



FOUR YEAR UNDERGRADUATE (FYUG) PROGRAMME SYLLABUS
(REVISED AS PER THE GUIDELINES OF NCrf, NHEQF& IKS)

MAJOR IN COMPARATIVE RELIGION
2025 - 26

DEPARTMENT OF PHILOSOPHY AND COMPARATIVE RELIGION
VIDYA BHAVANA
VISVA -BHARATI
SANTINIKETAN
WEST BENGAL - 731235

OBJECTIVES AND OUTCOMES OF THE FYUG PROGRAMME IN COMPARATIVE RELIGION

Programme Objectives

Comparative Religion Course seeks to introduce the students to understand the history, concepts, texts, interpretative traditions, beliefs and practices of different religious traditions of the world. It intends to impart the students with the knowledge of religions and religious traditions from the ancient to modern times. Also, the emphasis has also been given to make the students to deal with the contemporary ethical, ecological, and social issues in the light of religious percepts and interpretations. Further, the students are expected to be well-versed with the theoretical tools offered by social sciences for the study of religions. The study of religions is expected to be in line with the upkeep and promotion of values enshrined in the Constitution of India.

Programme Outcomes

The students of Comparative Religion Course are expected to have a basic and comprehensive knowledge of the history, concepts, texts, interpretative traditions, beliefs and practices of different religious traditions of the world, including some of the folk and tribal religious traditions of India. It is expected that the students would be equipped to grasp the knowledge systems of religions and religious traditions from the ancient to modern times in their social and cultural settings. With the emphasis on how religions deal with the contemporary ethical, ecological, and social issues, it is expected that the students would be able to have an understanding of religions, using multi-disciplinary theoretical tools. The study of religions is expected to be make the students to be the citizens of India who would upkeep and promote the values enshrined in the Constitution of India.

FOUR YEAR UNDERGRADUATE (FYUG) PROGRAMME MATRIX

Year	Semester	Paper Code	Paper Name	NCrF Level	Whether IKS	
1 st	Semester-I	MJCR01	INTRODUCTION TO RELIGIONS OF INDIAN ORIGIN	4.5.	IKS	
		MJCR02	INTRODUCTION TO RELIGIONS OF NON-INDIAN ORIGIN			
		SECCR01	STUDY SKILLS			
	Semester-II	MJCR03	CONCEPTUAL AND TEXTUAL STUDY: HINDUISM	4.5.	IKS	
		MJCR04	CONCEPTUAL AND TEXTUAL STUDY: BUDDHISM		IKS	
SECCR02		RELIGION AND ETHICS	IKS			
2 nd	Semester-III	MJCR05	CONCEPTUAL AND TEXTUAL STUDY: JAINISM	5	IKS	
		MJCR06	CONCEPTUAL AND TEXTUAL STUDY: CHRISTIANITY			
		SECCR03	RELIGION AND ECOLOGY		IKS	
	Semester-IV	MJCR07	CONCEPTUAL AND TEXTUAL STUDY: ISLAM	5		
		MJCR08	CONCEPTUAL AND TEXTUAL STUDY: SIKHISM		IKS	
		MJCR09	PHILOSOPHY OF RELIGION		IKS	
		MJCR10	CHINESE AND JAPANESE RELIGIONS			
3 rd	Semester-V	MJCR11	ZOROASTRIANISM AND JUDAISM	5.5		
		MJCR12	MYSTICISM IN RELIGIONS		IKS	
		MJCR13	RELIGION AND SOCIETY		IKS	
	Semester-VI	MJCR14	RELIGION IN THE CONTEMPORARY WORLD	5.5	IKS	
		MJCR15	INTER-RELIGIOUS UNDERSTANDING		IKS	
MJCR16		FOLK AND TRIBAL RELIGIONS	IKS			
4 th	Semester-VII	MJCR17	SOCIOLOGY OF RELIGION	6		
		MJCR18	PHENOMENOLOGY OF RELIGION			
		MJCR19	SIGNIFICANT RELIGIOUS THEMES		IKS	
		RDCR01	RESEARCH METHODOLOGY			
		MJCR-O1A	TEXTUAL STUDY: BUDDHA AND HIS DHAMMA		IKS	
		MJCR-O1B	TEXTUAL STUDY: INDIAN ATHEISM		IKS	
		MJCR-O1C	TEXTUAL STUDY: PERIYAR: A STUDY ON POLITICAL ATHIESM		IKS	
		MJCR-O1D	TEXTUAL STUDY: TH LIFE AND TEACHINGS OF SAINT RAMALINGA		IKS	
		MJCR-O1E	TEXTUAL STUDY: THE POLLUTED GOD: A THEOLOGY OF THE UNBECOMING MESSIAH			
		MJCR-O1F	TEXTUAL STUDY: NARADA BHAKTI SUTRA		IKS	
		MJCR-O1G	TEXTUAL STUDY: MAHABHARATA: SHANTI PARVA		IKS	
		MJCR-O1H	TEXTUAL STUDY – EARLY HISTORY OF THE VAISHNAVA FAITH AND MOVEMENT IN ASSAM: SANKARDEVA AND HIS TIMES		IKS	
		MJCR-O1I	TEXTUAL STUDY: QURAN AND HADITH (SELECTIONS)			
	Semester-VIII	MJCR20	PSYCHOLOGY OF RELIGION	6		
		MJCR21	ANTHROPOLOGY OF RELIGION			
		RDCR02	REVIEW OF LITERATURE			
		RDCR03	DISSERTATION			
		MJCR-O2A	TEXTUAL STUDY: PROTESTANT ETHIC AND THE SPIRIT OF CAPITALISM			
		MJCR-O2B	TEXTUAL STUDY: MARX ON RELIGION			
		MJCR-O2C	TEXTUAL STUDY: PATTERNS IN COMPARATIVE RELIGION			
		MJCR-O2D	TEXTUAL STUDY: ENCOUNTERING GOD: A SPIRITUAL JOURNEY FROM BOZEMAN TO BANARAS			
		MJCR-O2E	TEXTUAL STUDY: WHAT ARE YOU DOING WITH LIFE?			
		MJCR-O2F	TEXTUAL STUDY: MAJMA-UL-BAHARAIN (DARA SUKHH)			
		MJCR-O3A	TEXTUAL STUDY: FIDEL AND RELIGION			
		MJCR-O3B	TEXTUAL STUDY: DOGMA OF CHRIST			
		MJCR-O3C	TEXTUAL STUDY: DIMENSIONS OF THE SACRED			
		MJCR-O3D	TEXTUAL STUDY: THE MADNESS OF THE SAINTS: ECSTATIC RELIGION IN BENGAL		IKS	
		MJCR-O3E	TEXTUAL STUDY: AGAINST THE MADNESS OF MANU		IKS	
		MJCR-O3F	TEXTUAL STUDY: THIRUKKURAL: A MANAGEMENT TREASURE		IKS	
		MJCR-O3G	TEXTUAL STUDY: FOUNDATIONS OF INDIAN CULTURE		IKS	

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION
SEMESTER ONE

NCrF Level – 4.5			
COURSE CODE: MJCR01	COURSE TITLE: INTRODUCTION TO RELIGIONS OF INDIAN ORIGIN		
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)	
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80	

COURSE OBJECTIVES	
TO INTRODUCE STUDENTS TO THE HISTORY AND BASIC CHARACTERISTICS OF RELIGIONS OF INDIAN ORIGIN. TO INTRODUCE STUDENTS TO THE COMMON THEMES RUNNING THROUGH RELIGIONS OF INDIAN ORIGIN TO INTRODUCE STUDENTS THE DIFFERENCES IN RELIGIONS OF INDIAN ORIGIN TO INTRODUCE STUDENTS TO DIFFERENT INDIAN-ORIGIN RELIGIOUS COMMUNITIES AND THEIR WAYS OF LIFE.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN AN IDEA OF THE BASIC CHARACTERISTICS OF RELIGIONS OF INDIAN ORIGIN STUDENTS WILL LEARN ABOUT SIMILARITIES AND DIFFERENCES IN RELIGION OF INDIAN ORIGIN. STUDENTS WILL LEARN TO STUDY INDIAN RELIGIONS IN A COMPARATIVE WAY WHICH WILL HONE THEIR ANALYTIC AND SYNTHETIC CAPABILITIES. STUDENTS WILL LEARN TO REFLECT UPON RELIGIOUS LIFE AS LIVED BY INDIANS WITH DIFFERENT RELIGIOUS IDENTITIES IN HARMONY AND CONFLICT.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	

SL. NO.	CONTENT OF COURSE
1.	A BRIEF OVERVIEW OF HINDUISM IN INDIA: ANCIENT-MEDIEVAL-MODERN PERIODS
2.	A BRIEF OVERVIEW OF JAINISM IN INDIA: ANCIENT-MEDIEVAL-MODERN PERIODS
3.	A BRIEF OVERVIEW OF BUDDHISM IN INDIA: ANCIENT-MEDIEVAL-MODERN PERIODS
4.	A BRIEF OVERVIEW OF SIKHISM IN INDIA: FROM MEDIEVAL TO MODERN PERIOD
5.	CONCEPTS OF DHARMA, DHYANA, KARMA AND REBIRTH AND OTHER COMMON THEMES IN RELIGIONS OF INDIAN ORIGIN
6.	CONCEPT OF GOD/ NO GOD, GURU/ MASTER, RITUALS, SACRED SCRIPTURES, SACRED SITES, SALVATION AND OTHER THEMES OF DIFFERENCES IN RELIGIONS OF INDIAN ORIGIN
SUGGESTED READINGS	
1.	FLOOD, GAVIN. <i>AN INTRODUCTION TO HINDUISM</i> , CAMBRIDGE UNIVERSITY PRESS, 2004.
2.	LING, TREVOR. <i>A HISTORY OF RELIGION - EAST AND WEST</i> , MACMILLAN AND CO. LTD., LONDON, 1958.
3.	SMART, NINIAN. <i>RELIGIONS OF ASIA</i> , PRENTICE-HALL, 1992.
4.	SINGH, KUSHWANT. <i>A HISTORY OF THE SIKHS</i> , (I & II VOLS.), OXFORD UNIVERSITY PRESS, NEW DELHI.
5.	HUMPHREYS, C. <i>BUDDHISM</i> , LONDON, 1974.
6.	STEVENSON, SINCLAIR. <i>THE HEART OF JAINISM</i> , MUNSHIRAM MANOHARLAL, NEW DELHI, 1970.
7.	DALRYMPLE, WILLIAM. <i>NINE LIVES</i> . BLOOMSBURY PUBLISHING, 2016.

NCrF LEVEL – 4.5		
COURSE CODE: MJCR02	COURSE TITLE: INTRODUCTION TO RELIGIONS OF NON-INDIAN ORIGIN	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE STUDENTS TO THE HISTORY AND BASIC TENETS OF THE THREE ABRAHAMIC RELIGIONS. TO INTRODUCE STUDENTS TO THE COMMONALITIES AND DIFFERENCES OF THE THREE ABRAHAMIC FAITHS. TO INTRODUCE STUDENTS TO THE PRESENCE AND HISTORY OF THE THREE FAITHS IN INDIA. TO INCULCATE THE SPIRIT OF COMPARATIVE STUDY IN THE STUDENTS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN AN IDEA OF THE BASIC CHARACTERISTICS OF ABRAHAMIC RELIGIONS. STUDENTS WILL LEARN ABOUT SIMILARITIES AND DIFFERENCES IN RELIGION OF NON-INDIAN ORIGIN. STUDENTS WILL LEARN TO STUDY ABRAHAMIC RELIGIONS IN A COMPARATIVE WAY WHICH WILL HONE THEIR ANALYTIC AND SYNTHETIC CAPABILITIES. STUDENTS WILL LEARN TO REFLECT UPON RELIGIOUS LIFE AS LIVED BY NON-INDIANS WITH DIFFERENT RELIGIOUS IDENTITIES IN HARMONY AND CONFLICT.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	A BRIEF OVERVIEW ON ORIGIN DEVELOPMENT & BASIC TENETS OF JUDAISM
2.	A BRIEF OVERVIEW ON THE ORIGIN DEVELOPMENT & BASIC TENETS OF CHRISTIANITY
3.	A BRIEF OVERVIEW ON THE ORIGIN DEVELOPMENT AND BASIC TENETS OF ISLAM
4.	JEW, CHRISTIAN AND MUSLIM COMMUNITIES IN INDIA: BELIEFS AND PRACTICES
5.	COMMON THEMES IN THE ABRAHAMIC RELIGIONS
6.	DIFFERENCES AND CONFLICTS IN THE ABRAHAMIC RELIGIONS
SUGGESTED READINGS	
1.	COHEN, CHARLES, L. THE ABRAHAMIC RELIGIONS: A VERY SHORT INTRODUCTION, OUP USA, 2020.
2.	THE CAMBRIDGE HISTORY OF ISLAM, CAMBRIDGE UNIVERSITY PRESS, CAMBRIDGE
3.	M. MUJEEB, ISLAM IN INDIA, KITAB BHAVAN, NEW DELHI.
4.	THE CAMBRIDGE HISTORY OF CHRISTIANITY, VOL. 1-9, CAMBRIDGE UNIVERSITY PRESS, CAMBRIDGE
5.	SEGEL, ALLEN. 'JUDAISM' IN WORLD RELIGIONS: WESTERN TRADITIONS, EDITED BY W.G. OXTOBY, NEW YORK, OXFORD UNIVERSITY PRESS
6.	UNTERMAN, ALAN. JEWS. THEIR RELIGIOUS BELIEFS AND PRACTICES, BOSTON, 1981
7.	SMITH, HUSTON. THE WORLD'S RELIGIONS, HARPERONE, 2009

NCrF LEVEL – 4.5		
COURSE CODE: SECCR01	COURSE TITLE: STUDY SKILLS	
COURSE CREDIT: 3	NOTIONAL HOURS: 80	TYPE OF COURSE: THEORY (SEC)
TOTAL ASSESSMENT MARKS: 75	INTERNAL MARKS: 15	END SEMESTER MARKS: 60

COURSE OBJECTIVES	
TO PREPARE THE STUDENTS FOR THE UNDERGRADUATE LEVEL OF LEARNING TO INTRODUCE THE STUDENTS A SYSTEMATIC METHOD OF LEARNING TO HELP THE STUDENTS TO DEVELOP THEIR SKILLS OF LEARNING TO INCULCATE THE STUDENTS TO THINK CRITICALLY AND CREATIVELY TO BUILD THE PERSONALITY DEVELOPMENT OF THE STUDENTS	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO PREPARE THEMSELVES AT THE UNIVERSITY LEVEL OF LEARNING THEY WILL BE ABLE TO FEEL A STRESS-FREE LEARNING THEY WILL BE ABLE TO ENHANCE THEIR LISTENING, READING, WRITING, MEMORY, AND COMMUNICATION SKILLS THEY WILL BE ABLE TO THINK LOGICALLY, CRITICALLY AND CREATIVELY THEY WILL BE ABLE TO BUILD THEIR CONFIDENCE OF LEARNING	ACTIVE LISTENING SKILL READING SKILL ACADEMIC WRITING SKILL LOGICAL, CREATIVE AND CRITICAL THINKING SKILL MEMORY SKILL
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
S. NO.	CONTENT OF COURSE
1.	INTRODUCTION – DEFINITION AND IMPORTANCE; BASICS OF STUDY METHOD; SCOPE OF STUDY METHOD
2.	LISTENING SKILL –TYPES OF LISTENING; ACTIVE LISTENING; PHYSICAL AND PSYCHOLOGICAL BARRIERS OF LISTENING
3.	READING SKILL –COMPONENTS AND TYPES OF READING; SQ3R METHOD OF READING; BARRIERS OF READING
4.	WRITING SKILL – TYPES OF WRITING; STRATEGIES TO IMPROVE WRITING; ACADEMIC WRITING SKILL
5.	THINKING SKILL – LOGICAL THINKING; CRITICAL THINKING; CREATIVE THINKING
6.	MEMORY SKILL – TYPES OF MEMORY; MEMORY TECHNIQUES; BARRIERS OF MEMORY
SUGGESTED READINGS	
1.	ATKINSON, WILLIAM WALKER. (2019). <i>MEMORY: HOW TO DEVELOP, TRAIN AND USE IT</i> . FINGERPRINT PUBLISHING.
2.	BUTLER, DAVID. (2014). <i>SPEED READING WITH THE RIGHT BRAIN: LEARN TO IDEAS INSTEAD OF JUST WORDS</i> .
3.	FRITZ, ROGER. (2019). <i>THE POWER OF A POSITIVE ATTITUDE: YOUR ROAD TO SUCCESS</i> . FINGERPRINT PUBLISHING.
4.	LEONARDO, LCSW NIXALY. (2020). <i>ACTIVE LISTENING TECHNIQUES</i> . ROCKRIDGE PRESS.
5.	MITRA, BARUN K. (2016). <i>PERSONALITY DEVELOPMENT AND SOFT SKILLS</i> . OXFORD UNIVERSITY PRESS.
6.	PAUL, D.S. (2022). <i>ADVANCED WRITING SKILLS</i> . GOODWILL PUBLISHING HOUSE.
7.	RHODER, CAROL. (2016). <i>TEACHING THINKING SKILLS: THEORY AND PRACTICE</i> . ROUTLEDGE.
8.	RODRIGUES, A.L. (2015). <i>LEARNING STYLE: A NARRATIVE APPROACH</i> . LULU.COM

