**Course Designer:** Hruda Ranjan Lohora **Credit Hours**: 3

**TUL 104 RESEARCH METHODOLOGY**

This course is designed to provide necessary input and methodology required to make research studies in various fields of Christian education in the urban context, and report the findings in the graduate level. The purpose of this course is to assist the learners to select a research problem and carry out the research investigation in the slums, and report the findings for its remedial measures. It also deals with how to make literary survey, formulate the research, finalize a research design for a problem, collect and analyze data and report the findings with missiological implications.

This course also helps to educate the learners the way in which various research investigations could be made to trace out urban reality and the findings could be reported for a solution. The learners also will learn how to write the assignments, book reviews, research papers, seminar papers, course paper, project works, thesis proposal and the thesis in the proper form and in the style of academic reporting.

**I**. **OUTCOMES PROFILE**

On the basis of students’ competence, they

1. Accept the importance and role of research studies in various fields of Christian education in the urban context, and commits to carry out systematic research for a better outcome.
2. Would be able to write assignments, course papers, abstracts, and book reviews realistically in the format expected by the Institution.
3. Select a research problem out of urban situations, make literature survey, formulate the research, and finalize the research design, collect the data, analyze & interpret the data and report the findings for appropriate action in the field.
4. Independently carry out primary and secondary research studies, formulate the research & the research design, collect & analyze the data, and come out with the research findings and make recommendations for its implementations.
5. Write good research reports, research proposals, project works, and theses keeping in view of urban context seriously being acceptable by the Institution.

**II. LEARNING OBJECTIVES**

After the completion of the course, the trainees will

**Cognitive (Know)**

1. Identify the significance role of research in the field of Christian education that contributes an academic methodology for doing mission in the urban context.
2. Know and understand quantitative research, qualitative research, research process, research methodology, research proposal and research thesis needed to assess urban reality in details.
3. Know how to write assignments, research papers, course papers, theses, abstracts, and book reviews in the academic format and styles.

**Affective (Be)**

1. Value the importance of research to be able to come out with the ground reality of the urban context and it needs for remedial measures.
2. Have an enthusiasm to undertake independent research on a particular problem of slum dwellers, carry out the research work, analyze the findings and report the findings for a missional process.
3. Acquire a research mind to select any research problem that helps for societal transformation, do systematic research and contribute to the Christian mission working among the urban community, by their research findings and implications.

**Psycho-Motor Skill (Do)**

1. Skillfully undertake qualitative and quantitative research studies independently, analyze the data and report the findings in accordance with the urban context.
2. Select a problem out of urban situations, make literature survey and finalize research design and write the research proposal and thesis for a research study in the urban community.
3. Write assignments, book reviews, seminar papers, course papers, research reports and thesis in the format and style expected by the Institution.
4. Carry out independent research and write a proper thesis proposal and the thesis in the graduate level which would be helpful for ongoing ministries in the urban community.

**III. COURSE OUTLINE**

1. **Introduction to Research:** Explanation and characteristic of research-Significance of research, objectives and motivation for research, Biblical and historical basis for research, status of research in theology & missiology in India, research approaches in accordance with the urban context & research process.
2. **Reading & Writing Assignments:** Writing book reviews, seminar papers, abstracts of research papers & thesis and synopsis of thesis.
3. **Primary & Secondary Research:** Qualitative & Quantitative research approaches, Differences, advantages & disadvantages of these approaches, Formulation of research problem & research studies, literature survey, research design & research proposal for all approaches, sampling & sampling methods.
4. **Data Collection in all Approaches**: Drafting Questionnaire, Schedule for research, Data collection methods, the procedure for data collection, reliability, validity, trustworthiness & ethical issues, recruitment of investigators in qualitative research, Informed consent.
5. **Data Analysis in all Approaches:** Data Processing, Statistical analysis & testing the hypothesis in qualitative research, Data analysis and interpretation of results in quantitative and secondary approaches.
6. **Writing Research Reports:** Characteristics of a good research reports, types of reports, outline & content of research reports, recommended outline of a research report, writing research papers, research proposals, and thesis or project works.
7. **Style and Format of research reports:** Typing of thesis-typing preliminary pages, typing chapter titles, Citation inside the text, footnotes & endnotes, Quotation, listing series of items, writing numbers and measurements, typing tables, figures, appendices, and references.

