wisdom Literature
4. Books of Psalms

Bibliography

1. Allen Leslie C., Word Biblical Commentary, Psalms 101-150, Waco, 1983.
2. Clements, R.E., Prophecy and Covenant, London, 1965.
3. Grenshaw, J.L., Old Testament Wisdom, An Introduction, London, 1982.
4. Scott, R.B.Y., The Relevance of the Prophets, New York, 1978.
5. Von Rad, Gerhard, The Message of the Prophets, London, 1973.

COURSE-II: GOSPELS OF LUKE AND JOHN

Course outcome

- To be moved to respond to the message of the studied book.
- To understand the major themes of the selected book.
- To interpret the text under examination using exegetical skills.
- To apply critical thinking to wider aspects of life.

Pedagogy

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- This PG programme has been designed in such a way to make use of different teaching strategies(or) methods by properly sequencing and organising the course contents.
- For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.

COURSE CONTENT

1. The Gospel according to Luke Part –I
2. The Gospel according to Luke Part –II
3. The Gospel according to John Part –I
4. The Gospel according to John Part –II

Bibliography

1. Awit, Michel, Follow me, St. Luke's Teaching, Alexandria, 1979.
2. Ellis, P., The Genius of John, Minnwaor 1985.
3. Fitzmeyer, Joseph, The Gospel According to Luke, New York 1984.
4. Richardson, Neil, The Panorama of Luke, London 1982.
5. Temple, W, Reading in St. John's Gospel, London 1976.

COURSE-III: MINOR PROJECT

Course outcome

- To enable to write a small scientific report
- To learn a particular topic more
- To learn to present a paper
- To learn the methodology

Pedagogy

Learning together is promoted by giving group projects and field-work based investigations/surveys.

COURSE CONTENT

COURSE-IV: CHURCH IN THE MODERN WORLD

Course outcome

- To understand various models and principles of church organization.
- To understand various models and principles of church administration.
- To enable the church leaders to understand their church polity and their administrative responsibilities for effective ministry.
- To critically evaluate the polity and administrative practices of the church so as to bring changes wherever necessary.

Pedagogy

The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. General Understanding of the Church
2. Models of the Church in History Part-1
3. Models of the Church in History Part-II
4. Church of the Poor and with the Poor

Bibliography

1. Amalorpavadoss, D., The Indian Church in the Struggle for a New Society, Bangalore, 1981
2. Desrochers, J., The Social Teaching of the Church, Bangalore 1982.
3. Dorr, D., Option for the Poor, A hundred years of Vatican Social Teaching, Dublin 1983
4. Dulles, Avery., Models of the Church, New York, 1987.
5. The Dogmatic Constitution of Vatican II, Lumen Gentium.

COURSE-V: SAMSKARAS AND GOD

EXPERIENCE

Course outcome

- Sacraments of any religion are outward sign of inward grace
- To know the purpose and meaning behind the sacraments
- To be able to receive sacraments with full understanding

Pedagogy

The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. Sacraments of Initiation and related Samskaras of Other Indian Religions
2. Sacraments of Reconciliation and related Samskaras in Other Indian Religions
3. Marriage and Family Life in Christianity and in Other Indian Religions
4. Anointing of the Sick and the Healing Power of Listening

Bibliography

1. Paguio, W.C., Notes on Sacraments and Sacramentals, 2nd edition, Philippines. St. Paul Publication, 1991.
2. Bermgo, Luis M., Towards Christian Union, Gujarat Sahitya Prakash, 1983.
3. Stacey D., Keeping the fire Burning, Basic Books, New York, 1988.
4. Vaillancourt Raymond, Toward a Renewal of Sacramental Theology, The Liturgical Press, Minnesota, 1981.
5. Westman, W.H., The Sacraments of Orders and the Clerical State, Bangalore, TPI, 1999.

OPEN ELECTIVE

COURSE-VI: GLOBALIZATION AND ECOSOPHY

Course outcome

- To know the effects of globalization
- To find ways and means to reduce the negative effects of Globalization
- To learn the problems and solutions to the ecological problems
- To love nature and to promote ecology

Pedagogy

It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.

COURSE CONTENT

1. Meaning, Ideology, Historical look and Material factors of Globalization
2. The Effects of Globalization in General – a Critical Look
3. Ecology and Ecological impacts of Globalization
4. From Negative Globalization to Positive Globalization

Bibliography

1. Brij Gopal, P.S. Pathak, K.G Saxena, P.S. Ramaka, Ishwan, Ecology today, an anthology of Contemporary Ecological Research..
2. Hermene.Daly, Ecological Economics and the Ecology of Economics: Essays in Criticism.
3. Jan aart Scholte, Globalization: A Critical Introduction.
4. Shashi Kumar, Human Ecology for Globalization, Human Ecology in Action.
5. Steven Vertovec m Darrell Addison Posey, Globalization, Globalism, Environment and Environmentalism, and Consciousness.