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION
SEMESTER TWO

NCrF LEVEL – 4.5		
COURSE CODE: MJCR03	COURSE TITLE: CONCEPTUAL AND TEXTUAL STUDY: HINDUISM	
COURSE CREDIT: 04	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE BASIC CONCEPTS AND TEXTS OF HINDUISM. TO PRESENT THE BASIC CONCEPTS THROUGH TEXTUAL STUDY. TO INTRODUCE STUDENTS TO THE PHILOSOPHY OF THE UPANIṢADS. TO PRESENT OVERVIEWS OF THE PHILOSOPHY OF THE BHAGAVADGĪTĀ.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHY OF THE UPANIṢADS. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPTS RELATED TO HINDU RELIGION. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND PRESENT OVERVIEWS OF THE PHILOSOPHY OF THE BHAGAVADGĪTĀ.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1.	AN INTRODUCTION TO HINDUISM: GAVIN FLOOD (SELECTIONS)	
2.	THE BHAGAVAD GĪTĀ, CHAPTER: 2 (SĀÑKHYA YOGA)	
3.	THE BHAGAVAD GĪTĀ, CHAPTER: 3 (KARMA YOGA)	
4.	THE BHAGAVAD GĪTĀ, CHAPTER: 12 (BHAKTI YOGA)	
5.	KATHA UPANIṢAD (SELECTIONS)	
6.	IṢAVĀSYA UPANIṢAD (SELECTIONS)	
SUGGESTED READINGS		
1.	FLOOD, GAVIN. (2004) AN INTRODUCTION TO HINDUISM. UK. CAMBRIDGE. CAMBRIDGE UNIVERSITY PRESS.	
2.	WARRIER, A.G.K. (2000) THE BHAGAVAD GITA BHASYA OF SANKARACHARYA. INDIA. CHENNAI. R.K. MATH.	
3.	ADIDEVANANDA, SWAMI.(2020) RAMANUJA GITA BHASHYA.CHENNAI.INDIA. R.K.MATH	
4.	TILAK, B.G.(2018) THE GITA RAHASYA. NEW DELHI. INDIA. DIMOND POCKETS LIMITED	
5.	GAMBHIRANANDA, S. (1998) EIGHT UPANISHADS (VOL.1&2). INDIA. CHENNAI. R.K.MATH	
6.	RADHAKRISHNAN, S. (1994). THE PRINCIPAL UPANISHADS. INDIA. NEW DELHI. HARPER COLLINS INDIA.	
7.	HOPKINS, T. J. (2009) THOMAS. THE HINDU RELIGIOUS TRADITION. UK. LONDON. DICKENS PUBLISHING HOUSE.	
8.	KINSLEY, D. (1988) HINDU GODDESSES. INDIA. ENGLAND. LONDON. UNIVERSITY OF CALIFORNIA PRESS.	
9.	SIVARAMAN, KRISHNA. (2020). HINDU SPIRITUALITY: VEDAS THROUGH VEDANTA. INDIA. N. DELHI MOTILAL BARASIDASS	
10.	CLAYTON, A.C.(2008) THE RIG VEDA AND THE VEDIC RELIGION. USA. VIRGINIA. UNIVERSITY OF VIRGINIA PRESS.	
11.	LORENZEN D. N.(2008) WHO INVENTED HINDUISM? – ESSAYS ON RELIGION IN HISTORY, INDIA. DELHI,YODA PRESS.	

NCrF LEVEL – 4.5			
COURSE CODE: MJCR04	COURSE TITLE: CONCEPTUAL AND TEXTUAL STUDY: BUDDHISM		
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)	
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80	

COURSE OBJECTIVES	
TO HELP THE STUDENTS TO KNOW THE IMPORTANCE OF LIFE AND ENLIGHTENMENT OF BUDDHA TO INTRODUCE THE STUDENTS THE HOLY SCRIPTURE OF BUDDHISM TO HELP THE STUDENTS TO LEARN THE MAJOR CONCEPTS, TEACHINGS, AND PRACTICES OF BUDDHISM TO TEACH THE STUDENTS THE PRIMARY TEXT OF BUDDHISM	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN SYSTEMATICALLY THE HOLY SCRIPTURE, CONCEPTS, AND TEACHINGS OF BUDDHISM THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF BUDDHISM THEY WILL BE ABLE TO RESPECT AND APPRECIATE THE TEACHINGS AND PRACTICES OF BUDDHISM THEY WILL BE ABLE TO PROMOTE THE SPIRIT OF TOLERANCE, MUTUAL APPRECIATION, PEACE AND HARMONY IN THE SOCIETY	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	ORIGIN AND DEVELOPMENT – SOCIO-CULTURAL BACKGROUND TO BUDDHISM; LIFE AND ENLIGHTENMENT OF BUDDHA; SPREAD OF BUDDHISM
2.	THE HOLY SCRIPTURE – SUTTA PITAKA; VINAYA PITAKA; ABHIDHAMMA PITAKA
3.	MAJOR CONCEPTS – ANICCA; DUKKHA; ANATTA
4.	MAJOR TEACHINGS – FOUR NOBLE TRUTHS; PRATITYASAMUTPADA; MADHYAMIKA
5.	SECTS – MAHAYANA; HINAYANA; VAJRAYANA
6.	TEXTUAL STUDY – DHAMMAPADA – 15:179FF (BUDDHAVAGGA)
SUGGESTED READINGS	
1.	ARNOLD, EDWIN. (2013). <i>THE LIGHT OF ASIA</i> . GENERAL PRESS.
2.	HANH, T. H. (1999). <i>THE HEART OF BUDDHA'S TEACHING</i> . RIDER & CO; LATEST EDITION.
3.	JAMES, E. E. (2006). <i>A STUDY OF RELIGIONS</i> . THEOLOGICAL BOOK TRUST.
4.	LALRINAWMA, V. S. (2007). <i>MAJOR FAITH TRADITIONS OF INDIA</i> . ISPCK.
5.	LAMA, DALAI. (1999). <i>THE ART OF HAPPINESS</i> . HODDER PAPERBACKS.
6.	NARADA. (2006). <i>THE BUDDHA AND HIS TEACHINGS</i> . JAICO PUBLISHING HOUSE.
7.	TIWARI, K. N. (2009). <i>COMPARATIVE RELIGION</i> . MOTILAL BANARSIDASS PUBLICATION.

NCrF LEVEL – 4.5		
COURSE CODE: SECCR02	COURSE TITLE: RELIGION AND ETHICS	
COURSE CREDIT: 3	NOTIONAL HOURS: 80	TYPE OF COURSE: THEORY (SEC)
TOTAL ASSESSMENT MARKS: 75	INTERNAL MARKS: 15	END SEMESTER MARKS: 60

COURSE OBJECTIVES	
TO HELP THE STUDENTS TO KNOW THE IMPORTANCE OF ETHICS, VALUES, AND VIRTUES TO INTRODUCE THE STUDENTS THE RELATIONSHIP BETWEEN HUMAN RIGHTS, AND DUTIES TO HELP THE STUDENTS TO LEARN INDIAN AND NON-INDIAN RELIGIOUS ETHICS TO TEACH THE STUDENTS THE GURUS VIEWS ON ETHICS	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN SYSTEMATICALLY THE NATURE, SCOPE, CHALLENGES, AND IMPORTANCE OF ETHICS THEY WILL BE ABLE TO CRITICALLY ANALYSE THE RELATIONSHIP BETWEEN HUMAN RIGHTS AND DUTIES THEY WILL BE ABLE TO RESPECT AND APPRECIATE THE RELIGIOUS AND GURUS' TEACHINGS ON ETHICS THEY WILL BE ABLE TO PRACTICE ETHICS IN THEIR DAY TODAY LIVES	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	INTRODUCTION – ETYMOLOGY AND DEFINITION; NATURE AND SCOPE; CHALLENGES AND IMPORTANCE
2.	ETHICAL FOUNDATIONS – HUMAN VALUES AND VIRTUES; HUMAN RIGHTS AND DUTIES
3.	CURRENT ETHICAL DEBATES – NATURAL MORAL LAW; DISCOURSE ETHICS
4.	INDIAN RELIGIOUS ETHICS – SHAIVISM AND VAISHNAVISM; JAINISM AND BUDDHISM
5.	NON-INDIAN RELIGIOUS ETHICS – JUDAISM; CHRISTIANITY; ISLAM
6.	GURUS AND ETHICS – GURU NANAK; RAMALINGA VALLALAR; NARAYAN GURU
SUGGESTED READINGS	
1.	BHARGAVA, DAYANAND. (2018). <i>JAINA ETHICS</i> . MOTILAL BANARSIDASS.
2.	BHATIA, VED PRAKASH. (2016). <i>ETHICAL AND SPIRITUAL VALUES IN INDIAN SCRIPTURES</i> . NOTION PRESS.
3.	DAVIS, J. CHARLES. (2020). <i>HUMAN DIGNITY IN WORLD RELIGIONS: TOWARDS A GLOBAL BIOETHICS AND BIOLAW</i> . CHRISTIAN WORLD IMPRINTS.
4.	KOHLI, SURINDAR SINGH. (1996). <i>SIKH ETHICS</i> . MUNSHIRAM MANOHARLAL PUBLISHERS.
5.	KUMAR, SURESH. (2018). <i>BUDDHIST ETHICS: RELEVANCE AND IMPACT ON CONTEMPORARY SOCIETY</i> . NEW BHARATIYA BOOK CORPORATION.
6.	RAJU, KARAM SINGH. (2011). <i>A COMPARATIVE STUDY: ETHICAL PERCEPTIONS OF WORLD RELIGIONS</i> . GURU NANAK DEV UNIVERSITY.
7.	SALIM, MUHAMMAD KUNJU. (1991). <i>ISLAM: ETHICS AND TEACHINGS</i> . KITAB BHAVAN.
8.	STEPHEN, M. (2022). <i>CHRISTIAN ETHICS AND NEW HORIZONS</i> . CHRISTIAN WORLD IMPRINTS.

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION**SEMESTER THREE**

NCrF LEVEL – 5		
COURSE CODE: MJCR05	COURSE TITLE: CONCEPTUAL AND TEXTUAL STUDY: JAINISM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES

TO HELP THE STUDENTS TO KNOW THE IMPORTANCE OF LIFE AND ENLIGHTENMENT OF MAHAVIR
 TO INTRODUCE THE STUDENTS THE HOLY SCRIPTURE OF JAINISM
 TO HELP THE STUDENTS TO LEARN THE MAJOR CONCEPTS, TEACHINGS, AND PRACTICES OF JAINISM
 TO TEACH THE STUDENTS THE PRIMARY TEXT OF JAINISM

COURSE OUTCOME

THE STUDENTS WILL BE ABLE TO LEARN SYSTEMATICALLY THE HOLY SCRIPTURE, CONCEPTS, AND TEACHINGS OF JAINISM
 THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF JAINISM
 THEY WILL BE ABLE TO RESPECT AND APPRECIATE THE TEACHINGS AND PRACTICES OF JAINISM
 THEY WILL BE ABLE TO PROMOTE THE SPIRIT OF TOLERANCE, MUTUAL APPRECIATION, PEACE AND HARMONY IN THE SOCIETY

NHEQF LEARNING ATTRIBUTES

MULTICULTURAL COMPETENCE
 AND INCLUSIVE SPIRIT
 EMPATHY
 ANALYTICAL REASONING AND
 THINKING
 COORDINATING AND
 COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES

DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES
 CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS
 EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS
 ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES
 FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES

CONTINUOUS ASSESSMENT

ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	ORIGIN AND DEVELOPMENT – TIRTHANKARAS OF JAINISM; LIFE AND KEVALAJNANA OF MAHAVIR; SPREAD OF JAINISM
2.	THE HOLY SCRIPTURE – AGAMA SUTRAS; PURVAS; ANGAS
3.	MAJOR CONCEPTS – ANEKANTA VADA; SYAD VADA; NAYA VADA
4.	MAJOR TEACHINGS – NAV-TATTVAS; TRI-RATNAS; MAHAVRATAS
5.	SECTS – DIGAMBARAS; SVETAMBARAS
6.	TEXTUAL STUDY – TATVARTHA SUTRA – SEVENTH CHAPTER
SUGGESTED READINGS	
1.	JAMES, E. E. (2006). <i>A STUDY OF RELIGIONS</i> . THEOLOGICAL BOOK TRUST.
2.	KULASRESTHA, MAHENDRA. (2007). <i>THE GOLDEN BOOK OF JAINISM</i> . LOTUS PRESS.
3.	KUMAR, ARUN. (2009). <i>FAITH AND PHILOSOPHY OF JAINISM</i> . KALPAZ PUBLICATIONS.
4.	LALRINAWMA, V. S. (2007). <i>MAJOR FAITH TRADITIONS OF INDIA</i> . ISPCK.
5.	MAPRAGYA, ACHARYA. (2000). <i>JAINISM ETHICS AND MORALITY</i> . ANMOL PUBLICATIONS PVT. LTD.
6.	PANIKER, AUGUSTIN. (2017). <i>JAINISM: HISTORY, SOCIETY, PHILOSOPHY AND PRACTICE</i> . MOTILAL BANARSIDASS PUBLICATION.
7.	TIWARI, K. N. (2009). <i>COMPARATIVE RELIGION</i> . MOTILAL BANARSIDASS PUBLICATION.

NCrF LEVEL – 5		
COURSE CODE: MJCR06	COURSE TITLE: CONCEPTUAL AND TEXTUAL STUDY: CHRISTIANITY	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO HELP THE STUDENTS TO KNOW THE IMPORTANCE OF PERSON AND WORK OF JESUS CHRIST TO INTRODUCE THE STUDENTS THE HOLY SCRIPTURE OF CHRISTIANITY TO HELP THE STUDENTS TO LEARN THE MAJOR CONCEPTS, TEACHINGS, AND PRACTICES OF CHRISTIANITY TO TEACH THE STUDENTS THE CANONICAL GOSPELS OF CHRISTIANITY	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN SYSTEMATICALLY THE HOLY SCRIPTURE, CONCEPTS, AND TEACHINGS OF CHRISTIANITY THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF CHRISTIANITY THEY WILL BE ABLE TO RESPECT AND APPRECIATE THE TEACHINGS AND PRACTICES OF CHRISTIANITY THEY WILL BE ABLE TO PROMOTE THE SPIRIT OF TOLERANCE, MUTUAL APPRECIATION, PEACE AND HARMONY IN THE SOCIETY	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	ORIGIN AND DEVELOPMENT – PERSON OF JESUS; WORK OF JESUS; APOSTLES AND THEIR MISSION
2.	HOLY SCRIPTURE – OLD TESTAMENT; NEW TESTAMENT; TRANSLATIONS OF BIBLE
3.	THEOLOGICAL CONCEPTS – GOD, WORLD, HUMAN BEING, SIN AND SALVATION
4.	REFORMATION – MARTIN LUTHER; JOHN CALVIN; JOHN WESLEY
5.	MOVEMENTS – LIBERATION THEOLOGY; MINJUNG THEOLOGY; DALIT THEOLOGY
6.	TEXTUAL STUDY – MATTHEW 5 – 7; LUKE 4: 16 – 30; JOHN 1: 1- 14
SUGGESTED READINGS	
1.	FEUERBACH, LUDWIG. (1989). <i>THE ESSENCE OF CHRISTIANITY</i> . PROMETHEUS BOOKS.
2.	HAOKIP, M.T. (2021). <i>A GUIDE BOOK TO HISTORY OF CHRISTIANITY: FROM THE FIRST TO THE EIGHTEENTH CENTURIES</i> . CHRISTIAN WORLD IMPRINTS.
3.	JAMES, E. E. (2006). <i>A STUDY OF RELIGIONS</i> . THEOLOGICAL BOOK TRUST.
4.	LALRINAWMA, V. S. (2007). <i>MAJOR FAITH TRADITIONS OF INDIA</i> . ISPCK.
5.	STEPHEN, M. (2022). <i>CHRISTIAN ETHICS AND NEW HORIZONS</i> . CHRISTIAN WORLD IMPRINTS.
6.	TIWARI, K. N. (2009). <i>COMPARATIVE RELIGION</i> . MOTILAL BANARSIDASS PUBLICATION.
7.	WILLIAMS, ROWAN. (1999). <i>ON CHRISTIAN THEOLOGY</i> . WILEY-BLACKWELL.

