



**UNIVERSITY OF CALICUT**

**Abstract**

General and Academic IV - Faculty of Humanities -Scheme and Syllabus of BA Christian Studies Programme in accordance with CBCSS UG Regulation with effect from 2021 admission onwards- Implemented -Orders issued.

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**G & A - IV - B**

U.O.No. 7251/2022/Admn

Dated, Calicut University.P.O, 21.03.2022

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*Read:-*1. Item No.1 of the minutes of the meeting of the Board of Studies in Christian Studies SB held on 05.07.2021.  
2. Item No. 20 of the minutes of the meeting of the Faculty of Humanities held on 26.08.2021.  
3. Item No II D of the minutes of the meeting of the Academic Council held on 24.09.2021.  
4. Orders of the Vice Chancellor dated 17.10.2021 in the file No.7251/GA -IV- B1/2013/CU.

**ORDER**

1. The Board of Studies in Christian Studies SB , vide paper read as (1) above , has resolved to approve the scheme and syllabus of BA Christian Studies w e f 2021-2022 academic year .
2. The Faculty of Humanities ,vide paper read as (2) above has approved the above resolution of the Board of Studies in Christian Studies SB held on 05.07.2021.
3. The Academic Council , vide paper read as (3) above , has approved the resolution of the Board of Studies in Christian Studies SB held on 05.07.2021 ,as approved by the Faculty of Humanities.
4. The Vice Chancellor has accorded sanction to implement the Scheme and syllabus of the BA Christian Studies programme w e f 2021 admission onwards .
5. Hence the Scheme and syllabus of the BA Christian Studies programme in accordance with CBCSS UG regulation, is thus implemented w e f 2021 admission onwards .
6. Orders issued accordingly.(Syllabus appended.)

Ajitha P.P

Joint Registrar

To

The Principals,  
Affiliated Colleges,

Copy to,  
PS to VC, PA to PVC, PA to Registrar, JCE II/ EX and EG sections, Ga I FSn.,CHMK Library,  
SF , DF, FC.

Forwarded / By Order

Section Officer

**CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR UNDERGRADUATE (UG)  
PROGRAMME**

**UNIVERSITY OF CALICUT**



**For  
BA CHRISTIAN STUDIES  
*Under*  
The Faculty of Humanities**

**Restructured Curriculum and Syllabi  
As per CUCBCSS  
UG Regulations (2019)**

**(2021 Admissions Onwards)**

## **Foreword**

Scientific and Academic investigation into Christian Studies is a well-developed discipline in many Universities in India and abroad, included in the area of Humanities. This is a systematic approach where Christian faith is seeking understanding and by this process, it is understood by all those who are interested in it. We use scientific and scholarly categories here.

This programme demonstrates the development and growth of the Christian dogmas, doctrines and practices in Christianity. It encounters with science, culture, philosophy, other religions etc. are part of this exploration. The vital issues of everyday life are also points of theological reflection. It is expected that this syllabus would give the students a comprehensive appraisal of diverse streams in Christian thought and practice and enable them theologize using appropriate method and sources.

**Dr. Vincent P. J.**

Chairman, Board of Studies

## LIST OF UG BOARD MEMBERS OF CHRISTIAN STUDIES

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## GENERAL SCHEME OF THE PROGRAMME

The duration of a UG programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

The UG programme shall include five types of courses, viz: Common courses (Code A), Core courses (Code B), Complementary courses (Code C), Open course (Code D) and Audit courses (Code E).

### Course code:

Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 6) in which the course is offered, the code of the course (A to E) and the serial number of the course (01,02 .....). The course code will be centrally generated by the university.

Sl No	Course	No of Courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses	15	57
4	Project (Linked to Core Courses)	1	2
5	Complementary Courses	2	16
6	Elective Course	1	4
7	Open Courses	1	3
8	Total		120
9	Audit course	4	16
10	Extra Credit Course	1	4
	Total		140

**About the Course:**

The structure of BA programme in Christian Studies is as follows:

**A.-COMMON COURSES**

Sl No	Code	Title	Semester
1	A01	Common English Course I	I
2	A02	Common English Course II	I
3	A03	Common English Course III	II
4	A04	Common English Course IV	II
5	A05	Common English Course V	III
6	A06	Common English Course VI	IV
7	A07	Additional Language Course I	I
8	A08	Additional Language Course II	II
9	A09	Additional Language Course III	III
10	A10	Additional Language Course IV	IV
<b>TOTAL CREDIT</b>			<b>38</b>

In general, every undergraduate student shall undergo 10 common courses (Total 38 credits). Common courses 1-6 shall be taught by English teachers and 7-10 by teachers of additional languages.

**Common courses Semester wise**

No.	Semester I	Semester II	Semester III	Semester IV
1	1,2,7	3,4,8	5,9	6,10

## **B. CORE COURSE**

Core courses are the courses in the major (Core) subject of the degree programme chosen by the student. Core courses are offered by the parent department. The number of core courses offered to the students of Christian Studies is 15, including a project work.

## **C.COMPLEMENTARY COURSE**

Sl No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1		COMPLEMENTARY 1 COURSE 1	6	I	4
2		COMPLEMENTARY 2 COURSE 1	6	II	4
3		COMPLEMENTARY 2 COURSE 2	6	III	4
4		COMPLEMENTARY 1 COURSE 2	6	IV	4
<b>TOTAL</b>					<b>16</b>

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one Complementary course in a semester for B.A Programmes. The Complementary courses in first and fourth semester (Type 1) shall be the same. Similarly, the Complementary courses in second and third semester (Type 2) shall be the same. The college can choose any Complementary course either in Type 1 or in Type 2 for a programme. Once they choose the Complementary courses that should be intimated to the university. If a college wants to change the Complementary course pattern (Type 1 or Type 2) prior sanction has to be obtained. All other programmes, existing pattern will follow.

The Complementary courses of Christian Studies UG programme shall be from the Complementary courses offered by Humanities (Economics, Sociology, Political Science, History, Social work), Journalism, and from those offered by the Psychology programme.

## **D. OPEN COURSE**

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the University. Total credit

allotted for open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

### **E. ELECTIVE COURSE**

There shall be one Elective course in core subjects in the Sixth semester. The institutions can opt the elective course. Total credit allotted for elective course is 4 and the hours allotted is 3.

### **F. AUDIT COURSE**

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for classroom study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The list of courses in each semester with credits is given below.

Course with credit Semester

<b>Course</b>	<b>Credit</b>	<b>Semester</b>
Environment Studies	4	1
Disaster Management	4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection	4	3
*Gender Studies/Gerontology	4	4

\* Colleges can opt any one of the courses.

### **Extra credit Activities**

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Calicut University Social Service Programme (CUSSP). Extra credits are not counted for SGPA or CGPA.

### **Credits**

A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from classroom study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common (English) courses + 16 for common languages other than English) credits shall be from common courses, 2 credits for



project/corresponding paper and 3 credits for the open course. (In the case of LRP Programmes 14credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses). The maximum credits for a course shall not exceed 5. Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

### **Attendance**

A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. **Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester).** Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/ she quires 50% attendance. In that case, a **provisional registration** is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

### **Readmission**

There shall be provision for Readmission of students in CBCSS UG 2019. The Principal can grant readmission to the student, subject to the conditions detailed below and inform the matter of readmission to the Controller of Examinations within one month of such readmission. This readmission is not to be treated as college transfer. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular semester should

have registered for the previous semester examination. Readmission shall be taken within two weeks from the date of commencement of the semester concerned. For readmission, the vacancy should be within the sanctioned strength in the parent college. If there is no vacancy in the junior batch of the parent college, readmission can be taken in another college with the junior batch if there is vacancy within the sanctioned strength in the concerned college. If there is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to take readmission. If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies/ Faculty concerned. For readmission to CBCSSUG 2019 involving scheme change, the Principal concerned shall report the matter of readmission to Controller of Examinations with the details of previous semesters and course undergone with credits within two weeks in order to fix the deficiency/excess papers.

### **Grace marks**

Grace marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

### **Project**

Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology in Christian Studies as per the curriculum. College shall have the liberty to choose either of the above. But SDE/Private Registration students shall write the Research Methodology course instead of project. Board of Studies concerned shall prepare the syllabus for the same.

## **Examination**

There shall be University examinations at the end of each semester. External **Viva-voce** will be conducted along with the project evaluation. **Project** evaluation shall be conducted at the end of sixth semester. 20 % of marks are awarded through internal assessment.

## **Course Evaluation**

The evaluation scheme for each course shall contain two parts (1) Internal assessment (2) external evaluation. 20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

## **Internal Assessment**

20% of the total marks in each course are for internal examinations. The marks secured for internal examination only need be sent to university by the colleges concerned. The internal assessment shall be based on a predetermined transparent system involving written test, assignments, seminars and attendance in respect of theory courses and lab test/records/viva and attendance in respect of practical courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40% Assignment 20%, Seminar 20% and Classroom Participation based on Attendance 20%. (If a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the University by the college Principal after obtaining the signature of both course teacher and Head of the Department. The Split up of marks for Test paper and Classroom Participation (CRP) for internal evaluation are as follows.

**Split up of marks for Test paper.**

<i>Range of Marks in Test Paper</i>	<i>Out of 8 (Maximum internal Marks is 20)</i>
Less than 35%	1
35%- 45%	2
45%- 55%	3
55%- 65%	4
65%- 85%	6
85%- 100%	8

**Split up of marks for Classroom Participation**

<i>Range of CRP</i>	<i>Out of 4 (Maximum internal Marks is 20)</i>
50% ≤CRP <75%	1
75% ≤CRP <85%	2
85 % and above	3

**Scheme of External Examination**

Core courses consist of fifteen theory papers and a project work.

**Question Paper for External Evaluation**

The question paper for external evaluation consists of 80 marks. Duration of each external examination is 2.5 hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam.

**Section A**

Short Answer type that carries 2 marks each 15questions

Ceiling 25 marks

**Section B**

Paragraph/problem type that carries 5 marks each 8 questions

Ceiling 35 marks

**Section C**

Essay type that carries 10marks (2 out of 4)

2X10=20 marks

## Evaluation and Grading

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system

### *Ten Point Indirect Grading System*

<b>% of Marks (IE+EE)</b>	<b>Grade</b>	<b>Interpretation</b>	<b>Grade point Average (G)</b>	<b>Range of grade points</b>	<b>Class</b>
95 and above	O	Outstanding	10	9.5 -10	First class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 To below 55	C	Average	5	4.5 -5.49	Second class
35 to below 45	P	Pass	4	3.5 -4.49	Pass
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

## PROJECT

For the project work, out of the total 50 marks, 10 for internal assessment and 40 for External evaluation.

### **Evaluation of Project**

This is done under mark system. There will be an internal assessment by the supervising teacher of the Project and an External evaluation by an External Examiner appointed by the University. Grade will be awarded to the candidates by combining the external and internal marks. The internal and external components are to be taken in the ratio 1:4. The internal will be 20 percent of the total and external will be 80 percent of the total.

COMPONENTS	INTERNAL in MARKS Total in 10 Marks	EXTERNAL in MARKS Total in 40 Marks
Originality Relevance of the topic, statement of the objectives	2	8
Methodology- Reference/ Bibliography, Presentation, quality of analysis/ use of statistical tools	2	8
Scheme/ Organization of report- Findings and Recommendations	3	12
Viva-Voce	3	12
Total	10	40

### **Improvement Course**

Improvement of a particular semester can be done only once. The student shall avail of the improvement chance in the succeeding year after the successful completion of the semester concerned. The students can improve a maximum of two courses in a particular semester (for SDE/Private registration students also). The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement examination (for regular students). If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained.

Improvement and supplementary examinations cannot be done simultaneously.