THIRD SEMESTER

COURSE-I: THEOLOGY OF LIBERATION

Course outcome

- To orient students with the basic themes of theology of Liberation of the Church
- To understand the major doctrines of theology of Liberation
- To understand the historical contexts of the formulation of contextual theologies
- To understand the significance of contextual theology today.

Pedagogy

It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.

COURSE CONTENT

1. History of Liberation Theology
2. Focus, Context, Feature main themes and Sources of Liberation Theology
3. Biblical Theology for Liberation for India

A. S. S.

4. Christology for India, the Jesus of Faith.

Bibliography

1. Azevedo Marcello, Basic Ecclesial Communities in Brazil, Washington, D.C. Georgetown, University Press. 1987.
2. Boff, Clodovis, Theology and Praxis, Epistemological Foundations, Translated by Robert R. Barr. Maryknoll, Orbis 1987.
3. Cook, Guillermo, The Expectation of the Poor, Latin American Basic Communities in Protestant Perspective, Maryknoll, Orbis, 1985.
4. Dussel, Enrique, A History of the Church in Latin America Colonialism to Liberation, Grand Rapids, Eerdmans, Philosophy of Liberation, Maryknoll, Orbis, 1985.
5. Gutierrez, Gustavo, We drink from Our Own Wells, The Spiritual Journey of a People, Maryknoll, Orbis, 1984.

COURSE-II: PAULINE THEOLOGY AND SPIRITUALITY

Course outcome

- To understand the personality and roles of a St. Paul's life
- To acquire comprehensive knowledge of St. Paul's ministries
- To understand diverse challenges of St. Paul's ministries
- To effectively handle various issues in their Christian ministries

Pedagogy

- It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.
- The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. St. Paul – The Moral Pilgrim
2. Pauline Theology
3. Pauline Spirituality
4. Apostle Paul the Daring Missionary

Bibliography

1. Chakkalakal Paul, Discipleship, A Space for Women's Leadership? , Mumbai, Pauline Publications, 2004.
2. Ellis Peter F., Seven Pauline Letters, Collegeville, The Liturgical Press, 1984.
3. Kizhakkeyil Sebastian, ed., St. Paul, His Apostolate, Vision and Theology, Ujjain, ISA Darsan Kendra, 2001.
4. Kizhakkeyil Sebastian, The Pauline Epistles, An Exegetical Study, Mumbai, St. Paul Publication, 2006.

Course

5. Luke K., The TPI Companion to the Bible-Vol.II , Bangalore , Theological Publications in India 1994.

COURSE-III: RESEARCH METHODOLOGY

Course outcome

- To learn research skills, the use of library resources, internet.
- To demonstrate the skills of reading, summarizing and comprehension.
- To develop reporting, evaluation and independent thinking.
- To demonstrate an introductory grasp of the skill of academic writing.

Pedagogy

It provides enough opportunity to the students to acquire knowledge on general ability to do research.

COURSE CONTENT

1. Introduction
2. Scientific work
3. Research Presentation
4. Writing the Research Report

Bibliography

1. Albanch Ralph M, Thesis Writing, A Guide to Scholarly Style, Little field, Adams & Co, 1957.
2. Antony Joseph, Methodology for Research, TPI, Bangalore, 1986.
3. Dominic, Methodology of Study and Scientific Work, Always, 1965.
4. John Peter S & Henry Jose, Methodology for Research, St. Peters Pontifical Institute, Bangalore, 2003.
5. Sebastian Periannan, Social Research Methodology, An Introduction, Department of Christian Studies, University of Madras , Chennai, 2003.

COURSE-IV: CULTURE AND CHRISTIANITY

Course outcome

- To critically study the concepts of cultural anthropology in the light of Christian missions.
- To assist them to gain insights into different dimensions of culture and their functions in order to understand it more effectively
- To apply principles of anthropology for Christian missions Learning Outcomes
- To grasp the basic principles of cultural Anthropology in the multicultural context of India

Pedagogy

It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.

COURSE CONTENT

1. Origin and Development of the Concept of Culture
2. Basic Components of Culture

3. Basic Categories of Culture
4. Attitude to Culture in the History of the Church

Bibliography

1. Amalorpavadass, Indian Christian Spirituality, NBCLC, Bangalore, 1982.
2. Greestg Clifford, The Interpretation of Cultures, New York, Basic Books, 1973.
3. Kraft Charles H., Christianity in Culture, Orbis Book, New York, 1980.
4. Krocher and Kluckhan, Culture, A Critical Review of Concept and Definitions, New York, 1952
5. Neibhur H.R., Christ and Culture, Harper and Row, New York, 1981.