**IV. LEARNING ACTIVITIES**

1. **Class Lectures** : Minimum 30 hours of teaching in the classroom.
2. **Tutorials**  :Minimum 5 hours outside classroom
3. **Group Discussion and Interaction** : Minimum 10 hours in/outside classroom

Topics for discussions-

1. Find out the reasons why a learner must study research methodology course before studying other courses in missiology?
2. Discuss the importance of research study in urban transformational leadership
3. Find out the reasons for the neglect of research study in mission in India.
4. What are the advantages of studying this course?
5. Find out the importance of the following issues in the research in missiology:
* The present status of research in the secular colleges and theological colleges in India.
* Literature survey before starting research work.
* Advantages of making research studies on missions and the missionary methods of missions in India.
* Reasons for the non-availability of good library and scholarly journals in missiology in India.
* Steps that can be taken to strengthen research in missiology.
1. **Modular/Seminar Papers:** Minimum 5 class hours for paper presentation with three seminar papers reports of 500 words each.

*Proposed Topic*:

a. Define and explain research, and write down its significance.

b. Write briefly on the characteristics of a good research.

c. What are the problems in research in Missiology/ theology in India?

d. How will you write a seminar paper?

e. How will you write a course paper?

f. How will you write book reviews and critical summery of books?

g. What is quantitative research Approach? Write briefly on quantitative research process.

h. Write down the importance of finalizing preliminary research process, and make literature review in quantitative research study?

i. Write briefly on research methodology in quantitative research study.

j. Write briefly on sampling and the sampling methods for research.

k. How will you construct the questionnaire for quantitative research study?

l. Write briefly on data co9llection and processing in quantitative research.

m. Write briefly on data collection and processing in qualitative research.

n. Write briefly on data processing and data analysis quantitative research.

o. Write briefly on data processing and data analysis qualitative research.

p. Compare and contrast qualitative research study and quantitative research study.

q. How will you write an abstract of a research report?

r. Write briefly on the outline and content of a research report.

s. Write briefly on the outline and content of thesis proposal

t. Write briefly on the outline and content of a thesis.

u. Write down the principles that you have learned on writing a good research report.

**5. Interaction with Mission practitioners:** 4 hours in the classroom:

Invite at least two secular Christian college or university professor, specialized in anthropology (Preferably Christians) who carry out research work in the colleges or university. Ask them about the importance of research work in social sciences and religion and their expectation in research study in any discipline. Ask them to state the present status of research work in secular colleges and discuss with them the lessons that one can learn from research methodology in the secular education.

Find out their attitude and expectation in research studies in religions. Discuss with him/her the advantages of carrying out research in religions, the reasons for the neglect of research in religions, the steps that one can take to strengthen research in religion and the contribution that research work can make for the advancement of religions in India.

**6. Book Review:** Any two books prescribed in the mandatory reading books.

**7. Course Paper:** Each student should write one course paper on any one of the topics or questions given below in 2000 words.

1. Qualitative research study gives good results when compared to quantitative research study. Substantiate your answer.
2. Write briefly on ethical issues in qualitative research work.
3. Explain why reliability and validity are important in qualitative research study.
4. ‘Informed consent in qualitative research study improves the quality of the research study.’ Explain how?
5. What are the advantages of qualitative research study over quantitative research? Why? Explain how qualitative research can give unreliable results if the principles of qualitative research study are not adhered properly.
6. Write briefly on the characteristics of qualitative research and the characteristics of quantitative research studies.
7. ‘Selecting right data collection methods in qualitative research gives good results.’ Substantiate your answer.
8. ‘In any research work, research methodology is very important.’ Explain why?
9. ‘Research proposal is the key for a good research study.’ Explain why?
10. ‘Research in Mission must be strengthened to make useful contribution to missionary work.’ Explain why?

**8. Character/Spiritual Life Development: Each student shall write a confessional statement of 500 words.**

The learner will interview at least two theological college teachers or professors or teachers of secular colleges (preferably believers) who have studied research methodology or have carried out research studies in their colleges’ days.

Interact with them on the following areas to gain practical expertise and understand their commitment to research work which will bring right attitude to research study.

1. The motives and commitment of a good researcher.
2. The qualities and expectations of a good researcher in mission.
3. Advantages of research study and the need to develop a research mind in mission.
4. The importance of hard work and vision for research in Mission.
5. The qualities and the qualifications of a good research scholar.
6. The present status of research and researchers. Ask them about the steps that can be taken to strengthen research, and motivate people to make contribution in Missiology.

State the lessons that missionaries can learn from the Christian researchers. Write the lessons that you have learnt when you reflected on research and the required qualities of a researcher as a confessional statement. Your confessional statement must include how the interaction with them impacted you in your character and qualities, and the change it produced in your attitudes and traits. Be specifics to write clearly on the qualities and activities of the researchers impacted you much, and how and why each one of them impacted you personally state clearly the resolutions that you have taken for your life.