### **CHRISTIAN STUDIES – CORE SUBJECTS**

No	Semester	Code	Title of the paper	credits	Teaching hours per week

1	I	CHS1 B01	Introduction to Philosophy: Western and Eastern Traditions	4	5
2	II	CHS2 B02	Introduction to Christian Studies	5	5
3	III	CHS3 B03	History of Christianity and Christian Churches	4	6
4	III	CHS3 B04	History of Christianity in India	4	5
5	IV	CHS4 B05	Christian Scriptures- Old Testament	4	6
6	IV	CHS4 B06	Christian Scriptures - New Testament	4	6
7	V	CHS5 B07	Christian Concept of God and The Person of Jesus Christ	4	6
8	V	CHS5 B08	Christianity and Civilization	4	4
9	V	CHS5 B09	Christian Community and Worship	4	6
10	V	CHS5 B10	World Religions and Interreligious Dialogue	4	5
11	VI	CHS6 B11	Christianity and Nation Building	4	4
12	VI	CHS6 B12	Christian Contribution to Kerala Renaissance	4	4
13	VI	CHS6 B13	Christianity and the Scientific Culture	4	4
14	VI	CHS6 B14	Christian Ethics and Social Justice	4	6
15	VI	CHS6 B15	Project Work/ Research Methodology in Christian Studies	2	2
				59	74

**COMPLEMENTARY COURSES OFFERED BY BA CHRISTIAN STUDIES FOR OTHER UG PROGRAMMES**

Sl No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1	CHS 1(2) C01	World Economy and Christian Social Doctrine	6	I/II	4
2	CHS 4(3) C01	Spirituality and Mental Health	6	IV/III	4
3	CHS 1(2) C02	Christian Management and	6	I/II	4

		Leadership			
4	CHS 4(3) C02	History of Christianity	6	IV/III	4
<b>TOTAL</b>					<b>16</b>

## OPEN COURSES

### Open Courses (one course)

Sl No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1	CHS5D01	Christian Contribution and Nation Building	3	V	3
2	CHS5D02	Role of Christianity in Kerala Renaissance	3	V	3
3	CHS5D03	Christian Ethics and Teaching on Social Justice	3	V	3

## ELECTIVE COURSES

### (one course)

Sl No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1	CHS6 B01	Women studies: Christian Perspective	3	VI	4
2	CHS6 B02	Eco-Theology and Cosmic Spirituality	3	VI	4
3	CHS6 B03	World Economy and Christian Social Doctrine	3	VI	4
4	CHS6 B04	Spirituality and Mental Health	3	VI	4
5	CHS6 B05	Agrarian Migration and its Impact on Kerala Society	3	VI	4



6	CHS6 B06	Religion in Public Space	3	VI	4
7	CHS6 B07	Cultural Heritage of Christianity in Kerala	3	VI	4

### **Common Language**

English

### **Additional languages**

Latin, Syriac, German, French, Hindi and Malayalam

## **SYLLABUS OF CORE COURSES**

### **Semester-1**

Core Category	Core Course 1
Course Code	CHS1 B01
Credit	4
Contact Hours	5 Hours per week

## **CHS1 B01: Introduction to Philosophy - Western and Eastern Traditions**

### **Course Outcome:**

1. To understand basic knowledge of core topics in ancient, medieval and modern western and eastern philosophy,
2. Analyze the topics with a focus on metaphysics, ontology, epistemology, anthropology, philosophy of mind, and philosophy of religion.
3. Evaluate the role of philosophy in being the basis of Christian studies

### **Module- 1: Definition and Scope of Philosophy**

Definition and Etymology of Philosophy

Difference between Philosophy and *Darsana*

Nature and Scope of Philosophy

Philosophical Methods: Deduction and Induction, Socratic Method, Cartesian Method and Kantian Method.

Different Branches of Philosophy

Ethical Philosophy

## **Module - 2: Philosophical Traditions in the West**

A Brief History of Ancient Western Philosophy (Pre-Socratic-Socrates-Plato-Aristotle)

A Brief history of Medieval Philosophy- (Scholasticism- St Augustine-Anselm of Canterbury- Thomas Aquinas- John Dun Scotus- Nicholas of Cusa)

Modern Western Philosophy: A Brief History (Descartes- Baruch Spinoza- Leibniz- John Locke- George Berkeley-David Hume- Kant-Hegel- Ludwig Wittgenstein.)

Contemporary Western Philosophy: A Short History (Analytic and Continental Traditions)

## **Module - 3: *Darsana* in the East**

Vedas, Upanishads, Bhagavad Gita- Orthodox and Heterodox Schools

*Charvaka* Tradition

Jaina Philosophy-Buddhist Traditions

*Shad- Darsanas*: Nyaya-Vaisesika-Samkhya-Yoga- Mimamsa-Vedanta

Vedantic Traditions-Advaita-Visitadvaita-Dvaita

Modern Indian Thinkers: Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mohammed Iqbal, M.K. Gandhi, Sree Narayana Guru

## **Module - 4: Metaphysics: A Branch of Philosophy**

Etymology of the Term 'Metaphysics'

Aristotle and St. Thomas Aquinas: Substance, Act and Potency, Matter and Form, Causes

Major Metaphysical Issues: Being, Universals, Modality, Time Theories, Causation and Identity.

Metaphysical views of Eastern Philosophical Schools

## **Module - 5: Epistemology: A Branch of Philosophy**

Etymology of Epistemology

Definition and Nature of Knowledge

Justification

Truth

Belief

Agrippa's Trilemma and Major Responses: Infinitism, Coherentism, Foundationalism

Major Truth Theories: Correspondence, Coherence and Pragmatic Theory

Different Sources of Knowledge

## Reference

- C. Rowe, *Plato* (Harvester, 1984),  
Anthony Kenny, *An Illustrated Brief History of Western Philosophy*, Oxford, 2006.  
Bertrand Russell, *History of Western Philosophy*, London and New York, 2004  
C. Bartley, *An Introduction to Indian Philosophy*, London: 2015.  
S.N. Dasgupta, *A History of Indian Philosophy*, Cambridge: 1922-55.  
E. Franco (ed.), *Periodization and Historiography of Indian Philosophy*, Vienna: 2013.  
J. Ganeri (ed.), *Indian Logic: A Reader*, Richmond: 2000.  
J. Ganeri, *Philosophy in Classical India*, London: 2001.  
K. Potter (ed.), *Encyclopedia of Indian Philosophies*, Princeton: 1977.  
S. Radhakrishnan and C.A. Moore, *A Sourcebook in Indian Philosophy*, Princeton: 1957.  
D. Sharma, *Classical Indian Philosophy: A Reader*, New York: 2011.

## Semester-2

Core Category	Core Course 2
Course Code	CHS2 B02
Credit	5
Contact Hours	5 Hours per week

## CHS2 B02: Introduction to Christian Studies

### Course Outcome:

To have an understanding of the meaning and scope of the Christian Thought.

To demonstrate the development of the Christian dogmas, doctrines and theological discipline, so that the student may have a comprehensive outlook.

To give an evaluation of diverse streams in the Christian thought and enable the students to theologize using appropriate method and sources.

**Module 1: Unit 1: Christian Theology: Definitions and Scope.**

Terminological clarifications - Definitions and Explanations - Is theology a Science (St. Thomas Aquinas) - faith and reason -Theology and Philosophy - Theology and other sciences - Scope of the Theology as an academic discipline.

**Module 2: History of Development of Theology**

Origin of Christian Thought - NT period (special emphasis on St. Paul) - Period of Church Fathers (Apostolic Fathers, Early and later Church fathers - 1-8 centuries) - medieval theological developments(till AD 1500) - Reformation and post-reformation (AD 1500- 1750), Modern Period of Theology (1750 - Vatican II) - Post Modern Developments (After Vatican II) - Important Authors in theology

**Module 3: Divisions and Structure of Christian Theology**

Structure of Theological Discipline (Historical Theology - Systematic Theology - Exegetical Theology) - Diversities in Theology (Contextual Theology, Indian Theology, Dalit Theology, Women Theology, Black Theology, Liberation Theology etc.) - Major Theological traditions (Greek, Syriac and Latin) - Churches and Theological Differences (Catholic Theology, Orthodox theology, Evangelical Theology, Pentecostal Theology etc.).

**Module 4: Sources and Methods in Christian Theology**

Sources of theology (Sacred scripture, Tradition, Magisterium) - resources of theology (context, human experience, data from other sciences) - Methods in theology (What is method of theologizing?, B. Lonergan's Method in Theology, Semitic theological approach of St. Ephrem, Alexander Schmemmann – Orthodox Theology, Dogmatic Method, Praxis oriented method, PAROC Socio-pastoral method) - The role of a theologian.

**Module 5: Faith and Revelation**

Revelation (Economy of Revelation, Christ as the agent of Revelation, End of the Revelation)– Tradition (Dei verbum and the Tradition, Contents of tradition, Agents of tradition) – Sacred Scripture (The Canon, Inerrancy, Inspiration)– Credibility of Economy of salvation -Faith as the response to revelation (Nature and Properties of Faith, Formal and Material Objects of Faith, Supernatural Character of Faith).

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S. B. Bevans, *An Introduction to Theology in the Global Perspective*, New York: Orbis 2009.

J. Kallarangaatt, *Introduction to Theology (in Malayalam)*, Kottayam: OIRSI 2001’.

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J. Putti, *Theology as Hermeneutics*, Bangalore: Kristujyothi Publications, 1991.

E. Schillebeeckx, *Dogma and Pluralism*, New York: Herder and Herder, 1970

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Guy Mansini, OSB, *Fundamental Theology*, Washington, D.C.: The Catholic University of America Press.

Gerald O’Collins, S.J., *Rethinking Fundamental Theology: Toward a New Fundamental Theology*, Oxford University Press, 2011.

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### Semester-3

Core Category	Core Course 3
Course Code	CHS3 B03
Credit	4
Contact Hours	6 Hours per week

## CHS3 B03: History of Christianity and Christian Churches

### Course Outcome:

1. To understand the various stages of church in history and grasp the mutual influence of church and history
2. To analyze the theological basis of the events discussed in church history
3. To find creative answers to the realities that the church faces in the modern world

### **Module-1: Ancient Church History**

History and historiography, the task, method, division, the role and relevance of Church History- The Church in the Roman-pagan Empire and the persecutions.

Constantinian era; Christianization of the Roman Empire- The rise of monasticism and its development in the East and West- Rise of Universities, Ecclesiastical literature and learning, Christian art and architecture.

### **Module-2: Medieval Church History**

Rise of Papal States, Charlemagne and the Church - restoration of the Western Empire- The Greek schism (1054); golden age of papacy - flowering of Religious-ecclesiastical life and culture, The rise and decline of scholasticism- Full development of papal authority, Investiture controversy - Gregorian reforms; crusades for Christ; Pope Innocent III – the papacy at the height of its powers- The reform of Religious life, the revival of monasticism - the mendicant orders - St Francis of Assisi, the Dominicans- Avignon papacy; the great Western Schism –

### **Module-3: Modern Church History**

Humanism and Renaissance, the religious-ecclesiastical crisis at the end of the Middle Ages- The Reformation, Martin Luther, Zwingli, Calvin, Schism in England under Henry VIII - Catholic Reformation, Revival of religious life, Council of Trent (1545-1563), Literature and Art in service of the Church -Founding of Propaganda Fide (1622)- Gallicanism, Jansenism, Episcopatism, Fabronianism- Suppression of Jesuits (1773)- French Revolution

### **Module- 4: Contemporary Church History**

Transition to Contemporary times - the role of the Church during the World Wars- The Movements that led to the Renewal in the Church- Second Vatican Council, a renewed Church in the New Millennium - Pope Francis and the New Spring in the Age of Renewal.

### **Reference**

Christopher O'Mahoney, *Church History – The Age of Reforms and Modern Ages* (Alwaye: Pontifical Institute Publications, 1987)

Norman P. Tanner, *The Councils of the Church* (New York: 2001); *Second Vatican Council Documents*

Paul Pulikkan, *Indian Church at Vatican II: A Historic-Theological Study of the Indian Participation in the Second Vatican Council* (Thrissur: Marymatha Publications, 2001).

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Isaac Padinjarekutt, *Christianity through the Centuries* (Mumbai: St. Paul's Publications, 2005);

Adrian Hastings, *A World History of Christianity* (Grand Rapids, MI: William B. Eerdmans, 1999).

### **Semester-3**

Core Category	Core Course 4
Course Code	CHS3 B04
Credit	4
Contact Hours	5 Hours per week

## **CHS3 B04: History of Christianity in India**

### **Course Outcome:**

1. To understand the various stages of Indian church history in relation to the secular history of India
2. To analyze the historic/ theological developments in the Indian church – especially in Kerala.
3. To find creative answers to the realities that the church in India encounters vis-à-vis the Indian society.