NCrF LEVEL – 5		
COURSE CODE: SECCR03	COURSE: RELIGION AND ECOLOGY	
COURSE CREDIT: 3	NOTIONAL HOURS: 80	TYPE OF COURSE: THEORY (SEC)
TOTAL ASSESSMENT MARKS: 75	INTERNAL MARKS: 15	END SEMESTER MARKS: 60

COURSE OBJECTIVES	
TO INTRODUCE STUDENTS TO THE CONCEPTS OF ENVIRONMENT AND ECOLOGY IN ASIAN AND NON-ASIAN TRADITIONS. TO INTRODUCE STUDENTS TO THE IDEA OF HUMAN-NATURE RELATIONSHIP IN INDIAN TRADITIONS WITH SPECIAL REFERENCE TO HINDUISM, JAINISM AND BUDDHISM. TO INTRODUCE STUDENTS TO THE IDEA OF HUMAN-NATURE RELATIONSHIP IN CHRISTIANITY AND ISLAM. TO UNDERSTAND MODERN ENVIRONMENTAL CHALLENGES AND OUR TAKE-AWAYS FROM RELIGIOUS RESPONSES.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN AN IDEA OF ENVIRONMENT AND ECOLOGY FROM A RELIGIOUS PERSPECTIVE. STUDENTS WILL LEARN ABOUT SIMILARITIES AND DIFFERENCES IN THE RESPONSES TOWARDS NATURE AND HUMAN RESPONSIBILITIES TOWARDS NATURE IN DIFFERENT RELIGIOUS TRADITIONS. STUDENTS WILL LEARN ABOUT THE CENTRALITY OF THE CONCEPT OF NATURE IN RELIGIOUS TRADITIONS. STUDENTS WILL LEARN TO REFLECT UPON RELIGIOUS RESPONSES TOWARDS NATURE AND THEIR RELEVANCE IN OUR CONTEMPORARY SOCIETIES TO OVERCOME CONTEMPORARY ENVIRONMENTAL CHALLENGES.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	RELIGION AND ECOLOGY IN ASIAN TRADITIONS
2.	RELIGION AND ECOLOGY IN ABRAHAMIC TRADITIONS
3.	HUMAN- NATURE RELATIONSHIP IN HINDUISM.
4.	HUMAN-NATURE RELATIONSHIP IN JAINISM AND BUDDHISM
5.	HUMAN-NATURE RELATIONSHIP IN CHRISTIANITY
6.	HUMAN-NATURE RELATIONSHIP IN ISLAM
SUGGESTED READINGS	
1.	JENKINS, WILLIS (ED.), TUCKER, MARY ELVIN (ED.), GRIM, JOHN (ED.), <i>ROUTLEDGE HANDBOOK OF RELIGION AND ECOLOGY</i> , ROUTLEDGE, 2018.
2.	GOTTLIEB, ROGER S. THIS SACRED EARTH: RELIGION, NATURE, ENVIRONMENT. ROUTLEDGE, 2 ND ED, 2003.
3.	PRIME, RANCHOR. HINDUISM AND ECOLOGY: SEEDS OF TRUTH. CONTINUUM INTERNATIONAL PUBLISHING GROUP LTD., 1992.
4.	KRISHNA, NANDITHA. HINDUISM AND NATURE. PENGUIN: INDIA, 2017.
5.	RANKIN, AIDAN. JAINISM AND ENVIRONMENTAL POLITICS. INDIA: TYLOR AND FRANCIS LTD., 2021

6.	CALLICOT, BAIRD J. (ED.). MCRAE, JAMES (ED.). ENVIRONMENTAL PHILOSOPHY IN ASIAN TRADITIONS OFTHOUGHT. STATE UNIVERSITY OF NEW YORK PRESS, 2015.
7.	FOLTZ, RICHARD C. FREDERICK M. DENNY, A. H. BAHARUDDIN. ISLAM AND ECOLOGY: A BESTOWED TRUST. CENTER FOR THE STUDY OF WORLD RELIGIONS, HARVARD DIVINITY SCHOOL, 2003.
8.	DIETER, HESSEL. CHRISTIANITY AND ECOLOGY: SEEKING THE WELL-BEING OF EARTH AND HUMANS. USA: HARVARD UNIVERSITY PRESS, 2017.
9.	BÖTTIGHEIMER, CHRISTOPH AND W. M. WIDENKATHE (EDS.). THE CONCEPT OF ENVIRONMENT IN JUDAISM, CHRISTIANITY AND ISLAM. BERLIN: WALTER DE GRUYTER, 2003.

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION
SEMESTER FOUR

NCrF LEVEL – 5		
COURSE CODE: MJCR07	CONCEPTUAL AND TEXTUAL STUDY: ISLAM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO INTRODUCE DIFFERENT KINDS OF SACRED ISLAMIC LITERATURE: THE QURAN, THE HADITH, AND THE SEERAH TO PRESENT THE BASIC TEACHINGS OF THE QURAN TO PRESENT THE ETHICAL TEACHINGS OF THE HADITH TO PRESENT THE FORMATIVE PERIOD OF PROPHET MUHAMMAD’S LIFE		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL GAIN UNDERSTANDING OF ISLAMIC SACRED LITERATURE. THE STUDENTS WILL GET ACQUAINTED WITH THE TEACHINGS AND THE MOST BASIC QURANIC PHRASES. THE STUDENTS WILL GET TO KNOW THE STRUCTURE, VARIOUS BOOKS, AND MAJOR THEMES OF HADITH LITERATURE. THE STUDENTS WILL BE ABLE TO UNDERSTAND THE LIFE AND TEACHINGS OF PROPHET MUHAMMAD.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1.	INTRODUCTION TO THE QURAN: REVELATION, STRUCTURE, AND COMPILATION OF THE QURAN	
2.	THE HOLY QURAN: 1: 1-7; 59: 22-24; 112: 1-4; 17:23-40; 31:13-30	
3.	INTRODUCTION TO THE HADITH: PARTS, KINDS, AND DIFFERENT BOOKS OF THE HADITH CORPUS	
4.	THE HADITH: FROM NISAR AHMED: THE FUNDAMENTAL TEACHING OF QURAN AND HADITH, PART-1: PP. 80-83, 90-92, 95-98, 100-102, 104-107	
5.	INTRODUCTION TO THE SEERAH: SOURCE AND MAJOR BOOKS OF THE SEERAH LITERATURE	
6.	MASADUL HASAN: HISTORY OF ISLAM, VOL. 1 (LIFE OF PROPHET MOHAMMAD: MECCAN PERIOD), PP. 46-62	
SUGGESTED READINGS		
1.	AYOUB, MAHMOUD. THE QURAN AND ITS INTERPRETERS. ALBANY: SUNY PRESS, 1984.	
2.	(THE) HOLY QURAN (TRANS. BY A. J. ARBERRY).	
3.	YUSUF ALI (TR.), THE HOLY QURAN, MECCA.	
4.	MCAULIFFE, JANE DAMMEN (ED.). THE CAMBRIDGE COMPANION TO THE QURAN. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 2006.	
5.	BROWN, DANIEL W. (ED.). THE WILEY BLACKWELL CONCISE COMPANION TO THE HADITH. NEW JERSEY: JOHN WILEY & SONS LTD, 2020.	
6.	LINGS, MARTIN. MUHAMMAD HIS LIFE BASED ON THE EARLIEST SOURCES. CAMBRIDGE: THE ISLAMIC TEXTS SOCIETY, 1991.	

NCrF LEVEL – 5		
COURSE CODE: MJCR08	COURSE TITLE: CONCEPTUAL AND TEXTUAL STUDY: SIKHISM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO HELP THE STUDENTS TO KNOW THE IMPORTANCE OF LIFE AND WORKS OF TEN GURUS OF SIKHISM TO INTRODUCE THE STUDENTS THE HOLY SCRIPTURE OF SIKHISM TO HELP THE STUDENTS TO LEARN THE MAJOR CONCEPTS, TEACHINGS, AND PRACTICES OF SIKHISM TO TEACH THE STUDENTS THE PRIMARY TEXT OF SIKHISM	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN SYSTEMATICALLY THE HOLY SCRIPTURE, CONCEPTS, AND TEACHINGS OF SIKHISM THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF SIKHISM THEY WILL BE ABLE TO RESPECT AND APPRECIATE THE TEACHINGS AND PRACTICES OF SIKHISM THEY WILL BE ABLE TO PROMOTE THE SPIRIT OF TOLERANCE, MUTUAL APPRECIATION, PEACE AND HARMONY IN THE SOCIETY	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	ORIGIN AND DEVELOPMENT – SOCIO-RELIGIOUS BACKGROUND TO SIKHISM; LIFE AND WORKS OF TEN GURUS
2.	HOLY SCRIPTURE – <i>GURU GRANTH SAHIB</i> ; <i>RAHIT MARYADA</i>
3.	MAJOR CONCEPTS – GOD, WORLD, HUMAN BEING, BONDAGE AND LIBERATION
4.	MAJOR PRACTICES – <i>HUKAM</i> ; <i>PANJ PYARE</i> ; <i>KHALSA</i> , <i>AKAL TAKHAT</i> , <i>HARI MANDHIR</i>
5.	MOVEMENTS – GURDWARA REFORM MOVEMENTS; PUNJABI <i>SUBHA</i> ; GREEN REVOLUTION
6.	TEXTUAL STUDY – RAVIDAS' BEGAMPURA FROM <i>GURU GRANTH SAHIB</i>
SUGGESTED READINGS	
1.	BESANT, ANNIE. (2013). <i>SEVEN GREAT RELIGIONS</i> . THE THEOSOPHICAL PUBLISHING HOUSE.
2.	JAMES, E. E. (2006). <i>A STUDY OF RELIGIONS</i> . THEOLOGICAL BOOK TRUST.
3.	LALRINAWMA, V. S. (2007). <i>MAJOR FAITH TRADITIONS OF INDIA</i> . ISPCK.
4.	SINGH, DALJEET. (2004). <i>ESSENTIALS OF SIKHISM</i> . SINGH BROTHERS.
5.	SINGH, HARBANS. (1992). <i>THE ENCYCLOPEDIA OF SIKHISM</i> . PUNJABI UNIVERSITY.
6.	SINGH, SURINDER. (2012). <i>INTRODUCTION TO SIKHISM AND GREAT SIKHS OF THE WORLD</i> . SHUBHI PUBLICATIONS.
7.	TIWARI, K. N. (2009). <i>COMPARATIVE RELIGION</i> . MOTILAL BANARSIDASS PUBLICATION.

NCrF LEVEL – 5		
COURSE CODE: MJCR09	COURSE TITLE: PHILOSOPHY OF RELIGION	
COURSE CREDIT: 04	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE ISSUES IN PHILOSOPHY OF RELIGION. TO PRESENT THE ISSUES RELATED TO THE PROOFS FOR/AGAINST THE EXISTENCE OF GOD. TO INTRODUCE THE BASIC TENETS/CONCEPTS RELATING TO THE RELIGIOUS EXPERIENCE AND MEANING. TO PRESENT THE DIFFERENCES AMONG VARIOUS RELIGIONS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE DEBATES AROUND THE EXISTENCE OF GOD. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPT OF RELIGIOUS EXPERIENCE AND LANGUAGE. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE NATURE OF DIFFERENCES AMONG VARIOUS RELIGIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	PROOFS FOR THE EXISTENCE OF GOD
2.	PROOFS AGAINST THE EXISTENCE OF GOD
3.	PROBLEM OF EVIL
4.	RELIGIOUS EXPERIENCE
5.	RELIGIOUS LANGUAGE AND MEANING
6.	CONFLICTING TRUTH CLAIMS OF DIFFERENT RELIGIONS
SUGGESTED READINGS	
1.	HICK, J. (2015). PHILOSOPHY OF RELIGION. KOLKATA. INDIA. PEARSON.
2.	BHATTACHARYA, G. M. (1961). STUDIES IN NYAYA VAISESIKA THEISM. KOLKATA. INDIA. SANSKRIT COLLEGE.
3.	JAMES, W. (2022). VARIETIES OF RELIGIOUS EXPERIENCE. KOLKATA. INDIA. LONGMANS GREEN AND COMPANY
4.	AQUINAS, T. (2018) SUMMA THEOLOGICA. ONTARIO. CANADA. WOODSTOCK
5.	SMITH, W. C. (2013) THE FAITH OF OTHER MEN. NEWYORK. U.S.A. NEW AMERICAN LIBRARY
6.	TILICH, P. (2017) THE DYNAMICS OF FAITH. NEWYORK. THE UNITED STATES OF AMERICA. HARPER AND ROW
7.	DAVIS, B. (2004) PHILOSOPHY OF RELIGION. NEW YORK. U.S.A. OXFORD UNIVERSITY PRESS.

NCrF LEVEL – 5		
COURSE CODE: MJCR10	COURSE: CHINESE AND JAPANESE RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE STUDENTS TO CHINESE AND JAPANESE RELIGIONS. TO INTRODUCE STUDENTS TO HISTORIES, CONCEPTS AND MAJOR FIGURES CONNECTED TO CHINESE AND JAPANESE RELIGIONS. TO INTRODUCE STUDENTS TO UNIQUE CONCEPTS, BELIEFS, RITUALS, SECTS IN CONNECTION TO OTHER ASIAN RELIGIONS. TO INTRODUCE STUDENTS TO BOTH DIVERGENCES AND COMMONALITIES IN THE CONCEPTS AND PRACTICES OF ASIAN RELIGIONS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN PERSPECTIVE ON CHINESE AND JAPANESE RELIGIONS. STUDENTS WILL LEARN TO UNDERSTAND, APPRECIATE AND EVALUATE RELIGIOUS THOUGHTS AND PRACTICES OF OTHER ASIAN CULTURES. STUDENTS WILL BE INTRODUCED TO OTHER ASIAN RELIGIONS, THEIR INTERCONNECTIONS AND INDEPENDENT IDENTITIES. STUDENTS WILL LEARN TO EXPRESS THEIR UNDERSTANDINGS IN WRITTEN FORMS APPROPRIATE TO UG LEVEL.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1	TAOISM: HISTORY-CONCEPTS-MAIN FIGURES
2	TAOISM: BELIEFS-PRACTICES-RITUALS-SECTS
3	CONFUCIANISM: HISTORY-CONCEPTS- MAIN FIGURES
4	CONFUCIANISM: BELIEFS- PRACTICES- RITUALS - SECTS
5	CHINESE BUDDHISM
6	SHINTOISM
SUGGESTED READINGS	
1.	WONG, EVA. <i>TAOISM: AN ESSENTIAL GUIDE</i> , SHAMBHALA: BOULDER, 2011
2.	OLDSTONE-MOORE, JENNIFER. <i>UNDERSTANDING TAOISM</i> , DUNCAN BAIRD PUBLISHERS: LONDON, 2003.
3.	CLEARY, THOMAS. <i>THE ESSENTIAL DOONUCIICS</i> , CASTLE BOOKS: US, 1998.
4.	LEGGE, JAMES (TRANS.). <i>DELPHI COLLECTED WORKS OF DOONUCIICS: FOUR BOOKS AND FIVE ILLUSTRIATIONS OF DOONUCIANISM</i> , DELPHI CLASSICS, 2016.
5.	YU, CHUN-FANG. <i>CHINESE BUDDHISM: A THEMATIC HISTORY</i> , UNIVERSITY OF HAWAII PRESS, 2020.
6.	FANG, LITIAN. <i>CHINESE BUDDHISM AND TRADITIONAL CULTURE</i> , ROUTLEDGE, 2020.

7.	MILLER, VINCENT. SHINTO - THE WAY OF THE GODS: INTRODUCTION TO THE TRADITIONAL RELIGION OF JAPAN, CREATESPACE INDEPENDENT PUBLISHER, 2018.
8.	KATU, GENCHI. <i>A STUDY OF SHINTO: THE RELIGION OF THE JAPANESE NATION</i> . ROUTLEDGE, 2010.
9.	COOGAN, MICHAEL (ED.). <i>EASTERN RELIGIONS: HINDUISM, BUDDHISM, TAOISM, OONFUOIANISM, SHINTO</i> , DUNCAN BAIRD PUBLISHERS, 2005.

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION
SEMESTER FIVE

NCrF LEVEL – 5.5		
COURSE CODE: MJCR11	COURSE TITLE: ZOROASTRIANISM AND JUDAISM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE THE LIFE AND TEACHINGS OF ZOROASTER TO PRESENT A CHRONOLOGICAL ACCOUNT OF ZOROASTRIANISM TO PRESENT THE CURRENT PARSİ RELIGIOUS PRACTICES TO PRESENT THE HEBREW BIBLE'S ACCOUNT OF GOD AND CREATION TO INTRODUCE THE DIFFERENT BOOKS OF HEBREW BIBLE AND JEWISH LAW TO PRESENT AN ACCOUNT OF SOCIO-RELIGIOUS CONDITIONS OF JEWS SINCE MEDIEVAL TIMES	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL GAIN UNDERSTANDING OF THE BASIC TENETS OF ZOROASTRIANISM. THE STUDENTS WILL GET TO KNOW THE SIMILARITIES BETWEEN INDO-IRANIAN RELIGIONS. THE STUDENTS WILL GET ACQUAINTED WITH THE MAJOR JEWISH SCRIPTURES, LAWS, AND PROPHETS. THE STUDENTS WILL BE ABLE TO UNDERSTAND THE ORIGIN AND NATURE OF ANTI-SEMITISM.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	ORIGIN AND DEVELOPMENT OF ZOROASTRIANISM
2.	LIFE AND TEACHINGS OF ZOROASTER
3.	MAJOR PARSİ CEREMONIES
4.	CONCEPT OF GOD AND CREATION IN JUDAISM
5.	JEWISH PROPHETS, SCRIPTURES, AND LAWS
6.	JEWISH PEOPLE IN DIASPORA
SUGGESTED READINGS	
1.	BOYCE, MARY. ZOROASTRIANS: THEIR RELIGIOUS BELIEFS AND PRACTICES. LONDON: ROUTLEDGE, 2000.
2.	DHALLA, MANECKJI NUSSERVANJI. ZOROASTRIAN CIVILIZATION: FROM THE EARLIEST TIMES TO THE DOWNFALL OF THE LAST ZOROASTRIAN EMPIRE, 651 A.D. NEW YORK: OXFORD UNIVERSITY PRESS, 1938.
3.	MODI, J.J. THE RELIGIOUS CEREMONIES AND CUSTOMS OF THE PARSEES. BOMBAY: BRITISH INDIA PRESS, 1922.

4.	GOODMAN, MARTIN, JEREMY COHEN, AND DAVID SORKIN, EDS., THE OXFORD HANDBOOK OF JEWISH STUDIES. OXFORD: OXFORD UNIVERITY PRESS, 2002.
5.	COHN-SHERBOK, DAN. JUDAISM: HISTORY, BELIEF AND PRACTICE. LONDON: ROUTLEDGE, 2003.
6.	SAIMAN, CHAIM. HALAKHAH: THE RABBINIC IDEA OF LAW. NEW JERSEY: PRINCETON UNIVERSITY PRESS, 2020.
7.	DINER, HASIA R. THE OXFORD HANDBOOK OF THE JEWISH DIASPORA. OXFORD: OXFORD UNIVERSITY PRESS, 2021.