**9. Research Work of Practical Input Report:** For this research investigation, the learner must visit a preacher, pastor, evangelist or missionary, who is involved in evangelism among slum community and interview him, and submit a practical input report of 500 words.

Each learner must submit a report on the new insights that he /she has received after studying the course on all the topics given below.

1. Insights received on writing good research report.
2. Insights received on writing the seminar papers and course papers.
3. Insights received on writing a book review.

**10. Feedback/Units Test:** The students are required to write two unit tests of 30 minutes duration for 25 marks each to be able to assess students’ learning updates.

**11. Library & Self Study:** MITS has a library opened for almost 8 hours during day and 2 hours at night. Students are required to use as much as they can in reading and writing part of their assignments to gain competence in the course.

**12. Final Examination:** At the end of the course, the final exam for 3 hours for 100 marks is conducted as a feedback of the course they are taught to assess their learning.

**13. A Project Works/Mini- thesis on Mission Issues (5000 words)**

The research titles suggested are:

1. A study on the effectiveness of any one of the mission methodologies used for church growth by your church or a mission agency and how this method could be used by other in the urban context.
2. A study on the efforts taken by your mission agency or church for discipline the new converts from urban community and the lessons that could be learnt by other missions or churches on thess issues .
3. A study on any one of the issues given below which hinders church growth and the solution to deal with these issues: (i) Pluralism (ii) Casteism (iii) Religious fanaticism (iv) Liberalism (v) Right and wrong approaches for church planting (vi) Modernism (vii) Urbanism.

**V. ASSESSMENT**

After the completion of the course, both the teachers and students are evaluated in terms of students’ learning outcome keeping in mind the objectives of both the course and the School seriously.

**VI. MANDATORY READINGS**

Barnabus, C. 2012. *Research Methodology*. Tiruchi: IIM Publications.

Kothari, C.R. 1989. *Research Methods and Techniques.* New Delhi: Wiley Eastern Limited.

Sogaard, Viggo. 1996. *Research in Church and Mission.* Pasadena: William Carey Library,

1996.

Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertation,* *6th Edition*. Chicago: The University of Chicago Press.

**VII. GRADING SYSTEM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Division** | **Class** | **Grade** | **GPA** | **Percentage** |
| First Class | DistinctionExcellentSuperior | A+AA- | 4.34.03.7 | 80% and above75-79 %70-74 % |
| Second Class | Very GoodGoodSatisfactory | B+BB- | 3.33.02.7 | 65-69 %60-64 %55-59 % |
| Third Class | ReasonableMeagerPoor | C+CC- | 2.32.01.7 | 50-54 %45-49 %40-44 % |
| Failure | Inadequate | F | 0.0 | 0-39 % |

**(30 % Class Lectures, 30 % Library works, and 40 % field works)**

**VIII. BIBLIOGRAPHY**

Howard, V.A. and J. H. Barton. 1986. *Thinking on Paper*. New York: Quill.

Kane, Thomas S. 1988. *The new Oxford Guide to Writing*. New York: Oxford University Press.

Kothari, C .R. 1989. *Research Methodology Methods and Techniques*. New Delhi: Wiley Eastern

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Sertillanges, A. J. 1987. *The Intellectual Life: its spirit, conditions, methods*. Washington DC:

Catholic University of America Press.

Sogaard, Viggo. 1996. *Research in Church and Mission.* Pasadena: William Carey Library,

1996.

Strauss, Roberts. *Research Design Reade.* Bangalore: Hand outs presented in IIMRC.

Strunk, William Jr. and E. B. White. 1979. *The Elements of Style, 3rd ed*. New York: Macmillan

Publishers.

**Course Designer:** Hruda Ranjan Lohora **Credit Hours**: 3

**TUL 540 URBAN REALITY AND THEOLOGY**

This course is designed to make the learners aware of the urban reality undertaking in-depth studies and reflections on social, economic, and political context of Indian cities from anthropological perspectives. Moreover, it deals with the community development and cultural anthropology from historical perspectives with special reference to Nagpur city. The studies aim to bring an awareness and impact of urban reality into the lives of the learners and persuade them to develop a theological framework and strategies for transforming the lives of the urban community from the modernized urban cultures into the image of Jesus Christ.

This course has a variety of subject matters: from widely contextual and social - youth, women, and economics, to specifically church-focused – evangelism, worship, prayer. The distinctive lies in how the learners treat these in the light of our urban setting, especially in our link with action. This course is part of the move towards conscious recognition and recovery of the context in theological reflection. The School uses the social settings and environments to provoke, inspire and suggest themes for reflections with the help of biblical tools. These arise out of the life situation of urban community and urban ministers or practitioners, who are actively involved in the given context.