### **Module 1 Early Sources of Kerala History**

1. Sources of Kerala History– Outline of Kerala History and culture in the first centuries B.C.E./C.E. –
2. Sangham Literature – Asokan Edicts -Trade with Egyptian and Israeli Ports –The Monsoon winds –
3. Pliny, The Author of the Periplus &c. on Kerala –

4. Kerala in Maps of Periplus, Peutinger Tables, Pepper and Silk Route maps –
5. The ports of Kerala – Pattanam Excavations - Imperial Roman Coins in Kerala –
6. The Vienna Muziris Papyrus – Kerala Products in Excavations in Egypt. The ease of Monsoon sailing to Kerala

## **Module-2 Life and Mission of Apostle Thomas in India**

1. Sources for the History of Christianity in Kerala –
2. Life and Mission of Apostle Thomas in North India – In South India – In Kerala –
3. The Seven Churches (six on the seacoast and one on the way from Poracaut to Madurai)  
– The so-called half-churches – On the East Coast –
4. – Thomas of Cana – The Acts of Judas Thomas –
5. Evidence from different western Languages, in different Centuries, in different Churches  
– Some details from St. Ephraem, King Alfred, the four bishops in Kerala, Marco Polo, Catalani, Marignoli &c.
6. The Ramban Pattu- Margam Kali Pattu – Pallippattukal

## **Module-3 Kerala Christianity before the Portuguese**

1. Christianity in Kerala in the First Millennium after the Apostolic and sub-apostolic era – Panthenus, Persian connection: Bishops, Liturgy, Finances.
2. Christianity until Gama's arrival - Iravi Cortan – Tharisa Palli Plates – Cana Thomman Plates - Various travelers and missionaries e.g. Jordan Catalani, Marignoli, Marco Polo, non-Christians
3. Social and Economic Status of Christians in Kerala- Agriculture and Trade

## **Module 4 Kerala Christianity after the Portuguese**

1. Vasco da Gama to the Oath of Koonan Cross –
2. Western Missionaries, esp. the Jesuits, Dominicans – Archbishop Menezes –
3. The Origin & development of the Latin Church
4. The Synod of Diamper – Preparations, Procedures, Decrees & Canons, Execution of Decisions, Impact and Consequences – Jesuit Bishops – Ahathalla –
5. Koonan Cross and after
6. Varthamanappusthakam & Archbishop Joseph Kariatti –
7. Struggles leading to Autonomy, the role of St Chavara. Native Bishops –
8. Christian Churches and denominations



## Module 5- The Church outside Kerala

The Tamil Nadu Church - the Pearl Fishery Coast Mission

Madurai Mission,

Pondicherry Mission

Carnatic Mission, Mysore Mission, and Canara Mission.

Church in North India and North East India

The Lutherans, The Baptist, The Methodist and other Non-Catholic Missions in India

## Reference

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Ollur Church, St. Antony Octogenary Volume.

M. K. Davassy, *Church Architecture of Kerala*.

Kerala Lalit Kala Academy, *Church Murals of Kerala (Malayalam)*

Menachery, George, *Pallikalile Chithraabhasangal*, Saras (Malayalam with dozens of illustrations)

Menachery George, *Aanayum Nazraniyum* (Malayalam with dozens of illustrations) with an introduction by Madambu Kunjikkuttan,

Thekkedath, J., *History of Christianity in India*, vol. II, Bangalore: TPI, 1982.

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A. Sreedhara Menon: Various books on Kerala History

Nagam Aiya: *Travancore State Manuel*, 3 Vols., 1906

T. K. Velu Pillai: *Travancore State Manual* 4 Vols, 1941

Menachery, George with Werner Chakkalakkal: *Kodungallur, City of St. Thomas*, Azhikode, 1987

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KCHR Rajan Gurukkal & Raghava Varrier: Kerala History

Mundadan, A. M.: *History of Christianity in India*, Vol, I, 1984, CHAI, Bangalore, 1984.

Menachery George, Ed. *The Indian Church History Classics*, Vol.I, i.e. The Nazranies, has repr. 15 full books and lengthy extracts from 22, Ollur, 1998.

Menachery George, *The St. Thomas Christian Encyclopaedia of India*, Vol.2 (1973), Vol.1 (1982), Vol. 3 (2009), Thrissur & Ollur.

Farquhar, J. N.: *The Apostle Thomas in North India*, Longmans, 1926, London &c. [Repr. in, ICHC, I, Ed. George Menachery, 1998, SARAS, Ollur. Pp. 313-322]

Farquhar, J. N.: *The Apostle Thomas in South India*, John Rylands Library, 1927. [Repr. in, ICHC, I, Ed. George Menachery, 1998, SARAS, Ollur. Pp.323-331]

Mackenzie, G. T., *Christianity in Travancore*, Trivandrum, 1901. [Repr. in, ICHC, I, Ed. George Menachery, 1998, SARAS, Ollur. Pp. 113-148. Index *Id.* pp.143-148]

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#### **Semester-4**

Core Category	Core Course 3
Course Code	CHS4 B05
Credit	4
Contact Hours	6 Hours per week

### **CHS4 B05: Christian Scriptures- Old Testament**

#### **Course Outcome:**

1. To understand the formation of the Bible, the content of the books of Old Testament.
2. To analyze the OT books using biblical hermeneutics
- 3 To find creative answers for an application of biblical message in one's life

#### **Module-1: Introduction to the Bible**

Hebrew Scripture (OT) & NT-Versions, Manuscripts, Formation of the Hebrew Scripture, New Testament Canon

Introduction to Biblical Hermeneutics

Biblical Criticism- Literary, Textual, Form, Tradition, Redaction, Canonical, Rhetorical, Narrative etc.

Geography, Climate, Trade Routes, Produces

Archaeology

## **Module-2: Ancient Near Eastern Background Literature**

Myths, Legends, History

Prophecies

Wisdom

Poetry

## **Module-3: Books of the Old Testament**

Pentateuch-Formation, Books & Major Themes

Prophets- Formation, Books & Major Themes

Writings-Formation, Books & Major Themes

Other writings (Deuterocanonical)

Apocalyptic Literature

## **Module-4: History of Israel & Judah**

Tradition of the Fathers

Pre & Preliminary State

History of Israel and Judah

Exile & Return

Hellenistic Era till beginning of the Rule of the Roman Empire

## **Reference**

Luke K., *Companion to the Bible: Bible in General & Old Testament*, Vol 11, Bangalore: Theological Publications in India, 2003

Kizhakkeyil, Sebastian and Ammanathukunnel, Kurian, *A Guide to Biblical Studies*, Revised Edition. Mumbai, 2008

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Collins, John J., *Introduction to the Hebrew Bible and Deutero-Canonical Books*, Third Edition. Minneapolis, MN: Fortress Press, 2018.

Bergsma, John and Pitre, Brant., *A Catholic Introduction to the Bible Vol.1: The Old Testament*, San Francisco: Ignatius Press, 2018.

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Thiselton, Anthony C, *Hermeneutics: An Introduction*, Grand Rapids, MI; Cambridge, U.K.: William B. Eerdmans Publishing Company, 2009.

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## Semester-4

Core Category	Core Course -6
Course Code	CHS4 B06
Credit	4
Contact Hours	6 Hours per week

### CHS4 B06: Christian Scriptures- New Testament

#### Course Outcome:

1. To understand the formation of the Bible, the content of the books of New Testament.
2. To analyze the NT books using biblical hermeneutics
- 3 To find authentic answers as one tries to live the message of the Gosepl

#### Module-1: The World of The New Testament

Judaism in NT times-Palestine in NT times- The spread of the Jewish religion-Different sections and institutions of the Jewish religion

The Background of the NT period-Philosophical Background-The Socio-Economic-Political background-Greco-Roman religious background

Formation of the New Testament-Period of Jesus-Period of Apostles-From Oral Tradition to Written Tradition-Canon of the New Testament

Language and Literary features of the NT-Gospel genres (Biographical narration)-Historical narration (Acts of the Apostles)-Epistolary genre-Apocalyptic literature

#### Module-2: Synoptic Gospels and Acts of The Apostles

Synoptic Gospels-an introduction-Synoptic Problem-Different theories-Gospel of St. Matthew-Preliminary considerations-Author, Place, Date and Context of the Gospel-Matthew's Readers Source and Structure of the Gospel-Special Literary Features of the Gospel-Thematic approach to the Gospel-Genealogy of Jesus-Kingdom of Heaven-Christology: New Moses, Fulfillment of OT, Son of God-Ecclesiology-Ethics and Eschatology

#### Module-3: Gospel of St. Mark

Preliminary considerations-Author, Place, Date and Context of the Gospel-Mark's Readers-Source and Structure of the Gospel-Special literary features of the Gospel  
Thematic approach to the Gospel-Christology: Son of David, Son of Man and Son of God-Theology of Cross-Suffering Messiah and Discipleship

#### Module-4: Gospel of St. Luke and Acts of The Apostles

Preliminary considerations-Author, Place, Date and Context of the Gospel-Luke's Readers-Source and Structure of the Gospel-Special literary features of the Gospel  
Unity of Luke-Acts  
Thematic approach to the Gospel of Luke--Infancy Narratives-Universality of Salvation-Christ Event- as midpoint of Time-Most Social Gospel

Acts of the Apostles-Structure of the Book-Centrality of Jerusalem-Birth of the Church-Reaching Out to All Nations-Paul, An Apostle-Theology of the Acts of the Apostles

### **Module-5: Johannine Corpus and Historical Jesus to Christ of Faith**

Johannine Corpus-Preliminary considerations-Author, Place, Date and Context of the Fourth Gospel-John's Readers-Source and Structure of the Gospel-special literary features of the Gospel-Gnostic and Hellenistic influence in the Gospel-Jewish background of the Gospel-Thematic approach to the Gospel  
Incarnate Logos-Water of Life and Life Giving Bread-Light and Darkness-7 'I am' Sayings of Jesus-Glorification of the Son of God-Holy Spirit- the Paraclete-Letters of St. John-Love of God-Love of neighbor  
Book of Revelation-Structure of the Book-Theology of History: Dualistic World view-Christ, the Lamb-Ecclesiology-Eschatology: End Times, Parousia and New World order  
Historical Jesus and Christ of Faith-Bible as the Divine Word- Jesus' Deeds-Cleansing the Temple-Miracles-Healing the Sick-Casting out Demons-Nature miracles-Raising the Dead.  
Jesus' Teachings-Teaching with Authority-Teaching through Parables-Main Teachings-God, our Father in Heaven-Love your enemies-Law and Interiority-Pray with Faith-God's Grace open to all-What Jesus Fulfilled-Fulfilling the Law and Prophets-Fulfilling the Covenants with Adam, Noah, Abraham, Moses and David-Crucified Jesus the Long Awaited Messiah-Risen Jesus as Lord and God

### **Module-6: Pauline Corpus and Catholic Epistles**

**General Analysis of Pauline personality-** Paul, the Hellenistic Jew- Paul, the Apostle called by Christ- Paul, the Prophet of the Early Apostolic Church- Paul, the committed Pastor of the Christian Communities- Paul as the theologian of the Early Church- Chronology of Paul's Life and Writings- Missionary Journeys of Paul

**General Introduction to the Pauline Writings-**Literary Form "Letter"- Are Pauline Writings "Letters" or "Epistles"-The General Contents of the Pauline Writings-The Pauline Corpus-Did Paul write more than 13 Letters? -Division of Pauline Letters

### **Analysis of Pauline Letters**



**General Analysis of Pauline Theology**-Pauline Anthropology-Specific Aspects of the Salvific Work of Christ according to Paul-Faith as human Response to the divine Act and Baptism as the Sealing of Faith-Authentic and integrated Christian Life according to Paul- Christian Life assisted by the Divine Spirit-Christian Life as characterized by Agape-The Paradox and Challenge of Christian Existence-Misunderstood Theology of Paul

**Relevance of Paul's Theological Vision for Our Times**- Christian Spirituality and Aspects of Pauline Spirituality- Person and Community in Pauline Theology and its Message for our times- Paul as a Pastoral Theologian in the Early Church-Influence of Pauline Theology on Contemporary Theological Trends-Cosmic Theology in Paul and Eco-Spirituality-Aspects of Christian Freedom in Pauline Theology-Christian Life and Creative Suffering in Pauline Theology-The Challenge of Resurrection in Pauline Theology.

**Catholic Epistles: James, Peter, John, and Jude**

## Reference

Brown, Raymond E, *Introduction to the New Testament*, New York: Doubleday, 1997.

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J. A. Fitzmyer, *The Gospel According to Luke I-IX: Introduction, Translation, and Notes* (The Anchor Bible, Vol. 28), Doubleday, 1982

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 F.J. Moloney, *Sacra Pagina: The Gospel of John* (Volume 4), Liturgical Press, Collegeville, Minnesota, 2005.  
 J.D. G. Dunn, *The Acts of the Apostles*: Valley Forge: Trinity, 1996.  
 I.H. Marshall and D. Peterson, eds. *Witness to the Gospel: The Theology of Acts*. Grand Rapids: Eerdmans, 1998.

### Semester-5

Core Category	Core Course -6
Course Code	CHS5 B07
Credit	4
Contact Hours	6 Hours per week

## CHS5 B07: Christian Concept of God and the Person of Jesus Christ

### Course Outcome:

1. Recognize important primary sources for the study of Christian Concept of God and the Person of Jesus Christ.
2. Analyse critically the documents about the historicity of the person of Jesus Christ. Demonstrate theoretical knowledge of basic Christian doctrines about Trinity, the person of Jesus Christ, the Christian concept of salvation and life after death.
3. Explain the significance of Christian faith and doctrines in comparison with other World religions.