NCrF LEVEL – 5.5		
COURSE CODE: MJCR-12	COURSE: MYSTICISM IN RELIGIONS	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO INTRODUCE STUDENTS TO THE MYSTICAL ASPECT IN RELIGIONS. TO INTRODUCE STUDENTS TO DIMENSION OF RELIGIOUS EXPERIENCE IN SCRIPTURES AND BEYOND SCRIPTURES. TO INTRODUCE STUDENTS TO SOME UNEQUIVOCAL PRACTICES, PRESENT IN RELIGIONS. TO INTRODUCE STUDENTS TO BOTH DIVERGENCES AND COMMONALITIES IN THE CONCEPTS AND PRACTICES OF MYSTICISM IN RELIGIONS.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN PERSPECTIVE ON MYSTICISM IN RELIGIONS. STUDENTS WILL LEARN TO UNDERSTAND, APPRECIATE AND EVALUATE THE MYSTICAL DIMENSION WITHIN RELIGIONS. STUDENTS WILL LEARN ABOUT THE RELATIONSHIP BETWEEN MYSTICISM AND RELIGION. STUDENTS WILL LEARN TO STUDY MYSTICISM IN A COMPARATIVE WAY.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1	THE MYSTICAL DIMENSION IN RELIGIONS	
2	MYSTICS AND MYSTICAL EXPERIENCES	
3	MYSTICISM IN TRIBAL AND FOLK PRACTICES	
4	VEDIC HINDU AND OTHER INDIAN MYSTICAL TRADITIONS	
5	WESTERN MYSTICISM	
6	COMPARATIVE MYSTICISM	
SUGGESTED READINGS		
1.	UNDERHILL, EVELYN. MYSTICISM: THE PREEMINENT STUDY IN THE NATURE AND DEVELOPMENT OF SPIRITUAL CONSCIOUSNESS. IMAGE, REPRINT EDITION, 1990.	
2.	HOLLENBACK, JESS. MYSTICISM: EXPERIENCE, RESPONSE AND EMPOWERMENT. PENN STATE UNIVERSITY PRESS, 1996.	
3.	INGE, W. R. MYSTICISM IN RELIGION. LEGARE STREET PRESS, 2022.	
4.	TEDLOCK, BARBARA. THE WOMAN IN THE SHAMAN’S BODY: RECLAIMING THE FEMININE IN RELIGION AND MEDICINE. BANTAM, REPRINT EDITION, 2005.	
5.	MAGEE, GLENN ALEXANDER (ED). THE CAMBRIDGE HANDBOOK OF WESTERN MYSTICISM AND ESOTERISM. CAMBRIDGE UNIVERSITY PRESS, 2019.	
6.	DASGUPTA, S.N. HINDU MYSTICISM. NEW DELHI: FINGERPRINT PUBLISHING, 2023 (REPRINT).	

7.	IDEL, MOSHE. STUDIES IN ECSTATIC KABABLAH, STATE UNIVERSITY OF NEW YORK PRESS, 1988.
8.	HOLLYWOOD, AMY (ED). THE CAMBRIDGE COMPANION TO CHRISTIAN MYSTICISM. CAMBRIDGE UNIVERSITY PRESS, 2012.
9.	ELIADE, MIRCEA. YOGA IMMORTALITY AND FREEDOM. PANTHEON BOOKS, 1958
10.	WERNER, KAREL. THE YOGI AND THE MYSTIC: STUDIES IN INDIAN AND COMPARATIVE MYSTICISM. ROUTLEDGE, 2004.
11.	KNYSH, ALEXANDER. ISLAMIC MYSTICISM: A SHORT HISTORY (THEMES IN ISLAMIC STUDIES). LEIDEN: BRILL, 2010.

NCrF LEVEL – 5.5		
COURSE CODE: MJCR13	COURSE TITLE: RELIGION AND SOCIETY	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE SOCIAL ISSUES INVOLVED IN RELIGIONS. TO PRESENT HOW RELIGION, CASTE, GENDER, ECONOMY AND POLITICS INTERSECT AND COMPOUND SOCIAL STRUCTURES. TO INTRODUCE THE BASIC TENETS/CONCEPTS IN UNDERSTANDING THE SOCIAL HIERARCHIES IN THE PRACTICE AND HISTORY OF RELIGIONS. TO PRESENT OVERVIEWS OF THE PROBLEMS IN THE BACKGROUND OF CONSTITUTION OF INDIA.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE PRESENT-DAY FORMS OF RELIGIOUS PRACTICES AND SOCIAL INEQUALITIES. THE STUDENTS WOULD BE ABLE TO UNDERSTAND HOW TO THEORISE THE ISSUES FROM EMPIRICAL FACTS AND EXPERIENCES, THROUGH THE USE OF CONCEPTUAL AND THEORETICAL TOOLS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE ISSUES CRITICALLY IN THE LIGHT OF CONSTITUTIONAL DEMOCRACY.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	

SL. NO.	CONTENT OF COURSE
1.	JOTIRAO PHULE: SLAVERY – AVATARS – SOCIO-RELIGIOUS CONDITION DURING COLONIAL PERIOD
2.	B. R. AMBEDKAR: UXORIAL CUSTOMS – VARNA, CASTE AND GENDER – POSITION OF WOMEN – FREE SOCIAL ORDER
3.	GANDHI: <i>HIND SWARAJ</i> – SAVARKAR: HINDU, HINDUISM AND HINDUTVA – IYOTHEE THASSAR: SUYARATCHIAM
4.	RELIGION AND PATRIARCHY: PANDITA RAMABAI AND E. V. R. PERIYAR
5.	CLASS AND LIBERATION THEOLOGY – RACE AND BLACK THEOLOGY – CASTE AND DALIT THEOLOGY
6.	SINGH SABHA MOVEMENT, CASTE AND GENDER – SIKH IDENTITY – ISLAM AND GENDER – PASMANDA MUSLIMS
SUGGESTED READINGS	
1.	PHULE, JOTIRAO GOVINDRAO (1991). <i>SLAVERY</i> . (P. G. PATIL, TR.) BOMBAY: EDUCATION DEPARTMENT, GOVERNMENT OF MAHARASHTRA.
2.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. I). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT, PP. 3 – 22.
3.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. IV). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT, PP. 215 – 232.

4.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. XVII.2). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT, PP. 109 – 129.
5.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. III). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT, PP. 95 – 129.
6.	M. K. GANDHI, M. K. (2007). <i>HIND SWARAJ AND OTHER WRITINGS</i> . (A. J. PAREL ED.). NEW DELHI: CAMBRIDGE UNIVERSITY PRESS.
7.	SAVARKAR, VINAYAK DAMODAR (2020). <i>HINDUTVA</i> . NEW DELHI: HINDI SAHITYA SADAN.
8.	THASSAR, IYOTHEE (2018). <i>SUDHESI REFORM</i> . (G. ALOYSIUS, TR.) NEW DELHI: CRITICAL QUEST.
9.	KOSAMBI, MEERA (2021). <i>PANDITA RAMABAI: LIFE AND LANDMARK WRITINGS</i> . LONDON: ROUTLEDGE, PP. 142 – 175.
10.	RAMASAMY, P. E.V. (2016). <i>COLLECTED WORKS OF PERIYAR E. V. RAMASAMY</i> . (K. VEERAMANI, ED.) CHENNAI: THE PERIYA SELF RESPECT INSTITUTION

11.	RAMASAMY, E.V. (2020). <i>WHY WOMEN WERE ENSLAVED</i> . (M. KANDASAMY TR.). CHENNAI: THE PERIYA SELF RESPECT INSTITUTION
12.	GUTIERREZ, GUSTAVO (1973). <i>A THEOLOGY OF LIBERATION: HISTORY, POLITICS AND SALVATION</i> . NEW YORK: ORBIS BOOKS.
13.	CONE, JAMES H. (1999). <i>BLACK THEOLOGY AND BLACK POWER</i> , NEW YORK: ORBIS BOOKS.
14.	RAJKUMAR, PENIEL (2010). <i>DALIT THEOLOGY AND DALIT LIBERATION – PROBLEMS, PARADIGMS AND POSSIBILITIES</i> , BURLINGTON: ASHGATE PUBLISHING COMPANY.
15.	MALHOTRA, ANSHU (2009). <i>GENDER, CASTE, AND RELIGIOUS IDENTITIES: RESTRUCTURING CLASS IN COLONIAL PUNJAB</i> . NEW DELHI: OXFORD UNIVERSITY PRESS, PP. 41 – 46.
16.	JAKOBESH, DORIS S. (2005). <i>RELOCATING GENDER IN SIKH HISTORY: TRANSFORMATION, MEANING AND IDENTITY</i> . NEW DELHI: OXFORD UNIVERSITY PRESS, PP. 238 – 249.
17.	GREWAL, J. S. (2013). <i>FOUR CENTURIES OF SIKH TRADITION: HISTORY, LITERATURE AND IDENTITY</i> . NEW DELHI: OXFORD UNIVERSITY PRESS, PP. 275 – 297.
18.	AZAM, SHIREEN (2023). “THE POLITICAL LIFE OF MUSLIM CASTE: ARTICULATIONS AND FRICTIONS WITHIN PASMANDA IDENTITY”. <i>CONTEMPORARY SOUTH ASIA</i> , VOL. 31, ISSUE 3, PP. 426 – 441.
19.	ANWAR, ALI (2023). <i>MASAWAT KI JUNG: THE BATTLE FOR EQUALITY</i> . NEW DELHI: FORWARD PRESS.

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION**SEMESTER SIX**

NCrF LEVEL – 5.5		
COURSE CODE: MJCR14	COURSE TITLE: RELIGION IN THE CONTEMPORARY WORLD	
COURSE CREDIT: 04	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE CURRENT ISSUES RELATING TO DIFFERENT RELIGIONS. TO PRESENT THE COMMON INTERFACE OF INTERACTION BETWEEN RELIGION AND OTHER DISCIPLINES. TO INTRODUCE THE BASIC CONCEPTS RELATING TO PROBLEMS CREATED BY RELIGIONS IN THE PRESENT WORLD. TO PRESENT SOLUTIONS TO THE PROBLEMS OF THE PRESENT WORLD BY CRITICAL STUDY OF RELIGIONS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE ISSUES RELATING TO RELIGION IN THE PRESENT WORLD. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE INTERACTION BETWEEN RELIGION AND OTHER DISCIPLINES. THE STUDENTS SHOULD BE ABLE TO EXPLORE SOLUTIONS TO THE CURRENT PROBLEMS CREATED BY RELIGIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	RELIGION AND POLITICS
2.	RELIGIOUS TERRORISM
3.	RELIGIOUS PLURALISM
4.	SCIENCE AND RELIGION
5.	RELIGION AND SECULARISM
6.	RELIGION, HUMANISM AND TOLERANCE
SUGGESTED READINGS	
1.	DUMONT, L. (1971). RELIGION, POLITICS AND HISTORY IN INDIA. FRANCE. THE HAGUE & PARIS.
2.	WILLIAM L. R. (1999). RELIGIOUS STUDIES. CAMBRIDGE. ENGLAND. CAMBRIDGE UNIVERSITY PRESS,
3.	SHARMA, A. (2015) WOMEN IN INDIAN RELIGIONS. NEW DELHI. INDIA. OXFORD UNIVERSITY PRESS.
4.	SMITH, D. E. (1963) INDIA AS A SECULAR STATE. NEW JERSEY. UNITED STATES OF AMERICA. PRINCETON UNIV. PRESS.
5.	MURRY, W. R. (2007) REASON AND REVERENCE. BOSTON. UNITED STATES OF AMERICA. SKINNER HOUSE BOOKS.
6.	ABU-NIMER, M. (2003) NONVIOLENCE AND PEACE-BUILDING IN ISLAM. GAINESVILLE. USA. UNIV. PRESS OF FLORIDA.
7.	CHATTERJEE, P. (1998) A POSSIBLE INDIAN –ESSAYS IN POLITICAL CRITICISM. NEW DELHI. INDIA. OXFORD UNIV. PRESS.

8.	BAGIR, Z. A. (2005) SCIENCE AND RELIGION IN A POST-COLONIAL WORLD. ADELAIDE. SOUTH AFRICA. ATF PRESS.
9.	HICK, J. (2006) THE NEW FRONTIER OF RELIGION AND SCIENCE. UK. BASINGSTOKE. PALGRAVE MACMILLAN.
10.	SAGAN, C. (2006) THE VARIETIES OF SCIENTIFIC EXPERIENCE. USA. NEW YORK. PENGUIN PRESS.
11.	CHAPPLE, C. K. (1993) NONVIOLENCE TO ANIMALS, EARTH, AND SELF IN ASIAN TRADITIONS. USA. ALBANY. S. PRESS.
12.	MORGAN, P. (1996) ETHICAL ISSUES IN SIX RELIGIOUS TRADITIONS. UK. EDINBURGH. EDINBURGH UNIV. PRESS.
13.	RAJU, K. S. (2002) ETHICAL PERCEPTIONS OF WORLD RELIGIONS. INDIA. AMRITSAR. GURU NANAK DEV UNIV.
14.	RANGANATHAN, S. (2007) ETHICS AND THE HISTORY OF INDIAN PHILOSOPHY. INDIA. N. DELHI. MOTILAL BANARSIDASS.
15.	TUCKER, M. E. & JOHN, A. G. (1993). WORLDVIEWS AND ECOLOGY. USA. LEWISBURG. BUCKNELL UNIVERSITY PRESS.
16.	ECK, D. L. (2002) A NEW RELIGIOUS AMERICA. USA. SAN FRANCISCO. HARPER SAN FRANCISCO.
17.	KNITTER, P. (2005) THE MYTH OF RELIGIOUS SUPERIORITY. USA. NEW YORK. ORBIS BOOKS.
18.	SLATER, R.H.L. (1963) WORLD RELIGIONS AND WORLD COMMUNITY. USA. NEW YORK. COLUMBIA UNIV. PRESS.
19.	AHMED, R. (2001) RELIGION, IDENTITY & POLITICS: ESSAYS ON BANGLADESH. USA. COLORADO. COLORADO SPRINGS CO.
20.	MENDIETA, E. (2005) THE FRANKFORT SCHOOL ON RELIGION. USA. NEW YORK. ROUTLEDGE.
21.	SMITH, B. L. (1976) RELIGION AND SOCIAL CONFLICT IN SOUTH ASIA. NETHERLAND. LEIDEN. E.J. BRILL.
22.	CARMODY, D. K. (1989) WOMEN AND WORLD RELIGIONS. USA. NEWJERSEY. PRENTICE-HALL.
23.	LANNSTROM, A. (2003) PROMISE AND PERIL. USA. NOTRE DAME. UNIVERSITY OF NOTRE DAME PRESS.
24.	ZAEHNER, R. C. (1974) OUR SAVAGE GOD: THE PERVERSE USE OF EASTERN THOUGHT. USA. NY. SHEED AND WARD

NCrF LEVEL – 5.5		
COURSE CODE: MJCR15	COURSE: INTER-RELIGIOUS UNDERSTANDING	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
INTRODUCING STUDENTS TO THE CONCEPT, IMPORTANCE AND EFFORTS IN INTERRELIGIOUS UNDERSTANDING. GIVING STUDENTS AN IDEA OF THE WESTERN AND INDIAN EFFORTS IN INTERRELIGIOUS UNDERSTANDING INTRODUCING STUDENTS TO THE VARIOUS APPROACHES ADOPTED BY RELIGIONS AND SOCIETIES TO DEAL WITH DIVERSITY IN RELIGIONS. INTRODUCING STUDENTS TO THE CONNECTION BETWEEN INTERRELIGIOUS UNDERSTANDING AND THE COMPARATIVE STUDY OF RELIGIONS.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
STUDENTS ARE EXPECTED TO LEARN ABOUT THE IMPORTANCE OF PURSUING INTERRELIGIOUS UNDERSTANDING AND DIALOGUE. STUDENTS ARE EXPECTED TO UNDERSTAND DIFFERENT APPROACHES TO DEAL WITH RELIGIOUS DIVERSITY AS A SOCIAL REALITY. STUDENTS WILL GAIN AN UNDERSTANDING OF THE CONTRIBUTION OF INDIAN AND WESTERN THINKERS AND ACTIVISTS IN INTERRELIGIOUS UNDERSTANDING AND DIALOGUE. STUDENTS WILL LEARN TO RELATE THEIR KNOWLEDGE WITH REAL SITUATIONS AND WILL LEARN TO REEVALUATE THEIR OWN APPROACHES TOWARDS RELIGIOUS DIVERSITY.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
S. NO.	CONTENT OF COURSE	
1	INTER-RELIGIOUS UNDERSTANDING AND INTER-RELIGIOUS DIALOGUE: AN INTRODUCTION	
2	HISTORY OF INTER-RELIGIOUS UNDERSTANDING AND ACTIVITIES IN THE WEST	
3	INTER-RELIGIOUS UNDERSTANDING IN MODERN INDIA: RAMMOHAN ROY, KESHAB CHANDRA SEN, SWAMI VIVEKANANDA, DR. SARVAPALLI RADHAKRISHNAN	
4	RELIGIOUS EXCLUSIVISM AND INCLUSIVISM	
5	RELIGIOUS PLURALISM	
6	INTER-RELIGIOUS ACTIVITIES AND COMPARATIVE STUDY OF RELIGIONS	
SUGGESTED READINGS		
1.	ECK, DIANA L. <i>ENCOUNTERING GOD</i> (CH 7: “IS OUR GOD LISTENING?”), PENGUIN BOOKS, 1993.	
2.	HICK, JOHN. <i>PHILOSOPHY OF RELIGION</i> (CH 9: CONFLICTING TRUTH CLAIM OF DIFFERENT RELIGIONS), 1922.	
3.	SHARPE, ERIC J. <i>COMPARATIVE RELIGION: A HISTORY</i> (CH 11: TOWARDS A DIALOGUE OF RELIGIONS?), BRISTOL CLASSICAL PRESS: NEW EDITION, 2013.	
4.	SMITH, WILFRED CANTWELL. <i>TOWARDS A WORLD THEOLOGY: FAITH AND THE COMPARATIVE HISTORY OF RELIGIONS</i> , PALGRAVE MACMILLAN, 1990.	
5.	SMITH, WILLIAM K. OXTOBY(AUTHOR), SMITH CANTWELL (ED.) <i>RELIGIOUS DIVERSITY</i> , CROSSROAD PUBLISHING CO., 1982.	
6.	SMITH, WILFRED CANTWELL. <i>PATTERNS OF FAITH AROUND THE WORLD</i> , ONEWORLD PUBLICATIONS, 1998.	