As far as the research work is concerned, the students are asked to rely on many ways of gathering information from the respondents, especially, through observation, in-depth interview, field notes, reflexive journals, books, and analysis of documents and materials, etc. As far as the interview is concerned, they are asked to stick to the formats of face-to-face and telephonic conversation. To gain first hand information about the urban reality, a survey questionnaire method and a participatory observation method are suggested. They are further advised to rely on Case Study of qualitative research with a historical approach, so as to discuss the past and present situation of the urban community and reflect and provide possible answers to the current issues.

**I. OUTCOMES PROFILE**

On the basis of the trainees’ competency, they

1. Gain an understanding of urban reality (socio-economic, cultural, educational, religious, and political) as how the life style of the people in a city differs from that of the people live in a rural setup.
2. Acquire knowledge of the cities in the Bible as how they emerged and developed to commercial, religious, and cultural centers, and influenced world of population.
3. Become aware of the origin and development of the city down through the history as how the informal settlements come to house urban poor population, and how urban systems and structures impact slum residents.
4. Realize the real condition of the urban community and the urgent need of transformation through the help of theological response to the issues reflecting from biblical and historical perspectives.
5. Feel an acute need of contextual analysis and implementation to be able to bring them out of the urban influence and lead them to the saving knowledge of Christ to live an exemplifying life like Christ.
6. Analyze urban reality with the help current concepts of industrialization, migrations, demography, modernization, inequality, anti-urbanism, social change, occupational networks, informal economy, subcultures, languages & arts, representation, marginalization, and deviance.
7. Evaluate the impact of the city systems on the welfare of the city with specific reference to the systems of global economy, banking, government, justice, welfare, transportation, infrastructure, education, planning, environment, communications, and media.
8. Demonstrate skills in informal interviews and conduct semi-structured interviews with community residents make field notes, and process data in relation to analytic concepts.

**II. LEARNING OBJECTIVES**

After the completion of the course, the trainees will

**Cognitive (Know)**

1. Become aware of the urban context (Socio-economic, cultural, religious, educational, and political) in details through the use of social analytical tools and biblical study tools to be able to live in city environment and incarnate into the urban community, especially slum dwellers without leaving his/her identity with an aim to penetrate the Gospel of Jesus Christ into the lives of the slum dwellers.
2. Acquire knowledge of the entire scenario of the cities in the Bible and explore biblical priorities for the development of a city into commercial center to be able to meet his/her financial need of the ministry and help the urban poor to come out of their poverty.
3. Become familiar with a city and its environments from its root and be able to update the information of a city from historical perspectives so as to know a city of its shift from small beginning into a climax, and how urban systems and structures impact slum dwellers, especially on migrant’s kinship, class, ethnicity, religious values, and identity using case studies from a city where they live.
4. Be able to evaluate the impact of city systems on the welfare of the city with specific reference to the systems of global economy, banking, government, justice, welfare, transportation, infrastructure, education, planning, environment, communications, and media.

**Affective (Be)**

1. Have the experience of the poverty stricken slum dwellers by living with them and be persuaded for a community transformational movement with the use of biblical and social tools for a theological reflection dealing with the existing socio-economic and political issues.
2. Have a burdensome to rescue slum dwellers from the experience of homelessness and economic exploitation by introducing them the homeless and suffering Christ, who understands their suffering and calls them for a peaceful life in Christ being born again by believing Him and walking in His footstep.
3. Have an interest on the host city to initiate personal contact with slum dwellers and become personally involved in their community being experienced with the life and circumstances of local residents.

**Psycho-Motor Skill (Do)**

1. Trace out the impact of the urbanization on the societal wellbeing of the inhabitants correlating with the systems of global economy, banking, government, justice, welfare, transportation, infrastructure, education, planning, environment, communications, and media, and guide them for holistic transformation to be able to live to a critical democratic life in the cities of Maharashtra.
2. Demonstrate skills in informal interviews and conduct semi-structured interviews with community residents taking into account the processes and natural environment in relation to analytic concepts in order to identify both verbal and non-verbal behavior of the community and discover the meaning for a theological reflection.
3. Demonstrate a reflective, inductive, and participatory approach of study to gain more in-depth understanding of the respondent’s beliefs, attitudes, or situation by using “how and why” questions and contextualize actions within situations and time.