### Module-1: Trinity: The Christian Concept of God

Some Basic Notions about the Existence of God, The Triad in Hinduism, God the Father of Israel, God the Father in the New Testament, Faith in the Trinity, the Unique Christian Concept of God, Lived Trinitarian Faith in Early Christianity.

### **Module-2: Christianity, A Religion Centred on Jesus Christ**

Historicity of Jesus of Nazareth, Early Historical Documents on Jesus Christ, Historical Background of the Life of Jesus, Modern Quests for the Historical Jesus, Important Names and Titles of Jesus, Kingdom of God, the Central Teaching of Jesus, Historical Reasons for the Death of Jesus, Interpreting Christ in India.

### **Module-3: Christianity, A Community Guided by the Holy Spirit**

The Concept of the Spirit in the Old Testament, The Concept of Holy Spirit in the New Testament, The Development of the Doctrine of the Holy Spirit in the Christian Tradition, Grace: The Activity of the Spirit in a Believer, Human Response to the Activity of the Spirit, Charisms: The Activity of the Spirit in the Christian community.

### **Module-4: Christian Doctrines in the Early Centuries**

Formulation of Early Christian Doctrines, Encounter of the Trinitarian Faith with Jewish Thought (*Ebionism*), Gnosticism, Monarchianism, Important Teachings of Early Christian Writers, Arianism and the Teachings of the Council of Nicaea (325), Apollinarism, Macedonianism and the Teachings of the First Council of Constantinople (381), Nestorianism and the teachings of the Council of Ephesus, Monophysitism and the teachings of the Council of Chalcedon.

### **Module-5: Jesus Christ the Universal Saviour**

The Concept of Salvation in the Bible, Early Christian writers on the concept of Salvation, Jesus Christ, the Universal Saviour, Liberation Theology, Subaltern Christologies, Jesus Christ as the Saviour in the Multi-religious Context of India, the Concept of Salvation in different world Religions.

### **Module-6: Faith in Life after Death in Christianity**

Resurrection of Jesus as the Basis for the Faith in the Life after Death, Christian meaning of Death, Judgment, Purification after Death (Purgatory), Heaven, Hell, the Glorious Coming of Christ, The Transformation of the Universe, Faith in life after Death in different world Religions.

### **Reference**

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### **Semester-5**

Core Category	Core Course -8
Course Code	CHS5 B08
Credit	4
Contact Hours	4 Hours per week

## **CHS5 B08: Christianity and Civilization**

### **Course Outcome:**

1. To introduce the student into the cultural backgrounds which have influenced Christianity in course of centuries.
2. To learn the process of inculturation and inter-culturation and to understand how Christianity has reshaped the western ethos and contributed to different areas of culture
- 3 Ultimately, to realize the role of Christianity in shaping the contemporary ethical values

### **Module 1: The Cultural currents that formed Christianity.**

Influence of the Jewish Culture on Early Christianity- The Roman Empire and its influence on Christianity- The Hellenistic influence on Christianity- Symbiosis between Christianity and Western Culture in the first millennium

## **Module-2: The Cultural Contributions of Christianity**

Different philosophical approaches adopted in Christianity.

The growth in Art and Architecture

Contributions to the Scientific Culture

Church music, painting, architecture, other areas

## **Module-3: The Contributions of Christianity in Legal system**

World History of Law: Early History: Ancient Egyptian Law (3000 BC), Hammurabi Code (1700 BC) - Old Testament-Biblical precepts, Ten Commandments and other detailed laws of social life of Hebrews- Greeks laws- Roman Law: developed Legal System, Mother of world legal system- Absorption of Roman Law into Church Law- Canon Law- Influence of Biblical and Church Law on modern world legal system, Indian Law- Ancient Indian Church and legal System.

## **Module- 4: Christianity and Modern Western Civilization**

Church as unifying force in Europe- Economic growth and Christian influence- Defense of Human dignity- Defense of Human rights

## **Bibliography**

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### **Semester-5**

Core Category	Core Course -9
Course Code	CHS5 B09
Credit	4
Contact Hours	6 Hours per week

## **CHS5 B09: Christian Community and Worship**

### **Course Outcome:**

1. To explore the current understanding of Christian community and worship from a historical perspective.
2. To understand the relationship between worship, faith, and life.
3. To be familiar with the current trends emerged in understanding the Christian community and worship, especially liturgical theology, liturgical ecclesiology, ecumenical liturgical theology, etc.

### **Module- 1: Historical Development of Christian Worship**

The Notions of “Community”, “Worship” and “Liturgy” - Worship in Various Cultures and Religious Traditions - Greco-Roman Practices of Worship- Worship in Indian Religious Traditions- Worship in Islamic Religious Tradition- Jewish Roots of Christian Worship- Formation of Christian Liturgical Traditions - Worship Practices in Catholic and Non-Catholic Churches

### **Module-2: Theology of Christian Worship**

Terminological Understanding of “Sacraments”, “Sacramentals”, “Devotions”, “Spiritual exercises” and “Paraliturgical Services” - The Content of Christian Worship and Liturgical Celebration- The Space and Time of the Liturgical Celebration - Church, the Celebrant of the Liturgical Celebration - Signs, Symbols and Rites of Liturgical Celebration - Inculturation of Christian Worship and Liturgy

### **Module-3: Theology of Sacraments: A Historical Overview**

Sacraments in Christian Sacred Scripture- In the Old Testament- In the New Testament - Sacraments in the Writings of Patristic Period- Sacraments in the Medieval Period -Sacraments in the Reformation Period -Second Vatican Council’s Theology on Sacraments and Liturgy - Understanding of Sacraments in the Oriental Liturgical Tradition - Catholic Oriental Liturgical Tradition - Non-Catholic Oriental Liturgical Tradition - *Communicatio in sacris* (Sharing of the Sacred)

### **Module-4: Theology of Eucharist: A Historical Overview**

Origin and Development of the Celebration and Theology of Eucharist (Qurbana)- Greco-Roman Contexts - Jewish and Biblical Roots of the Celebration of Eucharist- In the Early Christian Communities: Formation and Floraison of the Celebration of Eucharist - Celebration and Theology of Eucharist in the Writings Patristic and Medieval Period - Celebration and Theology of Eucharist in the Modern and Post Modern Periods - Various Theological Dimensions of Eucharist - Memorial Dimension - Trinitarian Dimension- Soteriological Dimension - Banquet and Pilgrimage Dimensions - Eschatological Dimension - Celebration and Theology of Eucharist in Catholic and Non-Catholic Liturgical Traditions in India - Catholic Traditions in India: Latin Tradition, Syro-Malabar Tradition, Syro-Malankara Tradition - Non-Catholic Traditions in India: Jacobite Tradition, Orthodox Tradition, Protestant Reformation Traditions, Anglican Traditions, Church of the East Tradition (*Surayi*) - Challenges on the Theology and Celebration of Eucharist - Controversies regarding the Eucharist - Theories Regarding the Eucharist

### **Reference**

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### Semester-5

Core Category	Core Course -10
Course Code	CHS5 B 10
Credit	4
Contact Hours	5 Hours per week

## CHS5 B10: World Religions and Interreligious Dialogue

### Course Outcome:

1. To make a scientific study of religion and the different world religions.  
To make a scientific study of religion and the different world religions
2. To realize the challenges and possibilities of dialogue

3. To be able to suggest creative methods to live interreligious harmony

### **Module-1 Dialogue of religions: psychological and sociological perspectives**

Introduction: Different notions and Modes of Dialogue- Theories regarding the origin of religion and its early forms - Sigmund Freud's views on religion -Insights of Karl Gustav Jung on religion -Role of feasts and pilgrimages in religious living -Religion and Economy: study based on Max weber

### **Module-2: Anthropological and phenomenological considerations**

Understanding religions from the perspectives of Emile Durkheim- Religious philosophy of Friedreich Schleiermacher- Phenomenological approach to religion- Comparative analysis of myths symbols and rituals in different religions- Religious experience according to William James and Rudolf Otto

### **Module-3: Introducing world religions**

Judaism, Islam, Christianity, Buddhism, Jainism, Sikhism, Hinduism, Chinese Religions

### **Module-4: -Documents from the Churches on Dialogue**

Interactions among religious cultures: Patristic views- Documents of Vatican II *Nostra Aetate*, *Dignitatis Humanae* & *Gaudium et spes*. - WCC (Guidelines on Dialogue with People of Living Faiths and Ideologies 1979 etc.)- Documents from Orthodox Tradition – E.g. Writings of Eastern Orthodox Metropolitan of Mount Lebanon, Georges Khodr - Documents of Pope Francis (Fratelli Tutti, Abudhabi document 2019 etc.)

### **Module-5: Challenges and Prospects in Religious Dialogue**

Foundations, conditions, forms and fruits of inter-religious dialogue - Religious Aberrations: Fundamentalism and Fanaticism- Religious Communalism: features, reasons and remedies -Concept of universal religion: S. Radhakrishnan and M. Gandhi -Potential in religions for inter-religious amity

### **Module-6: Praxis of Dialogue in Indian Context**

India, a mosaic of world religions - Injustice and poverty, platform for inter-religious action- Textual study of Chicago Speech by Swami Vivekananda -Contribution of Shree Narayana Guru to religious co-existence -Subaltern aspirations in religious living

### **Référence :**

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### Semester-6

Core Category	Core Course -11
Course Code	CHS6 B11
Credit	4
Contact Hours	4 Hours per week

## CHS6 B11: Christianity and Nation Building

### Course Outcome:

1. To make a systematic study of the language, literature, print media, education, health care and social reform and other areas in India.
2. To realize contributions of Indian Christians in the making of modern India
3. To suggest further creative measures for nation building today.

### Module-1: Mother Tongues: Power to People.

Language Tools and Its Formation- Formation of National and Vernacular Alphabets- Formation of National and Vernacular Language- Formation of Dictionaries and Grammar Books- Translation of Bible in the Vernacular Languages- Translation of Indian Classical Books to Foreign Languages.

## **Module-2: Literature and Print Media**

Establishment of Press- Publication of Periodicals- Journals and Newspaper-Novels and Poems- Creative Literature's

## **Module-3: Formal and Informal Education-**

Establishment of Schools in Vernacular Languages- Women and Tribal Education- English Education- Job Oriented Education and Skill Training- Higher Education.

## **Module-4: Socio-Cultural Reformation, Health Care and Social Welfare of The Community**

Caste System- Slavery- Social Evils- Enhancement of Dignity of Women- Upliftment of Marginalized Communities. Dispensaries and Hospitals- Formation of Health Workers - Health Awareness, Hygiene, and Nutritious Food- Social Welfare Home Care for Destitute and Orphans- Special Care for T B Patients, Leprosy Patients, And HIV /Aids Affected People.

## **Module- 5: Christian Involvement of Freedom Struggle and Contribution Towards Constitution**

The Rise of Nationalism- Home Rule for India- Indian National Congress and The Role of Christians- Christians Association with Gandhiji- Christian Movements for an Independent India. Drafting of Constitution: Freedom to Profess, Practice and Propagate- Promoting Justice and Peace- Democracy and Parliament- Power to the Poor: A Social Obligation- The Marvel of Science and Technology.

## **Reference**

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### Semester-6

Core Category	Core Course -12
Course Code	CHS6 B12
Credit	4
Contact Hours	4 Hours per week

## CHS6 B12: Christian Contribution to Kerala Renaissance

### Course Outcome:

1. To analyze the role of religion in the transformation of Kerala society.
2. To familiarize the contributions of Christianity in the society.
3. To contribute creative interventions so that it may create a tolerant and non communal society. To appreciate the values and ideologies of religions in India. To understand how Christians have contributed to the growth of Kerala.