NCrF LEVEL – 5.5		
COURSE CODE: MJCR16		COURSE: FOLK AND TRIBAL RELIGIONS
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO INTRODUCE STUDENTS TO NON-MAINSTREAM ASPECTS OF RELIGION TO INTRODUCE STUDENTS TO DIMENSIONS OF RELIGIONS BEYOND SCRIPTURES. TO INTRODUCE STUDENTS TO SOME UNEQUIVOCAL PRACTICES, PRESENT IN FOLK CULTURES OF ALL RELIGIONS. TO UNDERSTAND THE NATURE OF FOLK AND TRIBAL TRADITIONS.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN A NEW PERSPECTIVE OF UNDERSTANDING ABOUT RELIGIONS. STUDENTS WILL LEARN TO UNDERSTAND, APPRECIATE AND EVALUATE THE ORAL TRADITIONS WITHIN RELIGIONS. STUDENTS WILL LEARN ABOUT THE RELATIONSHIP BETWEEN MAGIC AND RELIGION. STUDENTS WILL LEARN TO REFLECT UPON GENDER AND CLASS DYNAMICS EMBEDDED IN THE ORAL DIMENSION OF RELIGIOUS TRADITIONS.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1	WHAT ARE FOLK AND TRIBAL TRADITIONS	
2	NON-SCRIPTURAL BRATA RITUALS IN INDIAN FOLK PRACTICES	
3	POSSESSION CULTURE IN INDIAN TRIBAL AND FOLK PRACTICES	
4	MAGIC IN FOLK AND TRIBAL PRACTICES	
5	SHAMANS AND SHAMANISM IN FOLK AND TRIBAL TRADITIONS	
6	WITCHCRAFT IN TRIBAL TRADITIONS.	
SUGGESTED READINGS		
1.	J. TROISI, TRIBAL RELIGION: RELIGIOUS BELIEFS AND PRACTICES AMONG THE SANTALS, MANOHAR, 2000.	
2.	JUNE MCDANIEL. MAKING VIRTUOUS DAUGHTER'S AND WIVES: AN INTRODUCTION TO WOMEN'S BRATA RITUALS IN BENGALI FOLK RELIGION.	
3.	JUNE MCDANIEL, OFFERING FLOWERS, FEEDING SKULLS: POPULAR GODDESS WORSHIP IN WEST BENGAL. USA:OXFORD UNIVERSITY PRESS, 2004.	
4.	ELIADE, MIRCEA. SHAMANISM: ARCHAIC TECHNIQUES OF ECSTASY. PRINCETON UNIVERSITY PRESS, 2020.	

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION
SEMESTER SEVEN

NCrF LEVEL – 6		
COURSE CODE: MJCR17	COURSE TITLE: SOCIOLOGY OF RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO INTRODUCE SOCIOLOGICAL APPROACH TO THE STUDY OF RELIGIONS. TO ACQUAINT THE STUDENTS WITH THE SOCIAL FORMATIONS, STRUCTURES AND FUNCTIONS OF RELIGIONS. TO PRESENT THEORIES AND RELATED TO THE SOCIAL FUNCTIONS OF RELIGIONS FROM THE APPROACHES OF INDIAN AND WESTERN SCHOLARS. TO MAKE THE STUDENTS AWARE OF THE ROLE OF RELIGIONS IN THE EMERGENCE OF SOCIAL INSTITUTIONS AND CUSTOMS.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL GET ACQUAINTED WITH THE WORKS OF MAJOR SOCIOLOGISTS OF RELIGION. THE STUDENTS WILL DEVELOP CRITICAL UNDERSTANDING OF DIFFERENT SOCIOLOGICAL THEORIES OF RELIGION AND THEIR SPECIFICITIES. THE STUDENTS WILL GAIN KNOWLEDGE OF FUNCTIONS OF RELIGION IN DIFFERENT CULTURES AND SOCIETIES. THE STUDENTS WOULD GET INSIGHTS INTO THE FUNCTIONS OF RELIGIONS IN THE LIGHT OF CONSTITUTIONAL DEMOCRACY.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1.	KARL MARX: THESIS ON FEUERBACH – BASE AND SUPERSTRUCTURE – RELIGION AS IDEOLOGY	
2.	EMILE DURKHEIM: DEFINITION OF RELIGION – CRITIQUE OF ANIMISM AND NATURISM – TOTEMISM	
3.	MAX WEBER: RISE OF RELIGIONS – PROPHECY, CHARISMA AND BREAKTHROUGH – ASCETICISM AND MYSTICISM	
4.	AMBEDKAR: DECLINE AND FALL OF BUDDHISM – PHILOSOPHICAL DEFENCE OF COUNTER-REVOLUTION	
5.	ANDRÉ BÉTEILLE: INTELLECTUALS – SECULARISM	
6.	GLOBALISATION AND RELIGION	
SUGGESTED READINGS		
1.	ENGELS, FREDERICK (1973). LUDWIG FEUERBACH AND THE END OF CLASSICAL GERMAN PHILOSOPHY. MOSCOW: PROGRESS PUBLISHERS, PP. 63- 65.	
2.	MARX, KARL (1977). A CONTRIBUTION TO THE CRITIQUE OF POLITICAL ECONOMY. MOSCOW:	

	PROGRESSPUBLISHERS, PP. 19 – 23.
3.	RAINES, JOHN (2002). <i>MARX ON RELIGION</i> . PHILADELPHIA: TEMPLE UNIVERSITY PRESS, PP. 167 – 181.
4.	DURKHEIM, EMILE (1976)., <i>THE ELEMENTARY FORMS OF THE RELIGIOUS LIFE</i> . (J. W. SWAIN TR.) LONDON: GEORGE ALLEN & UNWIN LTD.
5.	WEBER, MAX (1965). <i>THE SOCIOLOGY OF RELIGION</i> . (E. FISCHOFF TR.). LONDON: METHEUN AND CO LTD.
6.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. III). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT, PP. 229 – 238, 357 – 380.
7.	BÉTEILLE, ANDRÉ (2002). <i>ANTINOMIES OF SOCIETY: ESSAYS ON IDEOLOGIES AND INSTITUTIONS</i> . NEW DELHI: OXFORD UNIVERSITY PRESS, PP. 83 – 107.
8.	DAVIE, GRACE (2008). <i>THE SOCIOLOGY OF RELIGION</i> . NEW DELHI: SAGE, PP. 202 – 223.

NCrF LEVEL – 6		
COURSE CODE: MJCR18	COURSE TITLE: PHENOMENOLOGY OF RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO INTRODUCE EXISTENTIAL AND PHENOMENOLOGICAL APPROACHES TO THE STUDY OF RELIGIONS. TO ACQUAINT THE STUDENTS WITH THE PHILOSOPHICAL ENQUIRIES CONCERNING RELIGIONS. TO PRESENT PHILOSOPHICAL THEORIES WHICH PRESENT THE STUDY OF RELIGIOUS BELIEFS AND PRACTICES FROM THE SUBJECTIVE AND SOCIO-HISTORICAL SITUATEDNESS. TO MAKE THE STUDENTS AWARE OF THE ROLE OF RELIGIONS IN SUBJECTIVE DISPOSITIONS.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL GET ACQUAINTED WITH THE WORKS OF MAJOR EXISTENTIALISTS AND PHENOMENOLOGISTS. THE STUDENTS WILL DEVELOP CRITICAL UNDERSTANDING OF DIFFERENT EXISTENTIALIST AND PHENOMENOLOGICAL THEORIES OF RELIGION AND THEIR SPECIFICITIES. THE STUDENTS WILL GAIN KNOWLEDGE OF SUBJECT-OBJECT PERCEPTUAL FUNCTIONS OF RELIGION. THE STUDENTS WOULD GET CRITICAL INSIGHTS INTO THE SUBJECTIVE DISPOSITIONS OF RELIGIOUS BELIEFS AND PRACTICES.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SNO.	CONTENT OF COURSE	
1	INTRODUCTION TO EXISTENTIALISM: HISTORICAL CONTEXT – EXISTENCE PRECEDES ESSENCE – THEISTIC AND ATHEISTIC EXISTENTIALISTS	
2	SOREN KIERKEGAARD: REVOLT AGAINST HEGEL’S RATIONALISM – TRUTH, FREEDOM AND SUBJECTIVITY – STAGES OF EXISTENCE	
3	FRIEDRICH NIETZSCHE: GENEALOGY OF MORALS – CRITIQUE OF MODERNITY AND RELIGIONS – DEATH OF GOD – SUPERMAN/OVERMAN	
4	PHENOMENOLOGY OF RELIGION: AN OVERVIEW – FROM HUSSERLIAN PHENOMENOLOGY TO PHENOMENOLOGY OF RELIGION	
5	SOME PROMINENT PHENOMENOLOGISTS: GERARDUS VAN DER LEEUW, JOACHIM WACH, AND RUDOLF OTTO	
6	IMMANUEL LEVINAS: PRIMACY OF ETHICS – EPIPHANY – INTERIORITY AND EXTERIORITY	
SUGGESTED READINGS		
1	ROBERT C. SOLOMON, ROBERT C. (2001). <i>FROM RATIONALISM TO EXISTENTIALISM</i> . NEW YORK AND OXFORD: ROWMAN AND LITTLE FIELD PUBLISHERS	
2	WALTER KAUFMANN, WALTER (1975). <i>NIETZSCHE – PHILOSOPHER, PSYCHOLOGIST, ANTICHRIST</i> , PRINCETON: PRINCETON UNIVERSITY PRESS.	
3	<i>TWILIGHT OF THE IDOLS AND THE ANTI-CHRIST</i> , (R.J. HOLLINGDALE TR.) LONDON AND NEW YORK: PENGUIN BOOKS.	
4	NIETZSCHE, FRIEDRICH (2003). <i>THUS SPOKE ZARATHUSTRA</i> , (R.J. HOLLINGDALE TR.) LONDON AND NEW YORK: PENGUIN BOOKS.	
5	SHARPE, ERIC J (1975). <i>COMPARATIVE RELIGION: A HISTORY</i> . LONDON: DUCKWORTH.	
6	JOACHIM, WACH (1958). <i>THE COMPARATIVE STUDY OF RELIGIONS</i> , NEW YORK: COLUMBIA UNIVERSITY PRESS.	
7	COX, J (2010). <i>AN INTRODUCTION TO THE PHENOMENOLOGY OF RELIGION</i> . LONDON: CONTINUUM	

NCrF LEVEL – 6		
COURSE CODE: MJCR19	COURSE TITLE: SIGNIFICANT RELIGIOUS THEMES	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO INTRODUCE THE MAJOR THEMES OF RELIGION TO PRESENT DIFFERENT SETS OF IDEAS RELATED TO A PARTICULAR THEME TO APPLY THESE THEMES TO PARTICULAR RELIGIONS TO PRESENT THE SIMILARITIES AND DIFFERENCES OF THE SAME THEMES IN DIFFERENT RELIGIONS		
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES	
THE STUDENTS WILL GAIN UNDERSTANDING OF THE MAJOR THEMES OF WORLD’S MAJOR RELIGIONS. THE STUDENTS WILL LEARN THE PERSPECTIVES OF DIFFERENT RELIGIONS ON THE SAME THEME. THE STUDENTS WILL DEVELOP COMPARATIVE AND ANALYTICAL SKILLS. THE STUDENTS WILL BE ABLE TO APPRECIATE THE SIMILARITIES AND THE DIFFERENCES IN DIFFERENT RELIGIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS	
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1.	THE CONCEPT OF HOLY IN DIFFERENT RELIGIONS	
2.	THE CONCEPT OF GOOD AND EVIL, VIRTUE AND SIN IN DIFFERENT RELIGIONS	
3.	THE CONCEPT OF WORSHIP IN DIFFERENT RELIGIONS	
4.	THE CONCEPT OF TIME AND SPACE IN DIFFERENT RELIGIONS	
5.	THE CONCEPT OF BODY AND SOUL IN DIFFERENT RELIGIONS	
6.	THE CONCEPT OF DEATH AND AFTERLIFE IN DIFFERENT RELIGIONS	
SUGGESTED READINGS		
1.	ELIADE, MIRCEA (ED.). ENCYCLOPEDIA OF RELIGION. NEW YORK: MACMILLAN PUBLISHING COMPANY, 1987. (SELECTED ARTICLES)	
2.	HASTINGS, JAMES (ED.). ENCYCLOPEDIA OF RELIGION AND ETHICS. EDINBURG: T. & T. CLARK, 1981. (SELECTED ARTICLES)	
3.	TYLOR, MARK C. CRITICAL TERMS FOR RELIGIOUS STUDIES. CHICAGO: CHICAGO UNIVERSITY PRESS, 1998.	
4.	ORSI, ROBERT A. (ED.). THE CAMBRIDGE COMPANION TO RELIGIOUS STUDIES. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 2011.	
5.	STAUSBERG, MICHAEL AND STEVEN ENGLER (EDS.). THE OXFORD HANDBOOK OF THE STUDY OF RELIGION. OXFORD: OXFORD UNIVERSITY PRESS, 2016.	
6.	HINNELLS, JOHN. THE ROUTLEDGE COMPANION TO THE STUDY OF RELIGION. LONDON: ROUTLEDGE, 2009.	

NCrF LEVEL – 6		
COURSE CODE: RDCR01	COURSE TITLE: RESEARCH METHODOLOGY	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO MAKE THE STUDENTS TO BE AWARE OF THE IMPORTANCE OF RESEARCH TO HELP THE STUDENTS TO BE FAMILIAR WITH THE BASICS OF RESEARCH METHODOLOGY TO INTRODUCE THE STUDENTS A SYSTEMATIC METHOD OF DATA COLLECTION, ANALYSIS AND INTERPRETATION TO FAMILIARIZE THE STUDENTS WITH THE PROCESS OF REPORT WRITINGS TO TEACH THE STUDENTS CITATIONS, REFERENCES AND USE OF MS WORD IN RESEARCH	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO IDENTIFY THRUST AREA OF RESEARCH THEY WILL BE ABLE TO GENERATE THEIR INTEREST TOWARDS RESEARCH THEY WILL BE ABLE TO ENRICH THEIR KNOWLEDGE OF EMPIRICAL RESEARCH THEY WILL BE ABLE TO DO QUALITATIVE AND QUANTITATIVE RESEARCH AT THEIR UNDER GRADUATE LEVEL THEY WILL BE ABLE TO ACKNOWLEDGE THE CITATIONS AND USE THE MS WORD IN THEIR RESEARCH	ANALYTICAL REASONING AND THINKING RESEARCH SKILLS PROBLEM SOLVING USE OF SCIENTIFIC METHODS CREATIVE THINKING SKILLS CRITICAL THINKING SKILLS LOGICAL THINKING SKILLS

PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
S. NO.	CONTENT OF COURSE
1.	INTRODUCTION – DEFINITION AND IMPORTANCE OF RESEARCH; TYPES OF RESEARCH; METHODS OF RESEARCH FORMULATING OBJECTIVES AND HYPOTHESIS OF RESEARCH
2.	PROCESS OF RESEARCH - REVIEW OF LITERATURE; IDENTIFICATION OF RESEARCH PROBLEM; FORMULATING OBJECTIVES AND HYPOTHESIS OF RESEARCH
3.	DATA COLLECTION – DEFINITION AND IMPORTANCE; TYPES OF DATA COLLECTION; SAMPLING METHODS IN DATA COLLECTION; TOOLS OF DATA COLLECTION
4.	METHODS OF DATA ANALYSIS AND INTERPRETATION – DEFINITION AND IMPORTANCE; TYPES AND METHODS OF DATA ANALYSIS; STAGES OF REPORT WRITING; METHODS OF REPORT WRITING (CLEAR, CONCISE, COMPLETE & ACCURATE); PROCESS OF REPORT WRITING
5.	CITATIONS AND REFERENCES - CHICAGO STYLE OF FOOT NOTE AND END NOTE CITATIONS; IN-TEXT CITATION; CHICAGO AND APA STYLES OF BIBLIOGRAPHY; WEBLIOGRAPHY
6.	RESEARCH AND USE OF COMPUTER – BASIC USE OF COMPUTER; USE OF MS WORD; FEATURES OF MS WORD AND RESEARCH

SUGGESTED READINGS	
1.	BHAKAR, SHER SINGH. (ED.). (2015). <i>A HAND BOOK ON WRITING RESEARCH PAPER IN SOCIAL SCIENCES</i> . BHARTI PUBLICATIONS.
2.	BILLUPS, FELICE D. (2019). <i>QUALITATIVE DATA COLLECTION TOOLS: DESIGN, DEVELOPMENT, AND APPLICATIONS</i> . SAGE PUBLICATIONS, INC.
3.	BORA, PRANJAL. (2023). <i>A CONCISE BOOK ON RESEARCH METHODOLOGY AND RESEARCH AND PUBLICATION ETHICS</i> . NOTION PRESS.
4.	HENN, M MARK. (2006). <i>A SHORT INTRODUCTION TO SOCIAL RESEARCH</i> . VISTAAR PUBLICATIONS.
5.	JONES, HERBERT. (2020). <i>DATA ANALYTICS: AN ESSENTIAL BEGINNER'S GUIDE TO DATA MINING, DATA COLLECTION, BIG DATA ANALYTICS FOR BUSINESS, AND BUSINESS INTELLIGENCE CONCEPTS</i> . BRAVEX PUBLICATIONS.
6.	KOTHARI, C. R. (2014). <i>RESEARCH METHODOLOGY – METHODS AND TECHNIQUES</i> . NEW AGE PUBLICATIONS.
7.	KRISHNASWAMI, O. R. (2001). <i>METHODOLOGY OF RESEARCH IN SOCIAL SCIENCES</i> . HIMALAYA PUBLISHING HOUSE.
8.	KUMAR, RENJITH. (2009). <i>RESEARCH METHODOLOGY: A STEP-BY-STEP GUIDE FOR RESEARCH</i> . PEARSON EDUCATION.
9.	KUNDAN, K. (2012). <i>DATA INTERPRETATION</i> . BSC PUBLISHING CO. PVT. LTD.
10.	OO, MAYO M. (2020), <i>A BEGINNER GUIDE TO RESEARCH DATA COLLECTION</i> . SELF-PUBLICATION.