**III. COURSE OUTLINE**

1. **Origin and Development of the City:** Cities in the Bible- How they are emerged and developed into religious centers, cultural centers, and commercial centers. Nature and processes of those cities in the Bible. Contemporary Cities- Concepts of industrialization, migrations, demography, modernization, inequality, anti-urbanism, social change, occupational networks, informal economy, subcultures, languages and arts, representation, marginalization, and deviance.
2. **The Context of a City:** Socio-Economic, Cultural, Educational, Religious, and Political. Urban Inhumanity - Prostitution, HIV AIDS, Domestic Violence, Abortion, Murder and Homosexual. Societal- Health & Education, Homelessness, Land Security, Labor Rights, Rural Poverty & Migration, Urban Poor Spirituality
3. **The Impact of City Systems on the Welfare of the Society:** Global Economy, Banking, Government, Justice, Welfare, Transportation, Infrastructure, Education, Planning, Environment, Communications, and Media. Its Impact on Migrants’ Kinship, Class, Ethnicity, Religious Values
4. **The Nature of God and Humanity of the Cities:** Understand Theology and Urban Sociology, Interpret the Nature of God with the help of Diversity, Social Change, demography, Modernization, Economics, Occupation, Social Networks, Subcultures, Languages & Arts, Representation, Marginalization, and Deviance.
5. **The City Systems:** Governance,centralized authority, financial markets, welfare and reforms, capital investment, urban transit, education, public health, the urban environment, urban planning
6. **Theological Issues and Reflections:** Impact of Urban Systems and Structures on Slum Residents. Creation and Redemption, Kingdom and Church, Relief and Reform, Persons and Places, Love and Truth, Lay and Professionals, Past-Present-Future, Actions and devotion, Trinity and Unity, and Power & Powerlessness.
7. **Changing the Spirituality of the City:** Process of Change in the Cities down through the History. Informal settlements to House Urban Poor Populations. Concepts to Interpret Kingdom signs in the City- Forces of cultural change, religious degeneration and renewal, reachable and responsive groups, church structures that urban dynamics produce, urban religious movements, and spiritual powers.

**IV. LEARNING ACTIVITIES**

1. **Class Lectures** : Minimum 30 hours of teaching in the classroom.
2. **Tutorials**  :Minimum 5 hours outside classroom
3. **Group Discussion and Interaction** : Minimum 10 hours in/outside classroom

*Proposed themes for Discussion:* Domestic Violence, Abortion, Homosexuality, Prostitution, Health, Education, Political Mobilization, Ethnicity in slums, Labor Rights, Rural Poverty, Jobs of Urban Poor in City, and etc.

1. **Modular/Seminar Papers:** Minimum 5 class hours for paper presentation with three seminar papers reports of 500 words each.

*Proposed Topic*: Centralized Authority, Financial Markets, Welfare & Reforms, Capital Investment, Urban Transit, Capital Investment, Urban Environment, Modernization, Marginalization, Demography, and etc.

1. **Interaction with the Mission Practitioners:** Invite/interview at least two Mission Practitioners working in the city among the Urban Community, especially in the slum areas. Find out the field reality of the city- what are the challenges they are facing? How are they overcoming the challenges? What are the strategies they are applying?
2. **Book Review:** Any two of the books prescribed in the mandatory reading books.
3. **Course Paper:** Each student should write one course paper of 2000 words on any one of the topics/questions given below:
4. Theology and Urban Sociology
5. Impact of Urbanism on Migrants in Various ways.
6. Urbanization versus Nature of Cities from Biblical Perspectives.
7. Interpret “Kingdom Signs” in the City with the help of various concepts.
8. Impact of Urban Systems and Structures on Slum Residents.
9. **Character and Spiritual Development:** Each Student will write a confessional statement of 500 words.

Each learner will interview at least two urban evangelists working among the slums and find out their failures/success in their ministerial journey. Write the lessons that you have learnt in this interaction for your spiritual and ministerial life and the change that it has produced in your commitment for doing mission in the context.

1. **Research Work or Practical Input Report:** Each student to write two reports of 1000 words each. Approach two different pastors and discuss with them on the following Socio-cultural issues as how they are affected by Urban Culture, and submit a report for evaluation:
2. Family Structure
3. Class
4. Ethnicity
5. Religious Values
6. Identity
7. **Feedback/Units Test:** The students are required to write two unit tests of 30 minutes duration for 25 marks each to be able to assess students’ learning updates.
8. **Library & Self Study:** MITS has a library opened for almost 8 hours during day and 2 hours at night. Students are required to use as much as they can in reading and writing part of their assignments to gain competence in the course.
9. **Final Examination:** At the end of the course, the final exam for 3 hours for 100 marks is conducted as a feedback of the course they are taught to assess their learning.
10. **Project Work/Mini Thesis:** This is a post-seminar assignment for students to carry out an investigation on any one of the following topics and submit a project report of 10000 words:
11. Develop Communication Skills and Human Resource Techniques for Planting Churches in the City.
12. Develop a Theological Response to the Urban Reality.
13. Investigate the Effect of Urbanism on the Migrants and Suggest a Suitable Step for Refining Urban Culture
14. Carry out a study on the Urban Community and Develop a Strategy to Uproot Urban Poverty.