### Module 1: Christianity in Kerala

Traditions and Literature -- Early Christian settlements and its features – Europeans in Kerala and its impact on Christianity -- Francis Xavier – Synod of Diamper and its Consequences – Divisions in the Church—Indianization of the Church--Cultural Identity of Christians – Traditional attire and the Changes – Traditional Culinary and the Changes – Christian folk Arts – Christian Rituals- Feasts and Nerchas

### Module 2: Christianity in the Awakening of Kerala



Transition in the Kerala society –Missionaries and their role in Print, Press and Education – Growth of Language and Literature – Arnos Padiri – Herman Gundert – Benjamin Baily – Paremakkel Thoma Kathanar – Joseph Kariatti–P J Thomas- I C Chacko --Modernity in Kerala- debate- Chavara Kuriakose Elias Achan – Col. Munroe in Travancore – Upliftment of the downtrodden –Poyikayil Yohannan – John Joseph Pampady and Cheramar Mahajana Sabha

### **Module 3: Economic Innovations in Kerala**

Traditional Agrarian system of Kerala – Transition in Agriculture – Cash crops – Plantation system –Migrations -Kayal Reclamation in Kuttanad- Thomman Joseph Murickummmoottil (Murickan Outhachan) – Christians in Trade – Thachil Mathu Tharakan – Thrissur and Trade-Financial Institutions–Kuri and the Banking – Christian Entrepreneurs K M Mammen and MRF —M C George Muthhoot - Social Service and Hospitals – Christian initiation to Kerala Model of Development

### **Module 4: Christians in the Making of the Nation**

Role of Christians in the National Movement of Kerala –Leaders of the Movement - T. Titus-Barrister George Joseph –A J John- T M Varghese – Akkamma Cheriyan – Annie Mascarene – Gracy Aaron – Rosamma Punnoose – Christian Maha Jana Sabha and Catholic Maha Jana Sabha – Malayalee Memorial –Christian Succession Act of 1916-Liberation Movement of 1959 and Discourses on Minority Rights – Christians in the Making of Kerala today- Foreign Remittance and Christians

### **References**

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## Semester-6

Core Category	Core Course -13
Course Code	CHS6 B13
Credit	4
Contact Hours	4 Hours per week

## **CHS6 B13: Christianity and Scientific Culture**

### **Course Outcome:**

- 1.To understand the current conversation between Christianity and Science
- 2.To understand faith in a scientific culture
3. How to bring about an authentic engagement between Science and Christianity today

### **Module-1: Science and Christianity: Fundamentals**

Science: Etymology, Definitions and Methods- Science: emergence and growth- Christianity: Main beliefs and concepts- Christianity: emergence and growth- Science and Christianity: an overview

### **Module-2: Christianity and Development of Science**

Christianity and Founders of Modern Science- Christian Religious Orders and Scientific development - Protestant Influence on Science and technology - Science and Eastern Christianity- Science and Indian Christianity

### **Module-3: Science and Christianity: Cultural Conflicts**

Mechanical Philosophy of Nature- Logical Positivism- Objectification and Desacralization of Nature- Physical Reductionism and Anthropocentrism- Rise of Atheism and Materialism

### **Module-4: Science and Christianity: From Conflict to Complementarity**

Science and Christianity: Period of Encouragement- Science and Christianity: Period of Estrangement- Science and Christianity: Period of Engagement- Complementarity of Book of Nature and Book of Scripture - Proponents of Complementarity of Science and Religion

### **Module-5: Christian Faith in a Scientific Culture**

Evolution, Creation and Creator- Evil and Divine Providence- Human Dignity and Moral Consciousness - Life after Death and eternal Reward- Structural Adaptations and Further Challenges; Peace and Harmony- Eco-Sensibility and Sustainable Growth- Healing the Religious and Cultural Schizophrenia- Science and Technology - for Serving of the Humanity - Science and Technology - for Uplifting of the poor

### **Reference**

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### **Semester-6**

Core Category	Core Course -14
Course Code	CHS6 B14
Credit	4
Contact Hours	6 Hours per week

## **CHS6 B14: Christian Ethics and Social Justice**

### **Course Outcome:**

1. Understand the basic concepts of Christian ethics, its development
2. To realize the practical dimension of Christian ethics
3. To apply Christian ethics in daily life

### **Module- 1: The Development of Christian Ethics**

Ethical Teachings in the Old Testament and the Ten Commandments- The Ethical Teachings of Jesus with Special Reference to the Beatitude - The Ethics of Early Christianity and Middle Ages - Modern Understanding of Christian Ethics

### **Module -2. The Sources of Christian Ethics**

Scripture and Christian Ethics - Faith and Christian Ethics- Reason, Traditions and Human Experience

### **Module- 3: Basic Concepts of Christian Ethics**

Human Act and Freedom- Natural Law: The Objective Norm of Morality - Conscience: The Subjective Norm of Morality

### **Module- 4: Christian Ethics in Praxis**

Virtues: The Practical Dimension of Christian Ethics - Justice: Its Fundamental Elements and Classification - Dignity of Human Person and the Concerns of Social Justice

### **Module -5: Christian Ethics in Daily Life**

Bio- Ethical Issues and the Principles of Christian Ethics - Human Sexuality from a Christian Ethical Perspective- Christian Ethical Principles in Business Relationships

### **Reference**

- Bernard Häring, *The Law of Christ: General Moral Theology*, Vol 1 I, Westminster: Newman Press, 1963.
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- Paulinus Ikechukwu Odozor, *Moral Theology in an Age of Renewal*, University of Notre Dame Press, Notre Dame, Indiana, 2003.
- William E. May, *An Introduction to Moral Theology*, Huntington, IN: Our Sunday Visitor Publishing Division, 2003

Scaria Kanniyakonil, *New Horizons in Christian Ethics*, Bangalore: Asian Trading Corporation, 2014

Hormis Mynatty, *Proposals for a Comprehensive Moral Theology*, Bangalore: Asian Trading Corporation, 2008.

### **ELECTIVE COURSES**

Elective Course	Elective Course -1
Course Code	CHS6 B01
Credit	4
Contact Hours	3 Hours per week



# **CHS6 B01: Women Studies: Christian Perspectives**

## **Course Outcome:**

1. Learn the role of women in Bible and Christianity in the light of contemporary literature
2. To enlighten the role of women in today's church and society
3. To offer creative models for women to lead the society

## **Module- 1: Introduction to Women's Studies**

History and development of Women's Studies in India (and globally).

Key concepts – Christian feminism, Patriarchy, Sex and Gender, Power....

Feminist theory and hermeneutics

## **Module-2: Biblical Perspectives**

Prominent women in the Christian Scriptures

Jesus and women

Paul and women

Mary of Nazareth

## **Module-3: Women in Christianity**

Women in the Early Church

Women doctors of the church

Women leaders, saints and martyrs

20<sup>th</sup> century Christian movements for empowerment of women

Current status of women in the church

## **Module-4: Ecclesiastical directives**

Address of Pope Paul VI to women at the end of Vatican II

*Mulieris Dignitatem* Apostolic Letter of John Paul II on the Dignity and Vocation of Women, 1988

Letter of John Paul II to women, 1995

Gender Policy of the Catholic Church in India, 2009

Pope Francis on women

## **Module-5: Ethical issues and concerns**

Women oppression and violence

Marriage, family and sexuality

Christian identity and Dalit women

Ecofeminism  
Love, Care and Justice

## Reference

- Anagol, Padma. *Indian Christian women and indigenous feminism, c. 1850–c. 1920*. Manchester University Press, 2017.
- Bauman, Chad M. *Christian identity and Dalit religion in Hindu India, 1868-1947*. Wm. B. Eerdmans Publishing, 2008.
- Christ, Carol P. *Woman spirit rising: A feminist reader in religion*, Harper & Collins, 1981.
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- Schussler Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*, New York: Crossroad, 1994.

## Church documents

- CBCI Gender Policy of the Catholic Church of India, 2010
- Apostolic Letter, *Mulieris Dignitatem*, on the Dignity and Vocation of Women, 1988
- John Paul II, Letter to Women, 1995

Elective Course	Elective Course -2
Course Code	CHS6 B02

Credit	4
Contact Hours	3 Hours per week

## **CHS6 B02: Eco-theology and Cosmic Spirituality**

### **Course Outcome:**

1. To understand the environmental crisis and related ecological challenges
2. To analyze the ecological crisis as a moral problem.
3. To give a Christian ideal of just sustainable development

### **Module 1: Environment Crisis as a Global Challenge**

- 1: Crisis of our Common Home -General Introduction
- 2: Ecological crisis: Historical development since 1962
- 3: Ecological Crisis and World Submits

### **Module 2: Christian Approach to Ecological Crisis**

- 1: Global Responses – WCC and Paul VI
- 2: Mystical Understanding of the Creation -Greek Orthodox
- 3: Cry of the Earth, Cry of the poor

### **Module 3: Sustainable Development**

- 1: Climate change and contribution if IPCC (Inter-governmental Panel on Climate Change)
- 2: Concept of Sustainable Development
- 3: Human beings as stewards of creation

### **Module 4: Ecological Crisis as Moral Problem**

1: Ethical Challenges in Environmental Issues -Interventions of Popes Paul VI, John Paul II, Benedict XVI and Francis

2: Case studies- Economy, Ecology and Ethics

3: Ecological Equilibrium –Concept and initiatives

### **Module 5: Social Justice and Ecological Revival**

1: Ecological Virtues-Concept and directives

2: Ecological Justice as commitment to the other –Intra and inter-generational

3: Ecological Dialogue and *Laudato Si'*

### **Reference**

Benedict XVI, “If You Want to Cultivate Peace, Protect Creation,” Message of His Holiness Benedict XVI for the Celebration of the World Day of Peace, (January 2010)

Benedict XVI, *The Environment* (Huntington, IN: Our Sunday Visitor Publishing Division, 2012)

Benedict XVI, *The Garden of God: Toward a Human Ecology* (Washington DC: The Catholic University of America Press, 2012)

Celia E., Deane-Drummond, *Eco-Theology*. London: Darton, Longman and Todd Ltd, 2008.

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John Paul II, “Peace with God the Creator, Peace with All of Creation,” Message of His Holiness Pope John Paul II for the Celebration of the World Day of Peace, 1 January 1990; available at [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/messages/peace/index.htm](http://www.vatican.va/holy_father/john_paul_ii/messages/peace/index.htm),

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- Saji Mathew Kanayankal CST, "Renewal of Theology and Ethics in an Era of Ecological Crisis" in *Indian Moral Theology: Historical Studies and Future Prospects*, ed. Mathew Illathuparambil, Bangalore: Dharmaram Publications, 2017, 160-173.
- Sallie McFague, *A New Climate for Theology: God, the World and Global Warming*, Minneapolis, MN: Fortress Press, 2008

Sallie. McFague, *A New Climate for Theology: God, the World and Global Warming*.  
Minneapolis, MN: Fortress Press, 2008.

Sallie. McFague, *The Body of God: An Ecological Theology*. Minneapolis, MN: Fortress Press,  
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Sean McDonagh, *On the Care of our Common Home: Laudato Si Commentary*, Maryknoll, NY:  
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Wooden König-Bricker, *The Ten Commandments for the Environment: Pope Benedict XVI  
Speaks Out for Creation and Justice* (Notre Dame, IN: Ave Maria Press, 2009)

Elective Course	Elective Course -3
Course Code	CHS6 B03
Credit	4
Contact Hours	3 Hours per week

## **CHS6 B03: World Economy and Christian Social Doctrine**

### **Course Outcome:**

1. Analyze the close link between different economic systems and its relationship to Christian values.
2. To develop Christian response to globalization.
3. Apply Christian economic concepts to various modern-day and/or hypothetical situations.

### **Module: 1 Universal aims of an Economy**

Universal aims of an economy: growth and equitable distribution of wealth and income, sustainable development, eradication of poverty- maintaining stability – creating employment.

Alternate methods of attaining universal aims of an economy a. capitalism through market mechanism b. socialism through control by Government c. Mixed economy, Public Private participation.

## **Module: 2 The Church's Involvement in the Economic Life in the Early and Medieval Times**

changed social attitude of wealth & luxury-Socio-economic implications of the functioning of the Early Christian Church -Gospel interpretation& the concept of poverty- Direct and indirect involvement of the Church in the economic life of Early Christian towns in Greece-Economic self-sufficiency& Christian monastic community life: Role of saint basil-Agrarian & non agrarian activities of the early Christian Church in Greece -Christian views on poverty & wealth. Theories of Augustine and Aquinas and others

## **Module: 3 Protestant Ethics & Rise of Capitalism**

Concept of "work is worship"- Protestant ethics and rise of Capitalism -Theory of Max Weber-Calvinist & puritan concepts of wealth-First stock exchange of the world : How Calvinist thrift laid foundation of Amsterdam stock exchange-Concepts of Rodney William Stark and Gerhard Emmanuel "Gerry" Lenski - Theory of Laissez-faire- The hidden theology of Adam smith: father of economics and capitalism- How Christian understanding of life differ from capitalism-Christian commitment & surprising rate of business success among Amish people.

## **Module: 4 Christian Ethics & Globalization.**

liberation or exploitation: Understanding globalization – Free market &the Christian perspective-Theory of demand, supply and price mechanism-The Ethical Challenges of Global Capitalism -Ethical Questions Concerning the Global Market - Living With Christian Integrity in a Global Context-Money and Power: Ethical Issues Facing the Global Church in the Third Millennium-Historical assessment of Christianity's role in globalization- Solidarity with the poor-Global sign of the cross- Catholic Social Teaching and Globalization.