NCrF LEVEL – 6		
COURSE CODE: MJCR-01A	COURSE TITLE: TEXTUAL STUDY – BUDDHA AND HIS DHAMMA	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PHILOSOPHY TO BUDDHISM. TO REREAD BUDDHISM IN THE CONTEXT OF MODERNITY. TO INTRODUCE THE BASIC TENETS/CONCEPTS OF BUDDHISM WITH REFERENCE TO ENLIGHTENMENT IDEALS. TO PRESENT OVERVIEWS OF THE CONCEPTS OF BUDDHA FROM THE SOCIAL EMANCIPATORY STANDPOINT.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE HERMENEUTICAL APPROACHES TO THE READING OF THE TEXTS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPTS OF BUDDHISM IN THE LIGHT OF MODERN DEMOCRACY. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE SOCIAL INEQUALITIES AND TO ADDRESS IN THE LIGHT OF CONSTITUTIONAL PROVISIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	REREADING BUDDHISM
2.	BUDDHA'S PARIVRAJA
3.	FOUR NOBLE TRUTHS
4.	SOUL, KARMA AND REBIRTH
5.	BHIKKU
6.	BUDDHA AND THE NOTIONS OF EQUALITY, FREEDOM AND FRATERNITY
SUGGESTED TEXT	
1.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. XI). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O1B	COURSE TITLE: TEXTUAL STUDY – INDIAN ATHEISM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PHILOSOPHICAL TRADITIONS OF INDIA. TO PRESENT THE INDIAN PHILOSOPHICAL SCHOOLS AND THEIR CONTRIBUTIONS TO MATERIALISM. TO INTRODUCE THE BASIC TENETS/CONCEPTS AND MATERIALISTIC OVERVIEWS OF THESE DIFFERENT SYSTEMS. TO STUDY INDIAN PHILOSOPHICAL SCHOOLS WITH CRITICAL PERSPECTIVES.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHY OF THE VEDA AND UPANISHADS. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPTS OF THESE DIFFERENT HETERODOX SYSTEMS. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND PRESENT OVERVIEWS OF THESE INDIAN PHILOSOPHICAL SYSTEMS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	INDIAN SPIRITUALISM
2.	SĀMKHYA AND ATHEISM
3.	BUDDHIST ATHEISM
4.	JAINA ATHEISM
5.	MĪMĀMSĀ ATHEISM
6.	NYĀYA-VAIŚEŚIKA ATHEISM
SUGGESTED TEXT	
1.	CHATTOPADHYAYA, DEBIPRASAD (2008). <i>INDIAN ATHEISM</i> . NEW DELHI: PEOPLE'S PUBLISHING HOUSE.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O1C	COURSE TITLE: TEXTUAL STUDY – PERIYAR: A STUDY IN POLITICAL ATHEISM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE WORKS OF SOCIAL REFORM MOVEMENTS AND THEIR IMPLICATIONS. TO PRESENT PHILOSOPHY OF RELIGION WITHIN THE SOCIAL SETTINGS OF INDIA. TO INTRODUCE THE STUDENTS HOW THE STATE, RELIGION, CASTE AND GENDER INTERSECT. TO ACQUAINT STUDENTS WITH CRITICAL INTERPRETATIVE TRADITIONS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO DIFFERENTIATE POLITICAL THEOLOGY AND POLITICAL ATHEISM. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE INTERPRETATIVE TRADITIONS IN THE LIGHT OF MODERNITY, RATIONALISM AND CONSTITUTION OF INDIA. THE STUDENTS WOULD BE ABLE FOR A CRITICAL UNDERSTANDING OF POLITICS AND RELIGION.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	INTRODUCING PERIYAR
2.	POLITICAL ATHEISM
3.	MARXISM AND ANARCHISM
4.	ANTI-PHILOSOPHICAL PHILOSOPHY
5.	RELIGIOUS CONVERSION
6.	POST-SECULARISM AND NEW ATHEISM
SUGGESTED TEXT	
1.	MANOHARAN, KARTHICK RAM (2022). <i>PERIYAR: A STUDY IN POLITICAL ATHEISM</i> . HYDERABAD: ORIENT BLACKSWAN.

NCrF LEVEL – 6		
COURSE CODE: MJCR-01D	COURSE TITLE: TEXTUAL STUDY – THE LIFE AND TEACHINGS OF ST RAMALINGAR	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO HELP THE STUDENTS TO KNOW THE LIFE OF SAINT RAMALINGAR TO INTRODUCE THE STUDENTS THE SOCIAL REFORMATION OF SAINT RAMALINGAR TO HELP THE STUDENTS TO LEARN THE RELATIONSHIP BETWEEN SPIRITUALITY AND SOCIAL SERVICE TO TEACH THE STUDENTS SAINT RAMALINGAR'S VIEW ON EMBODIED IMMORTALITY	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN SAINT RAMALINGAR AS A SOCIAL REFORMER THEY WILL ACTIVELY PARTICIPATE IN THE HUMANITARIAN WORKS THEY WILL BE ABLE TO PROMOTE THE SPIRIT OF TOLERANCE, MUTUAL APPRECIATION, PEACE AND HARMONY IN THE SOCIETY THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF THE TEXT	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	THE LIFE HISTORY OF SAINT RAMALINGAR
2.	A SOCIAL REFORMER
3.	THE RIGHT FOR INTEGRATION THROUGH SOUL LOVE
4.	TRIANGLE OF DEVOTION, SERVICE AND SPIRITUALITY
5.	SUPER NATURAL POWERS AND EMBODIED IMMORTALITY
6.	CRITICAL EVALUATION OF THE TEXT
SUGGESTED READINGS	
1.	ANNAMALAI, SP. (1988). <i>THE LIFE AND TEACHINGS OF SAINT RAMALINGAR</i> . BHARATIYA VIDYA BHAVAN.

NCrF LEVEL – 6		
COURSE CODE: MJCR-01E	COURSE TITLE: TEXTUAL STUDY – THE POLLUTED GOD: A THEOLOGY OF THE UNBECOMING MESSIAH	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO HELP THE STUDENTS TO KNOW THE DALIT CHRISTIAN THEOLOGY TO INTRODUCE THE STUDENTS THE BASICS OF CASTE RIGIDITY IN INDIA TO HELP THE STUDENTS TO LEARN THE STRUGGLES OF DALITS IN INDIA TO TEACH THE STUDENTS THE THEOLOGICAL UNDERSTANDING OF GOD AND DALITS	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN THE ROOT CAUSE OF CASTE SYSTEM IN INDIA THEY WILL BE ABLE TO REALIZE THE STRUGGLES OF DALITS IN INDIA THEY WILL BE ABLE TO SHUN THE PRACTICE OF CASTE SYSTEM AND DISCRIMINATION IN THEIR DAY TODAY LIVES THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF THE TEXT	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	DALIT CHRISTIAN LIBERATION THEOLOGY
2.	CASTE SYSTEM AND CASTE IDEOLOGIES
3.	POLLUTION AND RITUALS OF PURITY
4.	THE POLLUTED GOD: A THEOLOGY OF THE UNBECOMING MESSIAH
5.	JESUS THE CHRIST AS THE NEW SPECIES BEING: CHRISTOLOGICAL ANTHROPOLOGY FOR DALIT LIBERATION
6.	CRITICAL EVALUATION OF THE TEXT
SUGGESTED READINGS	
1.	SUDHAKAR, SOLOMON. (2021). <i>THE POLLUTED GOD: A THEOLOGY OF THE UNBECOMING MESSIAH</i> . CHRISTIAN WORLD IMPRINTS.

NCrF LEVEL – 6		
COURSE CODE: MJCR-01F	COURSE TITLE: TEXTUAL STUDY – SRI NARADA BHAKTI SUTRA	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES

TO TAKE A DEEPER LOOK INTO THE HINDU CONCEPT OF DEVOTION IN THE PRE-GITA PERIOD.
 TO MAKE SENSE OF THE VAISHNAVA WAY OF DEVOTIONAL PRACTICES.
 TO LEARN TO INCORPORATE ASPECTS OF HINDU DEVOTIONAL BELIEFS AND PRACTICES INTO THE PURVIEW OF ACADEMIC STUDY.
 TO BROADEN OUR UNDERSTANDING OF DEVOTION AND ITS SYSTEMATIZATION IN SCRIPTURES FROM ANCIENT INDIAN SOURCES.

COURSE OUTCOME

STUDENTS WILL GAIN A BROADER PERSPECTIVE ON THE SCOPE OF ACADEMICS IN UNDERSTANDING DEVOTION AND DEVOTIONAL PRACTICES IN THE VAISHNAVA BRANCH OF HINDUISM.
 STUDENTS WILL BE INTRODUCED TO AN ANCIENT HINDU TEXT ON DEVOTION.
 STUDENTS WILL BE INTRODUCED TO STUDY OF HINDU WAYS OF DEVOTION BOTH PRESCRIBED AND BEYOND PRESCRIPTION FROM ANCIENT SCRIPTURAL SOURCES.
 STUDENTS WILL DEVELOP ABILITIES TO CRITICALLY STUDY ANCIENT TEXTS AND ACQUIRE THE ABILITY TO EXPRESS THEIR UNDERSTANDING IN WRITTEN FORMS.

NHEQF LEARNING ATTRIBUTES

MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT
 EMPATHY
 ANALYTICAL REASONING AND THINKING
 COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES

DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES
 CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS
 EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS
 ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES
 FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES

CONTINUOUS ASSESSMENT

ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1	BHAKTI (DEVOTION) AND ITS PRACTICES
2	DIFFERENT DEFINITIONS OF BHAKTI
3	SUDDHA BHAKTI OR PURE DEVOTION
4	BHAKTI MARGA OR DEVOTION AS A SPIRITUAL PATH
5	BAIDHI BHAKTI OR DEVOTION ACCORDING TO SCRIPTURAL PRESCRIPTIONS
6	RAGANUGA BHAKTI OR ECSTATIC DEVOTION
SUGGESTED TEXT	
1.	SRI NARADA BHAKTI SUTRA (ANY PUBLICATION WITH THE SANSKRIT TEXT)

NCrF LEVEL – 6		
COURSE CODE: MJCR-01G	COURSE TITLE: TEXTUAL STUDY – MAHABHARATA: SHANTI PARVA	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
INTRODUCTION TO A CLASSICAL TEXT AS A PRIMARY SOURCE OF THE HINDU TRADITIONAL PRACTICES. GAINING A DEEPER UNDERSTANDING OF THE ANCIENT INDIAN POLITICAL PHILOSOPHY AND ITS IMPLEMENTATION. INTRODUCTION TO VARIOUS KEY CONCEPTS OF CONTEMPORARY RELEVANCE FROM TRADITIONAL INDIAN SOURCES. LEARNING ABOUT ANCIENT INDIAN SYSTEMS OF KNOWLEDGE CREATION AND PROPAGATION.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL FIND WAYS TO CONNECT WITH AN ANCIENT INDIAN TEXT. STUDENTS WILL BE INTRODUCED TO THE POLITICAL THOUGHT PROCESS OF ANCIENT INDIA. STUDENTS WILL BE INTRODUCED TO THE PROCESS OF KNOWLEDGE ACCUMULATION IN ANCIENT INDIA. STUDENTS WILL DEVELOP ABILITIES TO CRITICALLY UNDERSTAND ANCIENT INDIAN TEXTS AND ACQUIRE THE ABILITY TO EXPRESS THEIR UNDERSTANDING IN WRITTEN FORMS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1	AN INTRODUCTION TO <i>SHANTI PARVA</i> OF THE MAHABHARATA
2	<i>RAJADHARMA- ANUSASHANA PARVA</i> (A SUB SECTION OF SHANTI PARVA) CHAPTERS 1-130
3	DISCUSSIONS ON <i>DHARMA</i>
4	DISCUSSIONS ON GOVERNANCE, RIGHTS, JUSTICE AND PROSPERITY
5	DISCUSSIONS ON THE DUTIES OF A RULER, THE CABINET OF A KING, TAX RULES, PUNISHMENT AND JUSTICE
6	DISCUSSIONS ON <i>VARNA</i> OR CASTE
SUGGESTED TEXT	
1.	MAHABHARATA BOOK 12 (SHANTI PARVA), SANSKRIT TEXT WITH ENGLISH TRANSLATION. GANGULY, KISHORI MOHAN (TRANS.), KINDLE EDITION. (OR) MAHABHARATA VOL. 8 (SHANTI PARVA). SANSKRIT TEXT WITH ENGLISH TRANSLATION. SHARMA, ISHWAR CHANDRA & BIMOLI, O. N. (EDS.), PARIMAL SANSKRIT SERIES 60, PARIMAL PUBLICATION: DELHI

NCrF LEVEL – 6		
COURSE CODE: MJCR-01H	COURSE TITLE: TEXTUAL STUDY – EARLY HISTORY OF THE VAIṢṆAVA FAITH AND MOVEMENT IN ASSAM: SANKARDEVA AND HIS TIMES	
COURSE CREDIT: 04	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PHILOSOPHY OF VAIṢṆAVISM. TO PRESENT THE NEO- VAIṢṆAVA TRADITION OF ASSAM AND NORTH EAST. TO INTRODUCE THE BASIC TENETS/CONCEPTS OF ASSAMESE VAIṢṆAVISM IN THE LIGHT OF VEDĀNTA. TO PRESENT OVERVIEWS OF THE PHILOSOPHICAL SYSTEM OF ŚAṆKARDEVA.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHY OF VAIṢṆAVISM. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPTS OF THE NEO-VAIṢṆAVISM. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHICAL SYSTEM OF ŚAṆKARDEVA.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES	
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES	
CONTINUOUS ASSESSMENT	
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.	
SL. NO.	CONTENT OF COURSE
1.	EARLY HISTORY OF THE VAIṢṆAVA MOVEMENT
2.	SOCIAL AND ECONOMIC BACKGROUND
3.	NEO-VAIṢṆAVA INSTITUTIONS AND PRACTICES
4.	VAIṢṆAVA MUSIC AND DANCE
5.	THE DOCTRINE OF THE FAITH: BHAKTI RATNĀKARA
SUGGESTED READINGS	
1.	NEOG, MAHESHWAR. (1985). EARLY HISTORY OF THE VAIṢṆAVA FAITH AND MOVEMENT IN ASSAM: SANKARDEVA AND HIS TIMES. NEW DELHI. INDIA. MOTILAL BANARSIDASS.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O1I	COURSE TITLE: TEXTUAL STUDY – TEXTUAL STUDIES-QURAN AND HADITH (SELECTIONS)	
COURSE CREDIT: 04	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PHILOSOPHY OF ISLAM. TO PRESENT THE CORE TEACHINGS OF THE HOLY QURAN AND HADITH. TO INTRODUCE THE BASIC TENETS/CONCEPTS OF ISLAMIC TRADITION. TO PRESENT OVERVIEWS OF THE PHILOSOPHICAL SYSTEM OF HADITH.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHY OF ISLAM. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPTS OF THE HOLY QURAN AND HADITH. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHICAL SYSTEM OF ISLAMIC TRADITIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	QURAN: a) 2:163,255,59:22-24,112:1-4,67:130 b) 6:124, 10:47, 4:150-151 c) 2:190,218,3:169-170,22:39,78. d) 2:83,212, 215,228, 4:36, 17:26
2.	HADITH: a) PAGE-3(HADITH NO.2,3,6) b) PAGE-74-75(FIRST FOUR HADITH) c) PAGE-80-81(FIVE HADITH) d) PAGE-97-98(HADITH-1,2,4,6,7)
SUGGESTED READINGS	
1.	NISAR AHMED-THE FUNDAMENTAL TEACHINGS OF QURAN AND HADITH, KITAB BHAVAN, NEW DELHI, 2009