COURSE-V: COMMUNICATION, MEDIA AND VALUES

Course outcome

- To understand importance of communication in Christian ministry
- To enable the learners use communication skills in the Christian ministry
- To use various communication media in Christian ministry
- To equip the art of accountancy in Christian ministry

Pedagogy

- Learner-centric and activity based learning approaches are taught in this programme.
- Inclusiveness and equity are major steps adopted by allowing every student to participate in class-room discussions and answering questions are major methods in the teaching-learning practice.
- It is needless to mention that the use of digital technology (ICT enabled teaching-learning) is a part of the pedagogy in the twenty-first century teaching of the faculty in the University of Mysore.

COURSE CONTENT

1. Basic Human Communication
2. Communication and Culture
3. Communication and its Mass- Media
4. Communication , Values and Community

Bibliography

1. Eilers Joseph, Introduction Church and Social Communication, 1986.
2. Eilers, Franz- Josef, ed, Church and social Communication in Asia , Manila, Philippines,
3. Eiles Joseph Franz, Communication in Community.
4. Federation of Asia Bishops, Conferences of Social communication, 1999.
5. Saturino Dias Mario, Evangelization and Social Communication, St. Paul Publication, Delhi, 2000.

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COURSE-VI: STUDY OF MAJOR WORLD RELIGIONS

Course outcome

- To gain an overview of origin and development of major religious and secular movements of India.
- To discover or rediscover theological tools to understand and interpret religious phenomenology
- To respect the other religions in the secular world
- To create communal harmony and inter-religious co-operation

Pedagogy

- This PG programme has been designed in such a way to make use of different teaching strategies(or) methods by properly sequencing and organising the course contents.
- For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
- The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. General Introduction: Approaches to World Religions, through awareness and appropriation of stories
2. Role of Sacred Writings in World Religions through narrative history, parable and myth
3. Broad outlines of World's Major Religious Traditions
4. Subjective, Spiritual dimension of religions through Magnification, Exemplification and appropriation of stories and human witness

Bibliography

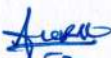
1. Ignacz Goldzisher, Muslim Studies, Chicago, 1966.
2. Lenard J, Biallas, World Religions, A Story Approach, Twenty- Third Publications, Mystic, Connecticut, 1991.
3. Paul F, Knitter, Without Buddha, I Could not be a Christian, Oxford, 2009.
4. S.J. Samartha, One Christ Many Religions, New York, Orbis Books, 1991.
5. Terrence. J. Rynne, Gandhi and Jesus: The saving Power of Non-Violence, Bangalore, Asian Trading Corporation, 2008.

FOURTH-SEMESTER

COURSE-I: CHRISTIANITY AND INTER RELIGIOUS DIALOGUE IN INDIA

Course outcome

- To equip with knowledge of various approaches.
- To prepare to evaluate various approaches.



- To learn to evaluate the various taxonomies, particularly in view of the contemporary contextual realities.
- To apply their knowledge and evaluation, for their own approach to inter-religious discourse.

Pedagogy

- This PG programme has been designed in such a way to make use of different teaching strategies(or) methods by properly sequencing and organising the course contents.
- For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
- The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. The Emerging Christian Theology of Inter-Religions Dialogue.
2. The Uniqueness and Universality of Jesus Christ in the Context of Inter-Religions Dialogue.
3. The Christian Understanding of Other Religions, As a Result of Dialogue and the Collective thinking of the Indian Church on Issue of IRD
4. The Post-Conciliar Praxis of Dialogue at Christian Ashrams and Inter-Religious Centres

Bibliography

1. Accattoli, L, John Paul II, A Biography, Mumbai, St. Paul Publication, 2001.
2. Akbar, M.J., The Shade of Swords, Jihad and the Conflict between Islam and Christianity, London, 2002.
3. Amaladoss, M, Making Harmony, Living in a Pluralistic World , Chennai, IDCR, 2003.
4. Ananda, A Hindu, Christian Dialogue, Indian Publication, 2005.
5. Stanislaus, I, Prophetic Dialogue, Pune, Ishvani Kendra, 2003.


COURSE-II: SOCIAL CONCERNS OF CHRISTIANITY

Course outcome

- To carefully develop biblical principles which can be applied to contemporary social and medical issues.
- To apply biblical principles within a particular social and cultural situation.
- To articulate the moral teachings of the Church in ways that are meaningful in a pluralistic society. To develop effective ways to communicate moral principles to our secular culture.

Pedagogy

- This PG programme has been designed in such a way to make use of different teaching strategies(or) methods by properly sequencing and organising the course contents.



- For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
- The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. Social Dimension in the New Testament.
2. Social Teachings before II Vatican Council
3. Social Teachings after the II Vatican Council
4. Application in the Indian Context.