## **Module: 5 Christian Economic Ethics**

Christian finance-*Rerum Novarum* ("of revolutionary change)-Negativity of prosperity gospel-Liberation theology &Christian socialism-Fraternal organizations like Knights of Saint Columbanus-Christian concept of property- Freedom of contract& Christian consciousness-Freedom from the other& the biblical understanding of freedom for the other - Lech Walesa & Solidarity of Poland: the trade union that changed the world with its Catholic commitment-Catholic social teachings& ideas of Justice, charity &distribution- socio economic thoughts of Popes John Paul II, Benedict XVI, Francis

## **Reference:**

Marcelo Sanchez Sorondo, "For a Catholic Vision of the Economy," *Journal of Markets and Morality* 6, no. 1 (2003)

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John A. Coleman and William R. Ryan (eds.), *Globalization and Catholic Social Thought: Present Crisis, Future Hope*, New York: Orbis books, 2005.

Rebecca Todd Peters, *In Search of the Good Life: The Ethics of Globalization*, (New York: Continuum, 2004.

Thomas Massaro, S. J. *Living Justice: Catholic Social Teaching in Action*, (Sheed and Ward, 2000).

Pope Francis, Encyclical Letter *Fratelli Tutti*, 2020

Pope Francis, Encyclical Letter *Laudato si*, 2015

John Paul's papal encyclicals *Laborem Exercens* and *Centesimus annus* in *Catholic Social Thought: The Documentary Heritage* (Maryknoll, N.Y: Orbis Books, 1992).

*Rights and Duties of Capital and Labour*, is an encyclical issued by Pope Leo XIII on 15 May 1891

Elective Course	Elective Course - 4
Course Code	CHS6 B04
Credit	4
Contact Hours	3 Hours per week



# **CHS6 B04: Spirituality and Mental Health**

## **Course Outcome:**

Students should be able

1. To derive knowledge about the development of psycho-spiritual models.
2. To know the theoretical understanding of variety of spiritual interventions in promoting well-being.
3. Familiarize the students with psycho-spiritual therapeutic interventions of helping the behaviorally impaired.
4. To create the awareness about the holistic approach in promoting psychological health.

## **Module- 1: Introduction to Spirituality and Mental Health**

Definition of Spirituality, Mental health, mind body relationship, need and significance of spirituality and mental health, theoretical models, biopsychosocial-spiritual model, cognitive-spiritual model.

## **Module- 2: –Mediating Factors among Spirituality and Mental health**

Coping styles, stress management, social support, sense of well-being, positive belief, peace, purpose, forgiveness, comfort, higher life satisfaction, meaning in life, strength, better cognitive functioning, locus of control.

## **Module- 3: – Significance of Spiritual activity for Mental Health**

Neuropsychology of spiritual experience, Cognitive approaches to religion, Emotion and religion; Spirituality and mood disorders, depression, bipolar disorders, schizophrenia, spirituality and anxiety disorders, generalized anxiety disorder, phobia, obsessive compulsive disorder, post-traumatic stress disorder, spirituality and somatoform disorder, spirituality psycho-somatic disorder, spirituality and adolescent childhood disorders, spirituality and substance abuse including alcoholism, spirituality and sleep disorder.

## **Module- 4: – Holistic psycho-spiritual therapeutics and Mental health**

Concept of holistic health, elements of integrative therapy, contemplative prayer, guided meditation, yoga. Effectiveness of psycho-spiritual therapy, addressing physical, emotional, social, spiritual and intellectual health. Religion and Forgiveness- Religion in Clinical and Counseling Psychology- Pastoral Counselling-Confession- Grief Resolution

## **Reference**

- Propst, L.R. (1988). *Psychotherapy in a Religious Framework*. New York, Human Science Press.
- Miller, W.R. (Ed.) (1999). *Integrative Spirituality into Treatment: Resources for Practitioners*. Washington, Dc. American Psychological Association.
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- Raymond F. Paloutzian & Crystal L. Park (2005), *Handbook of the Psychology of religion and Spirituality*, The Guilford press: New York
- John Swinton (2003) *Spirituality and Mental Health Care: Rediscovering a 'Forgotten' Dimension*, Jessica Kingsley Publishers: London and Philadelphia.
- Mary Ellen Coyte, Peter Gilbert, Vicky Nicholls, John Swinton (2007) - *Spirituality, Values and Mental Health - Jewels for the Journey*, Jessica Kingsley Publishers: London and Philadelphia.
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- Dennis Lines (2006), *Spirituality in Counselling and Psychotherapy*, SAGE Publications India Pvt Ltd.

Elective Course	Elective Course - 5
Course Code	CHS6 B05

Credit	4
Contact Hours	3 Hours per week

## **CHS6 B05 Agrarian Migration and its Impact on Kerala Society**

### **Course Outcome:**

1. To learn on internal migration in Kerala in the light of Christian traditions
2. To understand the different socio-economic changes brought about by migration in Kerala society
3. To evaluate the present situation of migrant communities and offer creative suggestions for their development.

### **Module-1: – Migration- Historical Background**

Concept and Theories of Migration

Approaches and Types of Migration

Migration through Ages- Exodus in Bible

Resources of the Earth for the Common Good of Humanity

Different Migrations in the World- Internal and External Migration

### **Module- 2: - Internal Migration in Kerala**

Causes of Agrarian Migration- Search of land for Cultivation- First and Second World War- Famine and Poverty- Support of State- Grow More Food Campaign-

Syrian Christian Population and Agriculture

Leadership of Church and Migration

Availability of land in the hills of Travancore and Malabar

### **Module-3:– Process of Migration and Settlement of Farmers in Malabar**

Process of Migration to Malabar- Different waves and centre of Migration

Socio-Economic Situation in Travancore and Malabar in the Middle of 20<sup>th</sup> Century- Land situation in Malabar- Native-Migrant interaction.

Challenges of Migration- Malaria- Wild animals- Exploitation of moneylenders-Transportation- Threats of eviction

Development of Christian Community formation in Malabar-New Churches

## **Module-4: Migration and Development of Kerala**

Economic modernity- New agricultural crops in Malabar- Lemongrass-pepper-ginger-arecanut-rubber etc. Development of trade and emergence of new town in Malabar

Social Changes- Development of Education- Schools and Colleges- Cultural change among the natives and tribal people- Role of dioceses and Missionary Congregations

Infrastructure Development- Internal fund raising- *Pidiyari* system and *Chitties* – Construction of village roads, bridges, co-operative agriculture and marketing societies, banks, hospitals, orphanages, libraries, clubs

Cultural implantation-Cultural of hard work in land- Dress, Food, language, sports

Migrants in Regional Politics – Role in Local Self-Governments and Local Development- Bus service-electricity-telephone-government offices

### **Reference**

Joseph, K.V., *Migration and Economic Development of Kerala* (New Delhi: Mittal, 1988)

Joseph, Kuravilangad, Konippadikal, Bobby Books, Kozhikode, 1991

Jospheh, K.V., *The Financial Ventures of Syrian Christians* (Mal) (Thrissur: Current Books, 2014).

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Mathew, K S., Mahavir Singh & Joy Varkey (Eds), *Migration in South India* (New Delhi: Shipra, 2004).

Pazhayaparambil, Thomas, *Swapnabhoomiyil*, Muvattupuzha, 1978

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Varghese, V. J., 'The Alluring Music of Labour: Modernity, Migrations and Recreations of the Syrian Christian Community', in *Tapasam* Vol. 2 No. 3 &4 (2007)

Elective Course	Elective Course – 6
Course Code	CHS6 B06
Credit	4
Contact Hours	3 Hours per week

## **CHS6 B06 Religion in the Public Space**

**Course Outcome:**

1. To understand concepts like Public and Private spaces, secularism etc.
2. To introduce the theme of Public Theology in today's academic community
3. To get practical lessons in harmonizing spaces of Faith and Public spheres.

**Module-1: –Discussing the Current Questions**

Private and Public space  
Jürgen Habermas, John Rawls and other theorists  
Sacred space and transcending the dichotomy  
The concept of relationality  
Indian Context

**Module-2: - Religion – Is it Private or Public?**

Protestant Christianity and the role of the Private individual  
Is 'Private Religion' possible?  
State absolutism  
Comfort zones of Religions  
Dharma and Gandhian Vision of Public Private sphere

**Module-3: Understanding Secularism**

Biblical teaching of duties towards God and State  
Medieval concept of superiority of the sacred over the secular  
Enlightenment and European Secularism.  
American notion of State Church separation  
Asian experience of co-existence of religion and secular democracy

**Module-4: – Religion in the Public: Reflections from Different Traditions**

Second Vatican Council: *Dignitatis Humanae* and other documents  
WCC Guidelines  
Pope Francis -*Evangelii Gaudium*, *Fratelli Tutti* and other teachings  
Indian principle “*sarvasamayamabhava*.”  
Intersecting of the private and the public in the Global South

**Module-5: –Understanding Public Theology**

Role of Political Theology  
Difference from Theology for Public Life, Civil Religion  
Interreligious perspectives  
Liberative thrusts  
Theologian as Public Intellectual

### **Module-6: –Harmonizing Spaces of Faith and Public spheres- an Indian perspective**

Strengthening of the Values of the Indian Constitution  
Protecting the Human Rights  
Defense of the Poor from the powers of the market  
Building up harmonious communities  
Joining together to protect the Environment.

### **Reference**

Felix Wilfred, *Religious Identities and the Global South*  
*Porous Borders and Novel Paths*, Cham, Switzerland: Palgrave Macmillan, 2021.  
José Casanova, *Public Religions in the Modern World* (Chicago and London: University of Chicago Press, 1994).  
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“On Translating Religious Reasons: Rawls, Habermas, and the Quest for a Neutral Public Sphere,” *The Review of Politics* 78, no. 1 (2016): 91–116.  
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Eric O. Hanson, *Religion and Politics in the International System Today* (Cambridge: Cambridge University Press, 2006).  
Felix Wilfred, “Asian Christianities and Theologies through the Lens of Postcolonialism,” in *Concilium* 2018/1: 26.  
Neera Chandhoke, *Beyond Secularism: The Rights of Religious Minorities* (New Delhi: Oxford: Oxford University Press, 1999).  
L. Stanislaus and Alwyn D’Souza, eds., *Prophetic Dialogue. Challenges and Prospects in India*, (Pune/Delhi: Ishvani Kendra/ISPCK, 2003).  
Max Stackhouse, *Public Theology and Political Economy* (Grand Rapids, MI: Eerdmans, 1987).  
L., Hainsworth et al., eds., *Public Theology for a Global Society: Essays in Honor of Max L. Stackhouse* (Grand Rapids, Mich.—Edinburgh: William B. Eerdmans, 2010).  
M.M. Thomas, *Christian Participation in Nation-Building* (Bangalore: Institute for the Study of Religion and Society, 1960).  
David Hollenbach, *The Common Good and Christian Ethics* (Cambridge: Cambridge University Press, 2002).

David Hollenbach, *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics* (Washington, DC Georgetown University Press, 2003).

Elective Course	Elective Course - 7
Course Code	CHS6 B07
Credit	4
Contact Hours	3 Hours per week

## **CHS6 B07 Cultural Heritage of Christianity in Kerala**

### **Couse Outcome:**

1. To understand the Kerala Christian contribution to language and literature
2. To realize the Kerala Christian heritage in arts, customs, traditions, art and architecture
3. To offer creative lessons for students to build upon the cultural treasures of Christianity

### **Module 1: Christian Contribution to Language**

Outline and aspects of Kerala History and Kerala Culture -The People of Kerala -Archaeology, Anthropology, Place-name studies, Epigraphy.

Works of the Missionaries - Christian contribution to Language, Lexicography, Grammars, Philology.



## **Module 2: Christian Contribution to Literature and Journalism**

Poetry- *Maha Kavyas, Khanda Kavyas*, Prose, Novel, Short Story, Drama, Biography, Travelogue and Criticism.

Journalism- Journals, Weeklies, Newspapers, Electronic Media.

## **Module 3: Heritage of Kerala Christians in Arts, Traditions and Customs**

Performing arts- Margam Kali, Chavittunatakam, Kathaprasangam.

Liturgical Ceremonies- The Rebekka, Triangle, Nakaram, Drums, Harmonium, Ceremonies related to birth, marriage and death.

Feasts and Festivals: Four Types of Processions- Ambu, Vala etc. The 72 Privileges on these occasions - Umbrellas, Musical Instruments, the Elephant, Decorations like *arangu, kulavazha, kurutholaperunnal*, Chanthamani, games and entertainments.

Special food items and confectionaries- Kuzhaalappam, Achappam, Cheeda, Inderi, Kozhukkotta, Kalthappam.

Music in Churches and Homes: Syriac tunes. Pallippaattukal- Old songs- Domestic use of musical instruments.

Agricultural Heritage, Knowledge Heritage, Trade Heritage, Heritage of Philosophical Thoughts, Legal heritage- Canon law, Heritage Conservation, Edicts, Copper Plates, Padiyolas, Manuscripts and Museums.