FOUR YEAR UNDERGRADUATE (FYUG) IN COMPARATIVE RELIGION**SEMESTER EIGHT**

NCrF LEVEL – 6		
COURSE CODE: MJCR20	COURSE TITLE: PSYCHOLOGY OF RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE A MULTIDISCIPLINARY APPROACH TO THE STUDY OF RELIGION TO PRESENT A CHRONOLOGICAL DEVELOPMENT OF PSYCHOLOGY OF RELIGION TO PRESENT THE BASICS OF PSYCHOLOGY TO PRESENT THE MAIN THEORIES OF MAJOR PSYCHOLOGISTS REGARDING THE ORIGIN, THE NATURE OF RELIGION, THE INTERACTION BETWEEN FAITH AND PSYCHE, HUMAN EMOTIONAL RESPONSE TO SPIRITUAL EXPERIENCES ETC.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL GET ACQUAINTED WITH THE FACTORS WHICH LED TO THE DEVELOPMENTS OF VARIOUS MULTIDISCIPLINARY APPROACHES TO THE STUDY OF RELIGION. THE STUDENTS WILL BE ABLE TO UNDERSTAND THE BASICS OF PSYCHOLOGY. THE STUDENTS WILL BE ABLE TO UNDERSTAND THE DIFFERENT PSYCHOLOGICAL THEORIES OF RELIGION. THE STUDENT WILL BE ABLE TO APPRECIATE THE UNIVERSALITY OF SPIRITUAL EXPERIENCES.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	BACKGROUND TO THE DISCIPLINE OF PSYCHOLOGY OF RELIGION
2.	EARLIEST PSYCHOLOGISTS OF RELIGION: STANLEY HALL, E.D. STARBUCK, AND J.H. LEUBA
3.	WILLIAM JAMES: THE NATURE OF RELIGIOUS EXPERIENCE
4.	S. FREUD: THEORIES OF RELIGION
5.	CARL JUNG: COLLECTIVE UNCONSCIOUS
6.	ALFRED ADLER, ERICH FROMM, AND SUDHIR KAKKAR
SUGGESTED READINGS	
1.	THOULESS, ROBERT S. AN INTRODUCTION TO THE PSYCHOLOGY OF RELIGION. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 1971.
2.	JAMES, W. THE VARIETIES OF RELIGIOUS EXPERIENCE. NEW YORK: PENGUINE BOOKS, 1982 (SELECTIONS)

3.	FREUD, S. TOTEM AND TABOO. LONDON: GEORGE ROUTLEDGE AND SONS LTD., 1919. (CHAPTER 3)
4.	FREUD, S. THE FUTURE OF AN ILLUSION. NEW YORK: NORTON & COMPANY, 1999. (SELECTIONS)
5.	FREUD, S. CIVILISATION AND ITS DISCONTENTS. NEW YORK: NORTON & COMPANY, 1989. (CHAPTER 1)
6.	FREUD, S. MOSES AND MONOTHEISM. HERTFORDSHIRE: HOGARTH PRESS, 1939. (FIRST SECTION)
7.	JUNG, C.G. PSYCHOLOGY & RELIGION: WEST AND EAST. NEW JERSEY: PRINCETON UNIVERSITY PRESS, 1969. (SELECTIONS)
8.	ADLER, A. SUPERIORITY AND SOCIAL INTEREST: A COLLECTION OF LATER WRITINGS. H. L. ANSBACHER AND R. R. ANSBACHER (EDS.). NEW YORK, NY: W. W. NORTON 1979. (CHAPTER 21)
9.	FROMM, ERICH. PSYCHOANALYSIS AND RELIGION. NEW HAVEN: YALE UNIVERSITY PRESS. 1950.
10.	SUDHIR KAKAR, MAD AND DIVINE – SPIRIT AND PSYCHE IN THE MODERN WORLD. CHICAGO: UNIVERSITY OF CHICAGO PRESS, 2009.

NCrF LEVEL – 6		
COURSE CODE: MJCR21	COURSE TITLE: ANTHROPOLOGY OF RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE A MULTIDISCIPLINARY APPROACH TO RELIGION. TO PRESENT BASICS OF ANTHROPOLOGY. TO PRESENT THEORIES RELATED TO ORIGIN, DEVELOPMENT, AND FUNCTION OF RELIGION. TO ACQUAINT STUDENTS WITH THE WESTERN AND INDIAN ANTHROPOLOGICAL THEORIES ABOUT THE ORIGINS AND SOCIAL INSTITUTIONS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL GET ACQUAINTED WITH THE WORKS OF MAJOR ANTHROPOLOGISTS OF RELIGION. THE STUDENTS WILL DEVELOP CRITICAL UNDERSTANDING OF DIFFERENT ANTHROPOLOGICAL THEORIES OF RELIGION. THE STUDENTS WILL GAIN KNOWLEDGE OF DIFFERENT CULTURES. THE STUDENTS WILL ALSO DEVELOP UNDERSTANDING OF ETHNOGRAPHY AND DATA COLLECTION.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	BACKGROUND TO THE DISCIPLINE OF ANTHROPOLOGY OF RELIGION
2.	BRITISH SCHOOL OF ANTHROPOLOGY: TYLOR, AND FRAZER
3.	20TH CENTURY ANTHROPOLOGY OF RELIGION: B. MALINOWSKI, VICTOR TURNER, C. GEERTZ
4.	CRITIQUE OF MAJOR ANTHROPOLOGICAL THEORIES OF RELIGION: TALAL ASAD
5.	BROKEN MEN AND UNTOUCHABILITY: B. R. AMBEDKAR
6.	SANSKRITISATION AND WESTERNISATION: M.N. SRINIVAS
SUGGESTED READINGS	
1.	TYLOR, E. B. PRIMITIVE CULTURE. CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 2010. (SELECTIONS)
2.	FRAZER, J. G. THE GOLDEN BOUGH. NEW YORK: MACMILLAN, 1963. (SELECTIONS)
3.	MALINOWSKI, B. MAGIC, SCIENCE AND RELIGION AND OTHER ESSAYS. ILLINOIS: THE FREE PRESS, 1948. (SELECTIONS)
4.	TURNER, VICTOR. THE RITUAL PROCESS: STRUCTURE AND ANTI-STRUCTURE. CHICAGO: ALDINE PUBLISHING COMPANY, 1969. (SELECTIONS)
5.	GEERTZ, C. THE INTERPRETATION OF CULTURE. NEW YORK: BASIC BOOKS, 1973. (SELECTIONS)
6.	ASAD, TALAL. GENEALOGIES OF RELIGION: DISCIPLINE AND REASONS OF POWER IN CHRISTIANITY AND ISLAM. BALTIMORE: JOHNS HOPKINS UNIVERSITY PRESS, 1993. (PP. 27-54)

7.	AMBEDKAR, B. R. (2014). <i>DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES</i> (VOL. VII). (V. MOON, ED.) NEW DELHI: DR. AMBEDKAR FOUNDATION, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT, PP. 311 – 322, 370 – 380.
8.	SRINIVAS, M. N. (2012). <i>THE OXFORD INDIA SRINIVAS</i> . NEW DELHI: OXFORD UNIVERSITY PRESS, PP. 200 – 250.

(RESEARCH DISSERTATION COURSE)

NCrF LEVEL – 6		
COURSE CODE: RDCR02	COURSE TITLE: REVIEW OF LITERATURE	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: PRACTICAL (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO MAKE THE STUDENTS TO IDENTIFY THE THRUST AREA OF THEIR RESEARCH TO EQUIP THE STUDENTS TO MAKE A SURVEY OF LITERATURE AVAILABLE IN THE FIELD OF THEIR RESEARCH INTEREST TO MAKE THE STUDENTS TO IDENTIFY THE GAPS IN THE ALREADY AVAILABLE SOURCES OF LITERATURE FOR FURTHER RESEARCH TO HELP THE STUDENTS TO UNDERSTAND THE PRELIMINARY STAGES OF RESEARCH AND TO IDENTIFY THE RESEARCH PROBLEMS		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO IDENTIFY THE THRUST AREAS OF THEIR INTENDED RESEARCH THE STUDENTS WILL BE EQUIPPED TO IDENTIFY THE RESEARCH GAPS IN THE AVAILABLE SOURCES OF LITERATURE THE STUDENTS WILL BE ABLE TO UNDERSTAND THE PRELIMINARY STAGES OF RESEARCH WORK THE STUDENTS WILL BE ABLE TO IDENTIFY THE RESEARCH PROBLEMS FOR THEIR INTENDED RESEARCH WORK		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES

DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES
 CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS
 EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS
 ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES
 FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES

CONTINUOUS ASSESSMENT

ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

COURSE DESCRIPTION:

1. THE STUDENTS SHOULD CONSULT VARIOUS AVAILABLE SOURCES OF DATA IN CONSULTATION WITH THE ALLOTTED SUPERVISOR FOR THEIR RESEARCH WORK
2. THE RESEARCH WORK CAN BE BASED EITHER ON TEXTUAL STUDY OR ON FIELD BASED WORK
3. THE STUDENTS SHOULD MAKE AN EVALUATION OF THE DATA AVAILABLE IN THE SOURCES RELEVANT TO THEIR RESEARCH WORK AND IDENTIFY THE RESEARCH GAPS AND NEW RESEARCH PROBLEMS FOR THEIR INTENDED RESEARCH
4. IT IS ADVISABLE THAT THE STUDENTS WOULD IDENTIFY AT LEAST 25 (APPROXIMATELY 10 BOOKS + 15 JOURNAL PUBLICATIONS)
5. THEY SHOULD MAKE A TYPED COPY OF WRITTEN REPORT IN THE PRESCRIBED FORMAT OF ABOUT 25 PAGES OF THEIR EVALUATIONS AND FINDINGS OF THEIR REVIEW OF LITERATURE WITHIN THE FIRST HALF OF THEIR VIII SEMESTER AND WILL BE EVALUATED BY THE SUPERVISOR CONCERNED.

(RESEARCH DISSERTATION COURSE)

NCrF LEVEL – 6		
COURSE CODE: RDCR03	COURSE TITLE: DISSERTATION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: PRACTICAL (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO HELP THE STUDENTS TO PREPARE FOR THEIR HIGHER EDUCATION RESEARCH CAREER. TO HELP THE STUDENTS TO EQUIP THEMSELVES ABOUT THE WHOLE PROCESS OF RESEARCH FROM THE SURVEY OF SOURCES TO THE SUBMISSION OF DISSERTATION. TO PREPARE THE STUDENTS ABOUT THE NUANCES OF SYSTEMATIC WRITING OF A RESEARCH REPORT. TO HELP THE STUDENTS TO MAKE ORAL PRESENTATION OF THEIR RESEARCH AND TO DEFEND THEIR FINDINGS IN THE PRESENCE OF SUBJECT EXPERTS.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO EQUIP THEMSELVES FOR FURTHER HIGHER RESEARCH THE STUDENTS WILL BE ABLE TO GRASP THE SIGNIFICANCE OF RESEARCH IN TERMS OF CONTEMPORARY ISSUES THE STUDENTS WILL BE ABLE TO PRESENT THEIR RESEARCH FINDINGS SYSTEMATICALLY EITHER IN WRITTEN OR IN ORAL FORM.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES

DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES
 CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS
 EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS
 ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES
 FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES

CONTINUOUS ASSESSMENT

ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

COURSE DESCRIPTION:

1. THE STUDENTS SHOULD IDENTIFY THE RESEARCH GAP AS WELL AS THE RESEARCH PROBLEM BASED ON THE REVIEW OF LITERATURE, IN CONSULTATION WITH THE SUPERVISOR ALLOTTED TO THEM.
2. THEY SHOULD SUBMIT THEIR TYPED RESEARCH FINDINGS IN THE PRESCRIBED FORMAT OF DISSERTATION.
3. THEY SHOULD MAKE A WRITTEN REPORT WITH A MINIMUM OF 50 PAGES OF THEIR RESEARCH FINDINGS WHICH WILL BE EVALUATED BY AN EXTERNAL EXPERT AND THE SUPERVISOR CONCERNED, OR AS PER THE RULES IN FORCE.
4. THE STUDENTS SHOULD BE ABLE TO DEFEND THEIR FINDINGS ORALLY IN THEIR PUBLIC VIVA-VOCE EXAMINATION, OR AS PER THE RULES IN FORCE.
5. THE INTERNAL MARKS WILL BE ASSESSED BY THE RESPECTIVE SUPERVISOR/S

NCrF LEVEL – 6		
COURSE CODE: MJCR-02A	COURSE TITLE: TEXTUAL STUDY – THE PROTESTANT ETHIC AND THE SPIRIT OF CAPITALISM	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE SOCIOLOGY OF RELIGION. TO INTRODUCE STUDENTS TO THE SOCIOLOGICAL STUDY OF RELIGION, WITH REFERENCE TO PROTESTANTISM. TO INTRODUCE THE BASIC METHODS OF SOCIOLOGICAL STUDY OF RELIGION THROUGH WEBER'S METHODOLOGY. TO PRESENT SOCIOLOGICAL STUDY OF HOW RELIGION AND POLITICAL ECONOMY INTERSECT.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE SOCIOLOGICAL APPROACHES TO THE STUDY OF RELIGIONS AND RELIGIOUS MOVEMENTS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE INTERSECTION OF RELIGIOUS ORIENTATIONS AND POLITICAL ECONOMICAL ASPIRATIONS. THE STUDENTS WOULD BE ABLE TO GAIN INSIGHTS INTO HOW TO STUDY THE RELIGIOUS MOVEMENTS WITH SOCIOLOGICAL TOOLS AND METHODS AND TO APPLY IT IN DIFFERENT CONTEXTS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	INTRODUCTION
2.	RELIGIOUS AFFILIATION AND SOCIAL STRATIFICATION
3.	SPIRIT OF CAPITALISM
4.	LUTHER'S CONCEPTION OF CALLING
5.	RELIGIOUS FOUNDATIONS OF WORLDLY ASCETICISM
6.	ASCETICISM AND THE SPIRIT OF CAPITALISM
SUGGESTED TEXT	
1.	WEBER, MAX (1995). <i>THE PROTESTANT ETHIC AND THE SPIRIT OF CAPITALISM</i> . (T. PARSONS, TR.). LONDON: ROUTLEDGE.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O2B	COURSE TITLE: TEXTUAL STUDY – MARX ON RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PHILOSOPHICAL STUDY OF RELIGIONS. TO INTRODUCE THE RELIGIOUS FUNCTIONS FROM THE STRUCTURAL AND FUNCTIONALIST ANALYSIS. TO INTRODUCE THE BASIC CONCEPTS OF SOCIOLOGY OF RELIGION. TO PRESENT OVERVIEWS OF THE ROLE OF RELIGION IN THE ETHICS, POLITICAL ECONOMY AND SOCIETY.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE SOCIOLOGICAL APPROACHES TO THE STUDY OF RELIGIONS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND HOW RELIGION, SOCIAL STRUCTURE AND POLITICAL ECONOMY INTERSECT. THE STUDENTS WOULD BE ABLE TO COMPREHEND THE SOCIAL FUNCTIONS OF RELIGIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	INTRODUCTION
2.	YOUNG MARX
3.	CONSCIOUSNESS AND THE MATERIAL WORLD
4.	ALIENATION AND PRIVATE PROPERTY
5.	THESES ON FEUERBACH
6.	CRITICISM OF RELIGION
SUGGESTED TEXT	
1.	RAINES, JOHN (2002). <i>MARX ON RELIGION</i> . PHILADELPHIA: TEMPLE UNIVERSITY PRESS.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O2C	COURSE TITLE: TEXTUAL STUDY – PATTERNS IN COMPARATIVE RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO PRESENT VARIOUS WAYS IN WHICH THE SACRED IS MANIFESTED. TO EXPLORE MYTHS AND SYMBOLS OF DIVERSE RELIGIONS, ORAL AS WELL AS TEXTUAL. TO MAKE STUDENTS FAMILIAR WITH A HISTORICAL STUDY OF RELIGION. TO STUDY RELIGION PER SE, WITHOUT REDUCING IT TO ANY ONE APPROACH	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BECOME ACQUAINTED WITH THE MANY WAYS IN WHICH THE SACRED OR THE HOLY IS EXPRESSED. THE STUDENTS WILL GET TO KNOW THE DIFFERENT MEANINGS OF MYTHS AND SYMBOLS. THE STUDENTS WILL LEARN TO STUDY RELIGION WITHOUT REFERENCE TO ANY PARTICULAR HISTORICAL PERIOD. THE STUDENT WILL BE ABLE TO APPRECIATE THE ANTI-REDUCTIVE APPROACH	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	THE STRUCTURE AND MORPHOLOGY OF THE SACRED
2.	THE EXPRESSION OF THE SACRED IN THE SKY, WATER, STONES, EARTH, AND AGRICULTURE
3.	THE SACRED PLACES
4.	THE SACRED TIME
5.	THE MORPHOLOGY AND FUNCTION OF MYTHS
6.	THE STRUCTURE OF SYMBOLS
THE TEXT	
	ELIADE, MIRCEA. PATTERNS IN COMPARATIVE RELIGION, TR. ROSEMARY SHEED. NEW YORK: MERIDIAN BOOKS, 1949.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O2D	COURSE TITLE: TEXTUAL STUDY – ENCOUNTERING GOD: A SPIRITUAL JOURNEY FROM BOZEMAN TO BANARAS	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO TAKE A DEEPER LOOK INTO THE COMPLEX CONCEPT OF GOD IN HINDUISM. TO LOOK INTO HINDU CONCEPTS THROUGH THE CHRISTIAN LENS. TO LEARN TO INCORPORATE ASPECTS OF HINDU BELIEFS AND PRACTICES INTO THE PURVIEW OF ACADEMIC STUDY. TO LEARN TO BROADEN OUR UNDERSTANDING OF KEY BELIEFS AND PRACTICES IN RELIGIONS THROUGH COMPARATIVE STUDIES.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN A BROADER PERSPECTIVE ON THE SCOPE OF ACADEMICS IN UNDERSTANDING RELIGIONS AND RELIGIOUS BELIEFS AND PRACTICES. STUDENTS WILL BE INTRODUCED TO RECENT DEVELOPMENTS IN THE STUDY OF RELIGION IN GENERAL AND HINDUISM IN PARTICULAR. STUDENTS WILL BE INTRODUCED TO STUDY OF RELIGIOUS CONCEPTS AND BELIEFS ACROSS RELIGIOUS BOUNDARIES. STUDENTS WILL DEVELOP ABILITIES TO CRITICALLY UNDERSTAND CONTEMPORARY TEXTS AND ACQUIRE THE ABILITY TO EXPRESS THEIR UNDERSTANDING IN WRITTEN FORMS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1	ENCOUNTERING GOD OF THE HINDUS' FROM OTHER TRADITIONS (PREFACE)
2	THE MEANING OF GOD'S ONENESS AND MANYNESS (CH-3)
3	DARSHANA- NAMING-MAHATMYA-FORMS-ISHTADEVATA (CH-3)
4	INCARNATION: CHRISTIAN AND HINDU (CH-4)
5	HOLY SPIRIT AND DIVINE PRESENCE (CH-5)
6	THE PRACTICE OF PRAYER AND MEDITATION (CH-6)
SUGGESTED TEXT	
1.	ECK, DIANA L. <i>ENCOUNTERING GOD: A SPIRITUAL JOURNEY FROM BOZEMAN TO BANARAS</i> , PENGUIN BOOKS, 1993.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O2E	COURSE TITLE: TEXTUAL STUDY – WHAT ARE YOU DOING WITH YOUR LIFE?	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE THE STUDENTS THE LIFE AND WORKS OF A GREAT THINKER J. KRISHNAMURTI TO HELP THE STUDENTS TO KNOW THE PURPOSE OF LIFE TO MAKE THE STUDENTS TO LEARN THE FREEDOM OF MIND TO TEACH THE STUDENTS J. KRISHNAMURTI'S THE MEANING OF EDUCATION AND RELATIONSHIP	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO LEARN J. KRISHNAMURTI AS A THINKER THEY WILL SELF-EXAMINE AND ANALYSE THE MEANING AND PURPOSE OF LIFE THEY WILL BE ABLE TO UNDERSTAND THE POWER AND FREEDOM OF MIND THEY WILL BE ABLE TO CRITICALLY ANALYSE THE MERITS AND DEMERITS OF THE TEXT	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	THE LIFE AND WORKS OF J. KRISHNAMURTI
2.	YOUR SELF AND YOUR LIFE
3.	SELF-KNOWLEDGE: THE KEY TO FREEDOM
4.	EDUCATION, WORK AND MONEY
5.	RELATIONSHIPS
6.	CRITICAL EVALUATION OF THE TEXT
SUGGESTED READINGS	
1.	KRISHNAMURTI, J. (2018). <i>WHAT ARE YOU DOING WITH YOUR LIFE?</i> KRISHNAMURTI FOUNDATION INDIAN.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O2F	COURSE TITLE: MAJMA-UL-BAHARAIN (DARA SUKHH)	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80
COURSE OBJECTIVES		
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PHILOSOPHY OF ISLAM. TO PRESENT THE CORE TEACHINGS OF MAJMA UL - BAHARAIN. TO INTRODUCE THE BASIC TENETS/CONCEPTS OF ISLAMIC TRADITION. TO PRESENT OVERVIEWS OF THE PHILOSOPHICAL SYSTEM OF DARA SUKH.		
COURSE OUTCOME		NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHY OF ISALM. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE BASIC CONCEPTS OF MAJMA UL - BAHARAIN. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE PHILOSOPHICAL SYSTEM OF ISLAMIC TRADITIONS.		MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS
PEDAGOGICAL APPROACHES		
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES		
CONTINUOUS ASSESSMENT		
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.		
SL. NO.	CONTENT OF COURSE	
1.	DISCOURSE ON THE ELEMENTS	
2.	DISCOURSE ON THE SENSES	
3.	DEVOTIONAL EXERCISES, ATTRIBUTES AND VISION OF GOD, SOUL, FOUR WORLDS	
4.	CONCEPT OF LIGHT, APOSTLESHIP AND SAINTSHIP SALVATION	
SUGGESTED READINGS		
1.	DARA, SHUKOH, (AUTHOR) M. MAHAFUZ-UL-HAQ (TR.), MAJMA-UL-BAHRAIN (THE MINGLING OF THE TWO OCEANS), (1929) THE ASIATIC SOCIETY OF BENGAL, KOLKATA, INDIA.	