Bibliography

1. Barclay William, The Gospels and Acts, SCM Press, 1976.
2. Derosche, The Social Teachings of the Church, NBCLC, Bangalore, 1986.
3. Marshall Howard, The Gospel of Luke, The Paternoster Press, 1978.
4. Taylor Michael, A Companion to John, Alba House, New York, 1977.
5. Wijngaards J.N.M., Background to the Gospel, TPI, Bangalore, 1981.

COURSE-III: MAJOR PROJECT

Course outcome

- To introduce to the field of research
- To learn more on a particular chosen topic of study
- To enable to present in a scientific way

Pedagogy

Learning together is promoted by giving group projects and field-work based investigations/surveys.

COURSE-IV: INDIAN CHRISTIAN THEOLOGY

Course outcome

- To have a comprehensive knowledge about the history of Indian Christian theology
- To relate the regional history of Christianity with the history of the church worldwide.
- To understand the development of Christianity from various socio-cultural and political contexts of India
- To understand the contribution of Christianity towards the uplift of society around the world.

COURSE CONTENT

1. Indian Acharyas and their teachings in the context of Renaissance India.
2. Theology in the context of secular ideologies in India.
3. Jesus vision of a new Society in the Indian Context
4. Contemporary Christian attitude to other Religions

Bibliography

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1. Amaladoss, T. K. John, Theologizing in India, Theological Publication in India, Bangalore, 1978.
2. Boyd Robin, Introduction to Indian Christian Theology, ISPCK, 1998.
3. D.S. Amalarpavadass (ed), Church in the Indian Context, NBCLC, 1984.
4. Soares Prabhu George, The Kingdom of God, Jnana Deepa , Poona, 1976.
5. Wilfred Felix, Beyond settled Foundations, Department of Christian Studies, University of Madras, 1993.

COURSE-V: ENCULTURATION IN INDIA

Course outcome

- To outline the basic sequence of the history of Christianity in India from its inception to the present, and identify significant events, trends, and movements in it.
- To demonstrate a grasp of various enculturation issues such as Gospel and culture.
- To evaluate weaknesses, as well as strengths of the churches in India, and seek reasons for weaknesses and strengths, and suggest answers.
- To reflect on the impact of enculturation upon the people especially the tribals and the dalits.

Pedagogy

- This PG programme has been designed in such a way to make use of different teaching strategies(or) methods by properly sequencing and organising the course contents.
- For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
- The faculty adopt an effective pedagogy in this programme which can lead to both academic achievement and social-cum-emotional development.

COURSE CONTENT

1. Introduction to Inculturation
2. Bases of Inculturation
3. Inculturation In Liturgy
4. Inculturation in Spirituality (8 days of experience in Anjali Ashram)

Bibliography

1. D.S. Amalorpavadass, Gospel and Culture, NBCLC, Bangalore, 1982.
2. D.S. Amalorpavadass, Indian Chrsitian Spirituality, NBCLC, Bangalore, 1982.
3. Franz Xaveri, Inter-Culturallty, A Challenge for the Mission of the Church, Asian Trading Corporation, Bangalore.
4. Saldanha Julian, Inculturation, St.Paul's Publication, Bangalore, 19871
5. Shorter A., Towards a Theology of Inculturation, London, Chapman, 1988.

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COURSE-VI: FEMINISM AND SOCIAL LEADERSHIP

Course outcome

- To provide a framework to analyze both post-modern and traditional family views in Feminism and effects in society
- To examine harmful issues and injustices to the women in the Indian society.
- To demonstrate an appreciation of the importance of love, faithfulness, equality, and distinctive contributions in social leadership relationships.
- To equip with leadership qualities for a better India.

Pedagogy

- This PG programme has been designed in such a way to make use of different teaching strategies(or) methods by properly sequencing and organising the course contents.
- It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.

COURSE CONTENT

1. Feminist Hermeneutics and Women today
2. Matriarchy Cults and Divine Feminism
3. Women in the Bible and Spirituality of the Women Saints
4. Feminism and Social Leadership

Bibliography

1. Ernest Kurtz and Katherine Ketcham, The Spirituality of Imperfection, Story-telling and the Journey's to Wholeness, Bantam, Books, 1994.
2. Joseph Sebastian, God as Feminine, Hindu and Christian Visions, A Dialogue, St. Paul's Seminary Publication, Tiruchirappali, 1995.
3. Linda Hogan., From Woman's Experience to Feminist Theology, Sheffield Academic Press, England, 1997.
4. Pope John Paul II , Mulieris Dignitatem, Apostolic letter of the Supreme Pontiff on Dignity and Vocation of Women, St. Paul Books ad, Media Publication, USA.1992.
5. Virginia Ramsey Mollenkott, The Divine Feminine, The Biblical Imagery of God as Female, Crossroad, New York, 1994