## **Module 4: Christian Art and Architecture**

Church Architecture. Three Tier Gabled Roofing. Thatched roofs, Kurodu, Company Tiles- Pillarless construction,

Wooden construction- Modern roofs- Monthayam, Wooden beams, rafters, tie rafters, *AanaVathil, AanaMathil*, Railings, *Chaarupadi* and Wooden Grills- *NaaluKettu, EttuKettu. Padippura, Chithraabhaasas.*

Mural Paintings (*Chumar Chithrangal*), Cloth Paintings (*Sheela Chithrangal*), Wooden Panels (*Phalakachchitrangal*).

Sculpture in rock, wood, Open Air Granite Crosses or *Nazrani Sthambas*. Metal Sheathed Flag staffs (*DhwajaSthamba*), Rock Lampstands (*DeepaSthamba*), Rock Baptismal Fonts (*Mammodesakkallu*), Rock Architraves. Wooden Altarpieces (*Reredos*) with reliefs, Statues in the Round.

Metalwork- Gold and Silver Crosses, Bronze Lamps and Bells and Ivory statues.

### **Bibliography:**

Temple Architecture of Kerala, Dept. of Archaeology, Govt. of Kerala.

Devassy, M. K., *Kerala Churches*

Narayanan, M.G.S., *Cultural Symbiosis*, Kerala Society, 1972.

Raghava Varrier & Rajan Gurukkal, *Kerala History*,

K.P.P. Menon *History of Kerala*

Menachery, George, *Ed.*, *The St. Thomas Christian Encyclopaedia of India*, Vol. 2, 1973

Menachery, George, *Ed.*, *The Thomapedia*, 2000

Menachery, George, *Ed.*, *The Indian Church History Classics*, Vol. 1, 1998

Menachery, George, *Ed.*, *Pallikkalakalum Mattum*, 1984

Nagam Aiya, V., *Travancore State Manuals*, 3 Vols., 1906

*Kerala Charithram*, Kerala History Association, 2 vols., Ernakulam,

*Histories of Malayalam Literature*, Ulloor,

Thomas, P. J., *Christians and Malayalam Literature*,

### **Malayalam Works**

സാമുവൽ ചന്ദനപ്പിള്ളി, മിഷനറിമലയാളഗദ്യമാതൃകകൾ

Prof.V.P. Johns, ചവിട്ടുനാടകവിജ്ഞാനകോശം

എരുമേലി പരമേശ്വരൻപിള്ള, മലയാളസാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ

Dr S. Rajasekharan, നവോത്ഥാനാനന്തരകവിത

തുമ്പമൺ തോമസ്, മലയാളനോവലിന്റെവേരുകൾ

ജി.പ്രിയദർശൻ, മൺമറഞ്ഞമലയാളമാസികകൾ

ഡോ.എറസലുദ്ദീൻ, സി.ജെ ധിക്കാരിയുടെ കാതൽ

കെ.കെ.എൻകുറുപ്പ്, സുവിശേഷം ഉത്തരകേരളത്തിൽ

എം.എൻ വിജയൻ, കഥയുടെ നൂറ്റാണ്ട്

ഡോ.എം.മുരളീധരൻ, എം.പി.പോളിന്റെ സാഹിത്യവിമർശനം

എസ്.കെവസന്തൻ, കെ.ജോയ്‌പോൾ

മലയാളഭാഷാസാഹിത്യസംസ്കാരസർവ്വസംഘം

ജോർജ്ജ് ഇരുമ്പയം, ആദ്യകാലമലയാളനോവൽ

കെ.എസ്. രവികുമാർ, ചെറുകഥ-വാക്യംവഴിയും

## **Complementary Courses**

Course Category	Complementary Course - 1
Course Code	CHS 1(2) C01
Credit	4
Contact Hours	6 Hours per week

## **CHS1(2) CO1: World Economy and Christian Social Doctrine**

### **Course Outcome:**

- 1 Analyze the close link between different economic systems and its relationship to Christian values.
- 2 To develop Christian response to globalization.

3. Apply Christian economic concepts to various modern-day and/or hypothetical situations

### **Module: 1 Universal aims of an Economy**

Universal aims of an economy: growth and equitable distribution of wealth and income, sustainable development, eradication of poverty- maintaining stability – creating employment.

Alternate methods of attaining universal aims of an economy a. capitalism through market mechanism b. socialism through control by Government c. Mixed economy, Public Private participation.

### **Module: 2 The Church's Involvement in the Economic Life in the Early and Medieval Times**

changed social attitude of wealth & luxury-Socio-economic implications of the functioning of the Early Christian Church -Gospel interpretation& the concept of poverty- Direct and indirect involvement of the Church in the economic life of Early Christian towns in Greece-Economic self-sufficiency& Christian monastic community life: Role of saint basil-Agrarian & non agrarian activities of the early Christian Church in Greece -Christian views on poverty & wealth. Theories of Augustine and Aquinas and others

### **Module: 3 Protestant Ethics & Rise of Capitalism**

Concept of “work is worship”- Protestant ethics and rise of Capitalism -Theory of Max Weber-Calvinist & puritan concepts of wealth-First stock exchange of the world : How Calvinist thrift laid foundation of Amsterdam stock exchange-Concepts of Rodney William Stark and Gerhard Emmanuel "Gerry" Lenski - Theory of Laissez-faire- The hidden theology of Adam smith: father of economics and capitalism- How Christian understanding of life differ from capitalism-Christian commitment & surprising rate of business success among Amish people.

### **Module: 4 Christian Ethics & Globalization.**

liberation or exploitation: Understanding globalization – Free market &the Christian perspective-Theory of demand, supply and price mechanism-The Ethical Challenges of Global Capitalism -Ethical Questions Concerning the Global Market - Living With Christian Integrity in a Global Context-Money and Power: Ethical Issues Facing the Global Church in the Third Millennium-Historical assessment of Christianity's role in globalization- Solidarity with the poor-Global sign of the cross- Catholic Social Teaching and Globalization.

### **Module: 5 Christian Economic Ethics**

Christian finance-*Rerum Novarum* ("of revolutionary change)-Negativity of prosperity gospel-Liberation theology &Christian socialism-Fraternal organizations like Knights of Saint Columbanus-Christian concept of property- Freedom of contract& Christian consciousness-

Freedom from the other& the biblical understanding of freedom for the other - Lech Walesa & Solidarity of Poland: the trade union that changed the world with its Catholic commitment- Catholic social teachings& ideas of Justice, charity &distribution- socio economic thoughts of Popes John Paul II, Benedict XVI, Francis

## Reference:

- Marcelo Sanchez Sorondo, "For a Catholic Vision of the Economy," *Journal of Markets and Morality* 6, no. 1 (2003)
- Ashkenazi J. 2014, 'Holy Man versus Monk–Village and Monastery in the Late Antique Levant: Between Hagiography and Archaeology', *JESHO* 57, 745-765.]
- Banaji J. 2007, *Agrarian Change in Late Antiquity: Gold, Labour and Aristocratic Dominance*, Oxford: Oxford University Press.
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- Political Economy. In *The Catholic Encyclopedia*. New York: Robert Appleton Company. Retrieved May 5, 2021 from New Advent.
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- Stark, Rodney (2005). [\*The Victory of Reason: How Christianity Led to Freedom, Capitalism, and Western Success\*](#). New York: Random House. ISBN 1-4000-6228-4.
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- John A. Coleman and William R. Ryan (eds.), *Globalization and Catholic Social Thought: Present Crisis, Future Hope*, New York: Orbis books, 2005.
- Rebecca Todd Peters, *In Search of the Good Life: The Ethics of Globalization*, (New York: Continuum, 2004.
- Thomas Massaro, S. J. *Living Justice: Catholic Social Teaching in Action*, (Sheed and Ward, 2000).
- Pope Francis, Encyclical Letter *Fratelli Tutti*, 2020
- Pope Francis, Encyclical Letter *Laudato si*, 2015
- John Paul's papal encyclicals *Laborem Exercens* and *Centesimus annus* in Catholic Social Thought: The Documentary Heritage (Maryknoll, N.Y: Orbis Books, 1992).
- Rights and Duties of Capital and Labour*, is an [encyclical](#) issued by [Pope Leo XIII](#) on 15 May 1891

Course Category	Complementary Course - 2
Course Code	CHS 4(3) C01
Credit	4

Contact Hours	6 Hours per week
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## **CHS 4 (3) CO1: Spirituality and Mental Health**

### **Course Outcome:**

Students should be able

1. To import knowledge about the development of psycho-spiritual models.
2. To know the theoretical understanding of variety of spiritual interventions in promoting well-being.
3. Familiarize the students with psycho-spiritual therapeutic interventions of helping the behaviorally impaired.
4. To create the awareness about the holistic approach in promoting psychological health.

### **Module- 1: Introduction to Spirituality and Mental Health**

Definition of Spirituality, Mental health, mind body relationship, need and significance of spirituality and mental health, theoretical models, biopsychosocial-spiritual model, cognitive-spiritual model.

### **Module- 2: –Mediating Factors among Spirituality and Mental health**

Coping styles, stress management, social support, sense of well-being, positive belief, peace, purpose, forgiveness, comfort, higher life satisfaction, meaning in life, strength, better cognitive functioning, locus of control.

### **Module- 3: – Significance of Spiritual activity for Mental Health**

Neuropsychology of spiritual experience, Cognitive approaches to religion, Emotion and religion; Spirituality and mood disorders, depression, bipolar disorders, schizophrenia, spirituality and anxiety disorders, generalized anxiety disorder, phobia, obsessive compulsive disorder, post-traumatic stress disorder, spirituality and somatoform disorder, spirituality psycho-somatic disorder, spirituality and adolescent childhood disorders, spirituality and substance abuse including alcoholism, spirituality and sleep disorder.

### **Module- 4: – Holistic psycho-spiritual therapeutics and Mental health**

Concept of holistic health, elements of integrative therapy, contemplative prayer, guided meditation, yoga. Effectiveness of psycho-spiritual therapy, addressing physical, emotional,

social, spiritual and intellectual health. Religion and Forgiveness- Religion in Clinical and Counseling Psychology- Pastoral Counselling-Confession- Grief Resolution

## Reference

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- Miller, W.R. (Ed.) (1999). *Integrative Spirituality into Treatment: Resources for Practitioners*. Washington, Dc. American Psychological Association.
- Plante, Thomas G. (2009). *Spiritual Practices in Psychotherapy: Thirteen tools for Enhancing Psychological Health*. Washington, Dc. American Psychological Association.
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- Richards, P.S., & Bergin, A.E. (1999). *Handbook of Psychotherapy and Religious Diversity*. Washington, Dc. American Psychological Association.
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- John Swinton (2003) *Spirituality and Mental Health Care: Rediscovering a 'Forgotten' Dimension*, Jessica Kingsley Publishers: London and Philadelphia.
- Mary Ellen Coyte, Peter Gilbert, Vicky Nicholls, John Swinton (2007) - *Spirituality, Values and Mental Health - Jewels for the Journey*, Jessica Kingsley Publishers: London and Philadelphia.
- E. L. Worthington Jr., S. J. Sandage (2015), *Forgiveness and Spirituality in Psychotherapy - A Relational Approach*-American Psychological Association (APA).
- Dennis Lines (2006), *Spirituality in Counselling and Psychotherapy*, SAGE Publications India Pvt Ltd.



Course Category	Complementary Course - 3
Course Code	CHS 1(2) C02
Credit	4
Contact Hours	6 Hours per week

## **CHS1(2) CO2 Christian Management and Leadership**

### **OBJECTIVES:**

Upon successful completion of this course, the student will be able to:

1. Evaluate leadership trends from a biblical and theological foundation and evaluate personal leadership assumptions and experience from a biblical perspective.
2. Realize the ideals of Christian self-care, personal morality, character formation and ethical concerns of society which equip one for Christian leadership.
3. Provide Christian leadership through the dynamics of crisis, conflict and change.

### **MODULE: 1 Biblical and Theological Foundations of Christian Leadership**

Definition of leadership-Theological Perspectives of Leadership - Leadership Is Role- Leadership Is Relationship- Leadership Is being Model - Leadership Is Attention- Leadership Is Service- Authority and Service-biblical and historical, theological backgrounds that shape a Christian leadership approach- Leadership Applied in the Early Church (1 Pet. 5:1–5)-

### **MODULE: 2 Secular Leadership vs. Christian Leadership**

Difference in focus- Difference in role model- Difference in purpose- Difference in end goal- Dimensions related to secular Leadership ideals (Profits, Losses, Gains, Margins, Toughness& Success) -Jesus the great C E O

### **MODULE: 3 Best Practices in Christian Leadership**

The best use of time and energy-wisely investing the God given talents-strengthening skills-building healthy team - Leadership development is a communal process- Self-development-motivation & correction – love, modesty & integrity- understanding temperaments-respecting others concerns- believing in gifts- Supporting the dreams-challenging the flaws-Christian leadership in workplace- Best practices from Old Testament- examples from Abraham to Moses& Joseph, Examples from David to Daniel, Esther, and others-what is Christian concept of servant leadership-attributes of Christ's servant leadership.