NCrF LEVEL – 6		
COURSE CODE: MJCR-O3A	COURSE TITLE: TEXTUAL STUDY – FIDEL AND THE RELIGION	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE RELIGIOUS ASPECTS OF LATIN AMERICA. TO INTRODUCE HOW POLITICS AND INTERPRETATION OF RELIGION COHERE. TO INTRODUCE THE BASIC CONCEPTS OF LIBERATION THEOLOGY AND ITS CONNECTION TO LATIN AMERICAN POLITICS. TO PRESENT OVERVIEWS OF THE ROLE OF RELIGION IN THE POLITICAL ECONOMY OF LATIN AMERICA.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE HERMENEUTICAL APPROACHES TO THE READING OF THE RELIGIOUS TEXTS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND HOW RELIGION, POLITICS AND POLITICAL ECONOMY INTERSECT IN THE LATIN AMERICAN CONTEXT. THE STUDENTS WOULD BE ABLE TO COMPARE AND CONTRAST THE ROLE OF CHURCH, RELIGION AND POLITICS IN INDIA WITH THE LATIN AMERICAN CONTEXT.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	INTRODUCTION
2.	ROLE OF CHURCH IN CUBAN POLITICS
3.	CHURCH AND BELIEVERS IN SOCIAL MOVEMENT
4.	LIBERATION THEOLOGY
5.	COMMUNISM AND RELIGION
6.	LOVE AS REVOLUTIONARY REQUIREMENT
SUGGESTED TEXT	
1.	CASTRO, FIDEL (2010). <i>FIDEL AND THE RELIGION: CONVERSATIONS WITH FREI BETTO</i> . NEW DELHI: PEOPLE'S PUBLISHING HOUSE.

NCrF LEVEL – 6		
COURSE CODE MJCR-O3B	COURSE TITLE: TEXTUAL STUDY – DOGMA OF CHRIST	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE PSYCHOLOGICAL STUDY OF RELIGION. TO INTRODUCE THE METHODS AND STRATEGIES FOR THE STUDY OF RELIGIONS WITH PSYCHOLOGICAL TOOLS. TO UNDERSTAND RELIGIOUS ASPECTS WITH PSYCHIC STRUCTURES OF INDIVIDUAL DEVELOPMENT. TO REREAD CHRISTIANITY WITH PSYCHOANALYTICAL TOOLS AND METHODS.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE PSYCHOLOGICAL APPROACHES TO THE STUDY OF RELIGIONS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE BASIC PSYCHOLOGICAL METHODS FOR THE STUDY OF RELIGIOUS BEHAVIOUR. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE SOCIAL STRUCTURES AND THEIR RELATION TO PSYCHOLOGICAL DISPOSITIONS TOWARDS RELIGIOUS ASPECTS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	METHODOLOGY
2.	SOCIAL-PSYCHOLOGICAL FUNCTIONS OF RELIGION
3.	EARLY CHRISTIANITY
4.	TRANSFORMATION OF CHRISTIANITY
5.	DEVELOPMENT OF DOGMA
6.	PSYCHOLOGICAL INTERPRETATION
SUGGESTED TEXT	
1.	FROMM, ERICH (2007). <i>THE DOGMA OF CHRIST AND OTHER ESSAYS ON RELIGION, PSYCHOLOGY AND CULTURE</i> . LONDON: ROUTLEDGE.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O3C	TEXTUAL STUDY: DIMENSIONS OF THE SACRED	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO PRESENT THE DIVERSITY OF RELIGIOUS PERSPECTIVES. TO PRESENT THE WAY RELIGION ASSIGNS MEANING TO DIFFERENT RELIGIOUS EXPERIENCES. TO PRESENT THE WAY PHENOMENOLOGY CAN BE USED TO DESCRIBE THE RELIGIOUS EXPERIENCES. TO PRESENT A NON JUDGEMENTAL DESCRIPTION OF THE WAY RELIGION IS PRACTISED.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO UNDERSTAND THE PHENOMENOLOGICAL APPROACH TO RELIGIOUS EXPERIENCES. THE STUDENTS WILL BE ABLE TO APPRECIATE THE COMMUNITIES AND DIVERSITIES IN RELIGIONS. THE STUDENTS WILL BE ABLE TO UNDERSTAND HOW MEANINGS ARE ASSIGNED TO RELIGIOUS EXPERIENCES. THE STUDENT WILL LEARN TO DESCRIBE RELIGIOUS BELIEFS AND PRACTICES WITHOUT PASSING JUDGEMENTS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	DOCTRINAL AND PHILOSOPHICAL DIMENSION
2.	THE RITUAL AND MYTHIC DIMENSION
3.	THE EXPERIENTIAL AND EMOTIONAL DIMENSION
4.	THE ETHICAL AND LEGAL DIMENSION
5.	THE SOCIAL DIMENSION
6.	THE MATERIAL AND POLITICAL DIMENSION
THE TEXT	
	SMART, NINIAN. DIMENSIONS OF THE SACRED. BERKELEY: UNIVERSITY OF CALIFORNIA PRESS, 1996.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O3D	COURSE TITLE: TEXTUAL STUDY – THE MADNESS OF THE SAINTS: ECSTATIC RELIGION IN BENGAL	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO TAKE A DEEPER LOOK INTO THE CONCEPTS, FORMS, FIGURES AND LITERATURE OF DEVOTION IN GAUDIYA VAISHNAVISM OF BENGAL. TO MAKE SENSE OF THE BENGAL VAISHNAVA WAYS OF DEVOTIONAL PRACTICES. TO LEARN TO INCORPORATE ASPECTS OF HINDU DEVOTIONAL BELIEFS AND PRACTICES INTO THE PURVIEW OF ACADEMIC STUDY. TO BROADEN OUR UNDERSTANDING OF DEVOTION AND ITS SYSTEMATIZATION IN SCRIPTURES OF BENGAL VAISHNAVISM.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
STUDENTS WILL GAIN A BROADER PERSPECTIVE ON THE SCOPE OF ACADEMIC STUDY IN DEVOTION AND DEVOTIONAL PRACTICES IN THE BENGAL VAISHNAVA BRANCH OF HINDUISM. STUDENTS WILL BE INTRODUCED TO A CONTEMPORARY TEXT ON THE WESTERN PERSPECTIVE ON BENGAL VAISHNAVA DEVOTION. STUDENTS WILL BE INTRODUCED TO STUDY OF HINDU WAYS OF DEVOTION BOTH PRESCRIBED AND BEYOND PRESCRIPTION FROM BENGAL VAISHNAVA SCRIPTURAL SOURCES. STUDENTS WILL DEVELOP ABILITIES TO CRITICALLY STUDY TEXTS AND ACQUIRE THE ABILITY TO EXPRESS THEIR UNDERSTANDING IN WRITTEN FORMS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1	DIVINE MADNESS AND RITUAL ECSTASY
2	BHAKTI IN BENGAL VAISHNAVISM
3	GOD MADNESS: THE BHAGAVATA PURANA
4	MODEL OF MADNESS: SRI KRISHNA CHAITANYA
5	PASSIONS OF THE SOUL IN VAISHNAVA SCRIPTURES
6	RITUAL ECSTASY: THE <i>SIDDHA DEHA</i> AS OBSERVER/ PARTICIPANT
SUGGESTED TEXT	
1.	MCDANIEL, JUNE. <i>THE MADNESS OF THE SAINTS: ECSTATIC RELIGION IN BENGAL</i> , THE UNIVERSITY OF CHICAGO PRESS: CHICAGO AND LONDON, 1989.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O3E	COURSE TITLE: TEXTUAL STUDY – AGAINST THE MADNESS OF MANU	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO THE CRITICAL STUDY OF RELIGION. TO INTRODUCE THE STUDENTS HOW RELIGION, CASTE AND PATRIARCHY INTERSECT. TO INTRODUCE THE WORKS OF AMBEDKAR'S CRITIQUE OF CASTE AND PATRIARCHY. TO PRESENT OVERVIEWS OF THE OVERLAPS AND CONTRADICTIONS BETWEEN TRADITIONS AND CONSTITUTIONAL MODERNITY.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE HERMENEUTICAL APPROACHES TO THE READING OF THE TEXTS. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE BASIC NOTIONS ASSOCIATED WITH CASTE AND PATRIARCHY AND THEIR RELATIONS TO RELIGION. THE STUDENTS WOULD BE ABLE TO UNDERSTAND THE SOCIAL INEQUALITIES AND TO ADDRESS IN THE LIGHT OF CONSTITUTIONAL PROVISIONS.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	FEMINIST RECLAMATION OF AMBEDKAR
2.	CASTES IN INDIA
3.	RISE AND FALL OF WOMEN
4.	MIXED CASTES AND PATERNITY TO MATERNITY
5.	RAMA AND KRISHNA
6.	HINDU CODE BILL DEBATE
SUGGESTED TEXT	
1.	AMBEDKAR, B. R. (2013). <i>AGAINST THE MADNESS OF MANU: B.R. AMBEDKAR'S WRITINGS ON BRAHMINICAL PATRIARCHY</i> . (S. REGE, ED.) NEW DELHI: NAVAYANA.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O3F	COURSE TITLE: TEXTUAL STUDY – THIRUKKURAL: A MANAGEMENT TREASURE	
COURSE CREDIT: 4	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO INTRODUCE THE STUDENTS THIRUVALLUVAR AND HIS COUPLET THIRUKKURAL TO HELP THE STUDENTS TO KNOW THE DECISION MAKING TO MAKE THE STUDENTS TO LEARN ETHICAL BEHAVIOUR AND EMPOWERMENT TO TEACH THE STUDENTS THE IMPORTANCE OF VALUES AND KNOWLEDGE	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS WILL BE ABLE TO UNDERSTAND THE CLASSICAL TAMIL TEXT OF THIRUKKURAL AND ITS IMPORTANCE THEY WILL BE ABLE TO KNOW THE IMPORTANCE OF DECISION MAKING THEY WILL BE ABLE TO UNDERSTAND THE POWER OF ETHICAL BEHAVIOUR THEY WILL BE ABLE TO CRITICALLY ANALYSE THE VALUES AND KNOWLEDGE	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	AN INTRODUCTION TO THIRUVALLUVAR AND THE CLASSICAL TAMIL TEXT OF THIRUKKURAL
2.	DECISION MAKING
3.	ETHICAL BEHAVIOUR
4.	EMPOWERMENT
5.	VALUES
6.	KNOWLEDGE
SUGGESTED READINGS	
1.	KRISHNAMURTHI, R. (2018). <i>THIRUKKURAL: A MANAGEMENT TREASURE</i> . NOTION PRESS.

NCrF LEVEL – 6		
COURSE CODE: MJCR-O3G	COURSE TITLE: TEXTUAL STUDY – THE FOUNDATIONS OF INDIAN CULTURE	
COURSE CREDIT: 04	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY (MAJOR)
TOTAL ASSESSMENT MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES	
TO ACQUAINT AND INTRODUCE THE STUDENTS TO BASIC FOUNDATIONS OF INDIAN CULTURE. TO PRESENT THE RELATION OF INDIAN CULTURE AND INDIAN PHILOSOPHY TO INTRODUCE THE BASIC TENETS/CONCEPTS ANCIENT INDIAN POLITY, LITERATURE AND RELIGION. TO PRESENT OVERVIEWS OF THE CRITIQUE OF INDIAN CULTURE AND ITS RESPONSES.	
COURSE OUTCOME	NHEQF LEARNING ATTRIBUTES
THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE CRITIQUE OF INDIAN CULTURE AND ITS RESPONSE. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE CONCEPTS OF ANCIENT INDIAN POLITY, ART AND RELIGION. THE STUDENTS SHOULD BE ABLE TO UNDERSTAND THE RELATION OF INDIAN PHILOSOPHY AND INDIAN CULTURE.	MULTICULTURAL COMPETENCE AND INCLUSIVE SPIRIT EMPATHY ANALYTICAL REASONING AND THINKING COORDINATING AND COLLABORATING WITH OTHERS

PEDAGOGICAL APPROACHES
DIALOGICAL METHOD BETWEEN DIFFERENT RELIGIOUS BELIEFS, TRADITIONS AND PRACTICES CRITICAL THINKING ABOUT THE ORIGIN AND DEVELOPMENT OF RELIGIOUS TRADITIONS EXPERIENTIAL LEARNING THROUGH INTERACTIONS WITH PEOPLE OF OTHER FAITHS ANALYTICAL APPROACH THAT ENHANCES MULTICULTURAL COMPETENCE TO COEXIST WITH DIFFERENCES FIELD STUDY OF DIFFERENT RELIGIOUS SITES, STRUCTURES AND RELIGIOUS COMMUNITIES
CONTINUOUS ASSESSMENT
ASSIGNMENT; SEMINAR PRESENTATION; GROUP DISCUSSION; UNIT EXAMS; QUIZ.

SL. NO.	CONTENT OF COURSE
1.	A RATIONALISTIC CRITIQUE OF INDIAN CULTURE
2.	INDIAN ART, LITERATURE AND POLITY
3.	INDIAN LITERATURE
4.	INDIAN CULTURE AND EXTERNAL INFLUENCE
5.	THE RENAISSANCE IN INDIA
SUGGESTED READINGS	
1.	AUROBINDO, SRI. (1972) THE FOUNDATIONS OF INDIAN CULTURE. PONDICHERRY. INDIA. SRI AUROBINDO ASHRAM.