**V. ASSESSMENT:** After the completion of the course, both the teachers and students are evaluated in terms of students’ learning outcome keeping in mind the objectives of both the course and the School seriously.

**VI. MANDATORY READINGS**

Bessenecker, Scott. 2005. *Quest for Hope in the Slum Community: A Global Urban Reader.*

Waynesbora, GA: World Vision.

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Formation.

Greenway, Roger S. 1997. *Discipling the City: A Comprehensive Approach to Urban Ministry.*

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Grigg, Viv. 2009. *The Spirit of Christ and the Post-Modern City.* Lexington: Emeth Press.

Mumford, Lewis. 1961. *The City in History*. New York: H.B. Jovanvich.

McDowell, Stephen and Mark Beliles. 2008. *Liberating the Nations: Biblical principles of*

*Government, Education, Economics and Politics.* Bangalore: CFCC.

**VII. GRADING SYSTEM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Division** | **Class** | **Grade** | **GPA** | **Percentage** |
| First Class | DistinctionExcellentSuperior | A+AA- | 4.34.03.7 | 80% and above75-79 %70-74 % |
| Second Class | Very GoodGoodSatisfactory | B+BB- | 3.33.02.7 | 65-69 %60-64 %55-59 % |
| Third Class | ReasonableMeagerPoor | C+CC- | 2.32.01.7 | 50-54 %45-49 %40-44 % |
| Failure | Inadequate | F | 0.0 | 0-39 % |

**(30 % Class Lectures, 30 % Library works, and 40 % field works)**

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Kalliatha, Antony and Francis Gonsalves. 2009. *Church’s Engagement in Civil Society: A New*

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Grenz, Stanley. 1996. *Created for Community*. Wheaton: Victor Books.

Rose, Larry L. 1984. *An Urban World: Churches Face the Future*. Nashville: Broadman

Veeraraj, Anand. 2006. *Green History of Religion.* Bangalore: CFCC.

**Course Designer:** Hruda Ranjan Lohora **Credit Hours**: 3

**TUL 520 URBAN SPIRITUALITY**

This course is designed to make the learners know the significance of urban spirituality and develop a personal spiritual formation to be able to reflect spirituality among the urban migrants, elites and poor through their incarnation into the community. It deals with urban poor spirituality, spirituality from the Holy Spirit, classical spirituality, self-awareness & dealing with pain, spirituality and marriage. It includes a personal account of character, calling, and giftedness and addresses human development and family life in the inner city context with an aim to strengthen personal responsibility and interpersonal respect among the urban community. A comparative study on biblical spirituality and urban spirituality is carried out so as to emphasize biblical priority for spiritual formation.

This course reflects on building an intimate relationship with God in the context of the migrant poverty, the city and indigenous culture, knowing the appropriate use and application of spiritual disciplines. Special emphasis is given in this course to teach spiritual formation as how they further cultivate the spirituality in the lives of the people in the city, especially in slums. It is expected that the trainees will understand the value of stopping old habits and embracing Christ-like nature and becoming an example of Christ in the Church and urban society.

As far as the research work is concerned, the students are asked to rely on many ways of gathering information from the respondents, especially, through observation, in-depth interview, field notes, reflexive journals, books, and analysis of documents and materials, etc. As far as the interview is concerned, they are asked to stick to the formats of face-to-face and telephonic conversation. To gain first hand information about the urban spirituality, a survey questionnaire method and a participatory observation method are suggested. They are further advised to rely on Case Study of qualitative research with a historical approach, so as to discuss the past and present situation of the urban spirituality and reflect and provide possible answers to the current issues.

**I. OUTCOMES PROFILE**

On the basis of the trainees’ competency, they

1. Acquire an understanding of differentiations between biblical spirituality and urban spirituality to be able to embrace the biblical foundation for a personal spiritual reformation.
2. Know the importance of building an intimate relationship with God in the urban context of spirituality so as to be solid in their faith in Jesus Christ, the son of God.
3. Become aware of the importance for personal spiritual formation to be a role model in the urban community in which they live and influence the community with their transformed life as a transformational leader.
4. Become aware of the need of building interpersonal respect among the community through the incarnational approach.
5. Reflect Christ-like character to the people of other faith in the urban community to be able to turn them towards Jesus Christ for their salvation.
6. Promote importance of living a life like Christ through their incarnational approach in the urban community so as to witness a societal transformation.