### **MODULE: 4 Christian Concept of Management**

Defining Management-different management theories- the empirical approach - The interpersonal behaviour approach -The group behaviour approach -The cooperative social system approach -The sociotechnical system approach - The decision theory approach -The systems approach - The management 'science' approach -The situational approach -The managerial roles approach -The operational approach- Christian view of Understanding the Individual -biblical concept of stewardship- Jesus' parable of servants – different perspectives on Management- Classical Perspective of Frederick Taylor- Human Relations Perspective - Human Resources Perspective – problems of Human Resources School of thought – the uniqueness of Christian Perspective of management.

### **MODULE: 5**

#### **Christian Perspective of Conflict & Crisis Management**

What is a crisis –different crisis events- Christian leader as crisis manager- biblical perspective on conflict - Reasons for conflict - Utilizing conflict as a gift - Dealing with criticism as a

Christian team leader- developing emotional intelligence- Conflict as a Catalyst -- Forgiveness and Reconciliation - “Best Practices” -Christian approach to conflict resolution.

## **Reference:**

Banks, Robert J., and Bernice M. Ledbetter. 2004. *Reviewing leadership: A Christian evaluation of current approaches*. Grand Rapids: Baker Academic.

Bredfeldt, Gary J. 2006. *Great leader, great teacher: Recovering the biblical vision for leadership*. Chicago, IL: Moody Publishers.

Burns, James MacGregor. 1978. *Leadership*. New York, NY: Harper and Row.

Collins, Jim. 2001. *Good to great: Why some companies make the leap...and others don't*. New York, NY: Harper Business.

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Rost, Joseph. 1993. *Leadership in the twenty-first century*. Westport, CT: Praeger Publishers

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Blamires, Harry, *The Christian Mind - How Should a Christian Think?*, 1<sup>st</sup> edition, 1963; now available from Servant Books, Ann Arbor, MI, 1978.

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Schumacher, E.F. *Small is Beautiful - Economics as if People Mattered*, Harper & Row, Publishers, New York, 1973.

Sire, James W. *Discipleship of the Mind*. Intervarsity Press, Downers Grove, IL 60515, 1990.

Course Category	Complementary Course - 4
Course Code	CHS 4(3) C02
Credit	4
Contact Hours	6 Hours per week

## **CHS 4 (3) CO2: History of Christianity**

### **Course Outcome:**

1. To understand the various stages of church in history and grasp the mutual influence of church and history
2. To analyze the theological basis of the events discussed in church history
3. To find creative answers to the realities that the church faces in the modern world

### **Module-1: Ancient Church History**

History and historiography, the task, method, division, the role and relevance of Church History- The Church in the Roman-pagan Empire and the persecutions  
Constantinian era; Christianization of the Roman Empire- The rise of monasticism and its development in the East and West- Rise of Universities, Ecclesiastical literature and learning, Christian art and architecture.

### **Module-2: Medieval Church History**

Rise of Papal States, Charlemagne and the Church - restoration of the Western Empire- The Greek schism (1054); golden age of papacy - flowering of Religious-ecclesiastical life and culture, The rise and decline of scholasticism- Full development of papal authority, Investiture controversy - Gregorian reforms; crusades for Christ; Pope Innocent III – the papacy at the height of its powers- The reform of Religious life, the revival of monasticism - the mendicant orders - St Francis of Assisi, the Dominicans- Avignon papacy; the great Western Schism –

### **Module-3: Modern Church History**

Humanism and Renaissance, the religious-ecclesiastical crisis at the end of the Middle Ages- The Reformation, Martin Luther, Zwingli, Calvin, Schism in England under Henry VIII - Catholic

Reformation, Revival of religious life, Council of Trent (1545-1563), Literature and Art in service of the Church -Founding of Propaganda Fide (1622)- Gallicanism, Jansenism, Episcopatism, Fabronianism- Suppression of Jesuits (1773)- French Revolution

#### **Module- 4: Contemporary Church History**

Transition to Contemporary times - the role of the Church during the World Wars- The Movements that led to the Renewal in the Church- Second Vatican Council, a renewed Church in the New Millennium - Pope Francis and the New Spring in the Age of Renewal.

#### **Reference**

Christopher O'Mahoney, *Church History – The Age of Reforms and Modern Ages* (Alwaye: Pontifical Institute Publications, 1987)

Norman P. Tanner, *The Councils of the Church* (New York: 2001); *Second Vatican Council Documents*

Paul Pulikkan, *Indian Church at Vatican II: A Historic-Theological Study of the Indian Participation in the Second Vatican Council* (Thrissur: Marymatha Publications, 2001).

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Isaac Padinjarekutt, *Christianity through the Centuries* (Mumbai: St. Paul's Publications, 2005);

Adrian Hastings, *A World History of Christianity* (Grand Rapids, MI: William B. Eerdmans, 1999).

## Open Courses (one course)

Sl No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1	CHS5D01	Christian Contribution and Nation Building	3	VI	3
2	CHS5D02	Role of Christianity in Kerala Renaissance	3	VI	3
3	CHS5D03	Christian Ethics and Teaching on Social Justice	3	VI	3

Course Category	Open Course - 1
Course Code	CHS5 D01
Credit	3

Contact Hours	3 Hours per week
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## **CHS5 D01: Christian Contribution and Nation Building**

### **Course Outcome:**

1. To make a systematic study of the language, literature, print media, education, health care and social reform and other areas in India.
2. To realize contributions of Indian Christians in the making of modern India
3. To suggest further creative measures for nation building today.

### **Module-1: Mother Tongues: Power to People.**

Language Tools and Its Formation- Formation of National and Vernacular Alphabets- Formation of National and Vernacular Language- Formation of Dictionaries and Grammar Books- Translation of Bible in the Vernacular Languages- Translation of Indian Classical Books to Foreign Languages.

### **Module-2: Literature and Print Media**

Establishment of Press- Publication of Periodicals- Journals and Newspaper-Novels and Poems- Creative Literature's

### **Module-3: Formal and Informal Education-**

Establishment of Schools in Vernacular Languages- Women and Tribal Education- English Education- Job Oriented Education and Skill Training- Higher Education.

### **Module-4: Socio-Cultural Reformation, Health Care and Social Welfare of The Community**

Caste System- Slavery- Social Evils- Enhancement of Dignity of Women- Upliftment of Marginalized Communities.Dispensaries and Hospitals- Formation of Health Workers - Health Awareness, Hygiene, and Nutritious Food- Social Welfare Home Care for Destitute and Orphans- Special Care for T B Patients, Leprosy Patients, And HIV /Aids Affected People.

### **Module- 5: Christian Involvement of Freedom Struggle and Contribution Towards Constitution**

The Rise of Nationalism- Home Rule for India- Indian National Congress and The Role of Christians- Christians Association with Gandhiji- Christian Movements for an Independent India. Drafting of Constitution: Freedom to Profess, Practice and Propagate- Promoting Justice and Peace- Democracy and Parliament- Power to the Poor: A Social Obligation- The Marvel of Science and Technology.

## Reference

Babu K Varghese, *Let There Be India!* WOC publishing, Chennai, 2014.

M. Ezra Sargunam, S. Jayakumar, S. Devasahayam Ponraj, *Christian Contribution to Nation Building*, Chennai: mission educational books, 2006.

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Course Category	Open Course - 2
Course Code	CHS5 D02
Credit	3
Contact Hours	3 Hours per week



## **CHS5 D02: Role of Christianity in Kerala Renaissance**

### **Course Outcome:**

1. To analyze the role of religion in the transformation of Kerala society.
2. To familiarize the contributions of Christianity in the society.
3. To contribute creative interventions so that it may create a tolerant and non communal society. To appreciate the values and ideologies of religions in India. To understand how Christians have contributed to the growth of Kerala.

### **Module 1: Christianity in Kerala**

Traditions and Literature -- Early Christian settlements and its features – Europeans in Kerala and its impact on Christianity -- Francis Xavier – Synod of Diamper and its Consequences – Divisions in the Church—Indianization of the Church--Cultural Identity of Christians – Traditional attire and the Changes – Traditional Culinary and the Changes – Christian folk Arts – Christian Rituals- Feasts and Nerchas

### **Module 2: Christianity in the Awakening of Kerala**

Transition in the Kerala society –Missionaries and their role in Print, Press and Education – Growth of Language and Literature – Arnos Padiri – Herman Gundert – Benjamin Baily – Paremakkel Thoma Kathanar – Joseph Kariatti–P J Thomas- I C Chacko --Modernity in Kerala-debate- Chavara Kuriakose Elias Achan – Col. Munroe in Travancore – Upliftment of the downtrodden –Poyikayil Yohannan – John Joseph Pampady and Cheramar Mahajana Sabha

### **Module 3: Economic Innovations in Kerala**

Traditional Agrarian system of Kerala – Transition in Agriculture – Cash crops – Plantation system –Migrations -Kayal Reclamation in Kuttanad- Thomman Joseph Murickummmoottil (Murickan Outhachan) – Christians in Trade – Thachil Mathu Tharakan – Thrissur and Trade-Financial Institutions–Kuri and the Banking – Christian Entrepreneurs K M Mammen and MRF —M C George Muthhoot - Social Service and Hospitals – Christian initiation to Kerala Model of Development

## Module 4: Christians in the Making of the Nation

Role of Christians in the National Movement of Kerala –Leaders of the Movement - T. Titus-Barrister George Joseph –A J John- T M Varghese – Akkamma Cheriyan – Annie Mascarene – Gracy Aaron – Rosamma Punnoose – Christian Maha Jana Sabha and Catholic Maha Jana Sabha – Malayalee Memorial –Christian Succession Act of 1916-Liberation Movement of 1959 and Discourses on Minority Rights – Christians in the Making of Kerala today- Foreign Remittance and Christians

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Course Category	Open Course - 3
Course Code	CHS5 D03
Credit	3
Contact Hours	3 Hours per week

## **CHS5 D03: Christian Ethics and Teachings on Social Justice**

### **Course Outcome:**

1. Understand the basic concepts of Christian ethics, its development
2. To realize the practical dimension of Christian ethics
3. To apply Christian ethics in daily life

### **Module- 1: The Development of Christian Ethics**

Ethical Teachings in the Old Testament and the Ten Commandments- The Ethical Teachings of Jesus with Special Reference to the Beatitude - The Ethics of Early Christianity and Middle Ages - Modern Understanding of Christian Ethics

## **Module -2. The Sources of Christian Ethics**

Scripture and Christian Ethics - Faith and Christian Ethics- Reason, Traditions and Human Experience

## **Module- 3: Basic Concepts of Christian Ethics**

Human Act and Freedom- Natural Law: The Objective Norm of Morality - Conscience: The Subjective Norm of Morality

## **Module- 4: Christian Ethics in Praxis**

Virtues: The Practical Dimension of Christian Ethics - Justice: Its Fundamental Elements and Classification - Dignity of Human Person and the Concerns of Social Justice

## **Module -5: Christian Ethics in Daily Life**

Bio- Ethical Issues and the Principles of Christian Ethics - Human Sexuality from a Christian Ethical Perspective- Christian Ethical Principles in Business Relationships

## **Reference**

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## **DUAL COURSE (Double Main)**

**For Double Main programme, there should be the following Core Courses, 10 Additional Courses and One Open Course (From other departments). The Code of the Christian Studies Double Main will be same as that of the Core Courses. There are no Complementary Courses for Double Main.**

<b>S. No.</b>	<b>Semester</b>	<b>Code</b>	<b>Title of the Paper</b>	<b>Credit</b>	<b>Hours</b>
1	I	CHS1 B02	Introduction to Christian Studies	5	6
2	II	CHS2 B03	History of Christianity and Christian Churches	4	6

3	III	CHS3 B04	History of Christianity in India	4	4
4	IV	CHS4 B05	Christian Scriptures- Old Testament	4	5
5	IV	CHS4 B06	Christian Scriptures - New Testament	4	5
6	V	CHS5 B07	Christian Concept of God and The Person of Jesus Christ	4	5
7	V	CHS5 B14	Christian Ethics and Social Justice	5	5
8	VI	CHS6 B09	Christian Community and Worship	4	5
9	VI	CHS6 B10	World Religions and Interreligious Dialogue	4	5
			<b>TOTAL</b>	<b>38</b>	
10	VI	CHS6 B15	Dissertation/Project/Research Methodology Paper	3	4