**II. LEARNING OBJECTIVES**

After the completion of the course, the trainees will

**Cognitive (Know)**

1. Understand the Biblical framework of the work of the Holy Spirit and various styles of spirituality from a holistic and contextual perspective with special knowledge on the spirituality in the slum community.
2. Know the importance of meditating God’s Word daily with prayer and fasting to be able to encounter and respond to spiritual conflict being emerged in the urban community owing to various reasons in matters of urbanism, religion, and culture.
3. Appreciate the role of the Holy Spirit in the spiritual formation of an individual or community, and thus, recognize the gifts of the Holy Spirit as vital for spiritual development and ministerial growth.

**Affective (Be)**

1. Hear and discern the voice of God through constant communion with God and experience His presence in their lives and ministerial filed witnessing the supernatural work of the Holy Spirit wrought in their own lives and ministries.
2. Move in the power of the Holy Spirit acquiring and exercising their spiritual gifts for the well-being of the Church and her ministries among urban community, and thereby, community transformation and Church growth.
3. Continue building an intimate relationship with God to be able to grow with spiritual vitality and be reflective to the people of other faith dwelling in the city.

**Psycho-Motor Skills**

1. Develop a Christ centered lifestyle and ideals to be progressive in the community, and determine for spiritual potentiality and growth exercising spiritual disciplines in an ongoing relationship with God and a human spiritual mentor.
2. Witness the healing and miracles being wrought by God in the community after being exercised the ministerial gifts as an evidence of God’s presence in the urban poor community to have their faith in the Lord steadfast.
3. Become skilful in handling conflicts and issues in areas of family, psychological, emotional and spiritual and demonstrate spiritual maturity and potential ability as a biblical counselor in the urban Church and community.
4. Integrate academic and professional foundations around a center of spiritual maturity in Christ and practice the appropriate spiritual vitalities in a community setup encouraging a contemplative approach to life.
5. Examine traditional Christian practices in the light of a commitment to social justice identifying core idols and life patterns needing repentance, spiritual healing, and transformation to nurture a “rule of life” that can sustain one’s witness within slum environments.

**III. COURSE OUTLINE**

1. **Understanding Spirituality from Biblical Perspective:** God’s demand of holiness, spirituality and moral living in the Old Testament and in the New Testament. Men and women of God in the Bible set forth an example of spirituality and moral living. The Apostles of Jesus Christ witnessed the supernatural act of God through the movement of the Holy Spirit.
2. **Understanding Spirituality from Historical Perspective:** Life of men and women of God down through the centuries. The life and ministries of the Church down from the beginning until today.
3. **Understanding Spirituality from Religious Perspective:** Spirituality in Hinduism, Spirituality in Buddhism, Spirituality in Sikhism, Spirituality in Christianity, Spirituality in Jainism, Spirituality in Judaism, and Spirituality in Islam.
4. **Multifaceted Spirituality:** Spirituality & Kingdom of God, Spirituality & Christian Ethics, Spirituality & Marriage, Urban Poor Spirituality & Classical Spirituality, Spirituality & Pentecostalism, Spirituality & Family, Spirituality & Psychology, Spirituality & Sociology, Spirituality & Christian Character, Spirituality & Human Cultures, Spirituality & Holiness, and Spirituality & Christian Faith & Practice.
5. **Appropriation of Spirituality in a Community Setting:** Spirituality and its relationship to faith & Practice in the urban context of India, Spirituality and its relationship with Character & Integrity, Spirituality & Urban Lifestyle, Spirituality and its relationship with power encounter & Healing, Spirituality & its relationship with Incarnational Ministry.

**IV. LEARNING ACTIVITIES**

1. **Class Lectures** : Minimum 30 hours of teaching in the classroom.
2. **Tutorials**  :Minimum 5 hours outside classroom
3. **Group Discussion and Interaction** : Minimum 10 hours in/outside classroom

*Proposed themes for Discussion:* Spirituality and its relationship with Character & Integrity, Spirituality & Urban Lifestyle, Spirituality and its relationship with power encounter & Healing, Spirituality & its relationship with Incarnational Ministry, and etc.

1. **Modular/Seminar Papers:** Minimum 5 class hours for paper presentation with three seminar papers reports of 500 words each.

***Proposed Topic*:** Spirituality in Hinduism, Spirituality in Buddhism, Spirituality in Sikhism, Spirituality in Christianity, Spirituality in Jainism, Spirituality in Judaism, and Spirituality in Islam and etc.

1. **Interaction with the Mission Practitioners:** Invite/interview at least two Mission Practitioners working in the city among the Urban Community, especially in the slum areas. Find out the field reality of the city- what are the challenges they are facing? How are they overcoming the challenges? What are the strategies they are applying?
2. **Book Review:** Any two of the books prescribed in the mandatory reading books.
3. **Course Paper:** Each student should write one course paper of 2000 words on any one of the topics/questions given below:
4. A Comparative study on Spirituality and Kingdom of God.
5. A Comparative study on Spirituality and Christian Ethics.
6. A Comparative study on Spirituality and Marriage.
7. A Comparative study on Spirituality & Pentecostalism.
8. **Character and Spiritual Development:** Each Student will write a confessional statement of 500 words.

Each learner will interview at least two urban evangelists working among the slums and find out their failures/success in their ministerial journey. Write the lessons that you have learnt in this interaction for your spiritual and ministerial life and the change that it has produced in your commitment for doing mission in the context.

1. **Research Work or Practical Input Report:** Each student to write two reports of 1000 words each. Approach two different pastors and discuss with them on the following Socio-cultural issues as how they are affected by Urban Culture, and submit a report for evaluation:
2. Spirituality in the Family
3. Spirituality in Psychology
4. Spirituality in Sociology
5. Spirituality in Christian Character
6. Spirituality in Holiness
7. **Feedback/Units Test:** The students are required to write two unit tests of 30 minutes duration for 25 marks each to be able to assess students’ learning updates.
8. **Library & Self Study:** MITS has a library opened for almost 8 hours during day and 2 hours at night. Students are required to use as much as they can in reading and writing part of their assignments to gain competence in the course.
9. **Final Examination:** At the end of the course, the final exam for 3 hours for 100 marks is conducted as a feedback of the course they are taught to assess their learning.
10. **Project Work/Mini Thesis:** This is a post-seminar assignment for students to carry out an investigation on any one of the following topics and submit a project report of 10000 words:
11. The Impact of modern spirituality on Human Cultures with special reference to Urbanism.
12. The Importance of biblical spirituality for urban community with special reference to Christian Faith & Practice
13. Evaluate realistically classical spirituality from biblical Perspective and Its implications to urban poor community.

**V. ASSESSMENT:** After the completion of the course, both the teachers and students are evaluated in terms of students’ learning outcome keeping in mind the objectives of both the course and the School seriously.

**VI. MANDATORY READINGS**

Bessenecker, Scott. 2005. *Quest for Hope in the Slum Community: A Global Urban Reader.*

Waynesbora, GA: World Vision.

Boa, Kenneth . Conformed to His Image: Biblical and Practical approaches to Spiritual

Formation.

Greenway, Roger S. 1997. *Discipling the City: A Comprehensive Approach to Urban Ministry.*

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Mumford, Lewis. 1961. *The City in History*. New York: H.B. Jovanvich.

McDowell, Stephen and Mark Beliles. 2008. *Liberating the Nations: Biblical principles of*

*Government, Education, Economics and Politics.* Bangalore: CFCC.

**VII. GRADING SYSTEM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Division** | **Class** | **Grade** | **GPA** | **Percentage** |
| First Class | DistinctionExcellentSuperior | A+AA- | 4.34.03.7 | 80% and above75-79 %70-74 % |
| Second Class | Very GoodGoodSatisfactory | B+BB- | 3.33.02.7 | 65-69 %60-64 %55-59 % |
| Third Class | ReasonableMeagerPoor | C+CC- | 2.32.01.7 | 50-54 %45-49 %40-44 % |
| Failure | Inadequate | F | 0.0 | 0-39 % |

**(30 % Class Lectures, 30 % Library works, and 40 % field works)**

**VIII. BIBLIOGRAPHY**

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Formation.

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*Misadventures in the Topics.* London: MIT Press.

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*How the Gospel is Transforming a Chicago Neighborhood.* Grand Rapids: Zondervan.

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Hancke, Frans. 2007. *We are the Plan: The Church with a Difference Makes a Difference.*

Bangalore: CFCC.

Hanks, Thomas D. 2000. *God so Loved the Third World: The Biblical Vocabulary of*

*Oppression.*Oregon: Wipf and stock Publishers.

Jongeneel, Jan A.B. 2011. *Jesus in World History.* Bangalore: CFCC.

Kalliatha, Antony and Francis Gonsalves. 2009. *Church’s Engagement in Civil Society: A New*

*Way of being Christian in India Today.* Bangalore: Asian trading Co.

Mangalwadi, Vishal. 2011. *The Book that Made your World.* Nashville: Thomas Nelson.

Manokaran, J.N.2005. *Christ and cities.* Chennai: Mission Educational Books.

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