

THE MISSION OF THE COLLEGE

In response to the Great Commission, the EURASIA Region has established the following mission statement:

“To develop (*make happen over time*), **an indigenous** (*appropriate for the soil*), **interdependent** (*connected*), **self-supporting** (*dignity/accountability*), **holiness** (*personal/social/caring/justice*), **church** (*community of faith*), **in the Wesleyan-** (*sanctification/all*) **Arminian** (*personal responsibility*) **tradition** (*hand over-not hand down*).”

This mission, along with the EURASIA Integrated Education Strategy (document available through the EURASIA Region Education Office) guides the work of SANBC.

The motto of SANBC is: “Learning, to make Christ known.” Our mission is to provide credible education to all who are called to Nazarene ministry in South Asia. Students and faculty are both engaged in responsible learning processes, in order to become transformational agents in their context. Our commitment is to produce “more and better pastors” for South Asia, and we believe that the Course of Study Proposal that follows is an essential component in their formation.

The mission statement of the college is:

“As a college in the Wesleyan-holiness tradition, SANBC is committed to prepare Christlike servant leaders, equipping them for local ministries in South Asia and beyond; to contribute to the ongoing mission of God, to the lifelong learning of His disciples, and the healthy maturing of His church in contexts where His transforming grace is needed.”

OUR HISTORY

The history of Nazarene education in India and South Asia has been marked with numerous attempts at finding the ‘right mix’ of curriculum, offered in prevalent languages, to varied constituencies.

Nazarene Bible College of India was for many years located in Washim, Maharashtra State, near Reynolds Memorial Hospital (a close sister institution within the Nazarene mission), and provided certificate level education for pastoral candidates in the Marathi language. In 1962, NBC-India began to train young men and women for further studies at South India Biblical Seminary in Bangarapet (an English-medium school in which the Church of the Nazarene partners with World Gospel Mission and Immanuel General Mission-Japan), in order to prepare them for a teaching ministry at NBC-India or district leadership as pastors.

NBC-India served as the primary ministerial education provider in India for nearly 70 years. However, when the work in South Asia began to explode with growth, and the South Asia Countries became part of the educational remit of the Church, the limitations of this programme in Washim became obvious. The school was placed into ‘transition’ in order to re-create a more appropriate educational model for the new challenges facing the South Asia Field.

The 'transition committee', charged with the development of a new model of education, explored many options for training already in existence in India and South Asia. There were extension education models, related to residential campus-based schools and seminaries, as well as correspondence education provided through 'distance' relationship with non-campus-based agencies. It was determined that the best approach for Nazarene education in these two Fields, given the diversity and complexity of both India and South Asia, was a de-centralised, non-campus-based enterprise that would serve all of the countries of India and South Asia and their major language groups.

The work of 'transition' involved the creation of a new curriculum that would comply with Manual requirements for ordination, which would be written by Indians and South Asians with specific attention given to both content and context. Faculty needs had to be addressed for the expanding work. College infrastructures and protocols had to be developed in order to function in a non-residential mode. The school that emerged became known as South Asia Nazarene Bible College, to reflect the multi-faceted Field that it serves. SANBC has now been officially registered in Bangalore, Karnataka State.

SANBC'S PHILOSOPHY OF EDUCATION

We believe that every student should be permitted and encouraged to rise as high in the educational systems of SANBC as he/she can. Our entry-level is the 12th Standard, which is required by the government for entry into college/university. However, we do have some students, called into ministry late in life, who did not achieve 12th Standard during their formal education. Students may apply who have not achieved this standard, depending upon their age and experience, and depending upon varied national standards across India and South Asia Fields. In such cases, the student is accepted into SANBC in a probationary relationship and is permitted to pursue the SANBC Course of Study as far as they are able.

To facilitate these contextual standards, SANBC has ordered its curriculum in three 'tracks' of course offerings. Track ONE is comprised of seven introductory-level courses, which provides a Certificate of Lay Ministry. Track TWO is comprised of seven intermediate-level courses, which provides a Certificate in Christian Ministry. Track THREE is comprised of eleven advanced level courses, which provides a Diploma in Pastoral Ministry. (Diploma in Theology – ATA suggests, based upon its validation courses of study that SANBC change the name of the qualification to 'Diploma in Theology' instead of 'Diploma In Pastoral Ministry'. They argue that the courses offered by SANBC are more 'theological' in nature than focused on 'pastoral ministry'. No student may pass from one 'track' into another without successful completion of all the required elements of the 'track' in which they are engaged. Only those students, who have successfully progressed through all three 'tracks', and have completed all Course of Study requirements, are eligible for ordination.

SANBC continues to be committed to delivering its Course of Study to the students, wherever they may be, rather than demanding the students take up a residential programme of ministerial preparation. This implies the following

- This makes it possible for the student to remain engaged in the ministries of the local church, which acts as a partner in the educational process.
- The local pastor is engaged in an ongoing mentoring relationship with students.
- Knowledge and skills are tested locally and in a timely manner.
- Mature students (with families) are not separated from their families, or their work, while they study.
- The financial resources of students are not exhausted as they pursue their education in a non-residential programme.
- The budgets of SANBC can be more fully invested in the ministerial preparation of students, rather than in supporting/maintaining campus infrastructures.
- The complexity of multi-language needs is addressed in vernacular delivery of courses.
- SANBC must develop a large number of qualified teachers, in many languages, who are local/available to the students enrolled in the programme.
- Teachers are academically qualified, but are also practically engaged and sensitive to the dynamics of the students' context.
- Teachers are themselves bi-vocational, with many of them engaged in pastoral and leadership ministries, making it possible for them to relate to students who will need to be bi-vocational also.
- SANBC is seen in South Asia as an education provider without walls, but with many classrooms. SANBC *is* wherever courses are taught, and students gather to learn.
- SANBC is committed to the view that learning occurs in directed and undirected fashion, and therefore expects students to participate in informal education outside of the classroom and assignments given by the teacher.
- This contributes to the philosophy and mission of SANBC to create 'learning environments' that transform and expand the Church in South Asia.

Contextualisation is extremely important in South Asia. The EURASIA Regional Sourcebook requires that every course demonstrate how the 4 C's, as presented in the International Sourcebook on Minimal Standards, are incorporated. The 4 C's are: **Content, Competency, Character, and Context**. The following section fully describes each course and how the 4 C's are distributed.

Description of Courses and Distribution of the 4 C's

The progression and coherence of the SANBC Course of Study may be seen in the following table. Track ONE introduces the student to course material that is a necessary foundation for Track TWO. However, should the student not be able to progress beyond Track ONE, a Certificate of Lay Ministry is presented at the assembly on the district where he/she holds local church membership and a local ministerial license.

Track TWO builds upon the course materials and learning of Track ONE, and prepares the student to progress to Track THREE. Should the student not be able to progress beyond Track TWO, a Certificate in Christian Ministry is presented at the assembly on the district where he/she holds local church membership and a district ministerial license.

Track THREE builds upon the course materials and learning of Tracks ONE and TWO, and prepares the student for graduation from the Course of Study. Upon completion of Track THREE, a Diploma in Theology (Diploma in Pastoral Ministry) is awarded. The graduate continues to hold a district license until such time as the District Board of Ministry recommends his/her ordination to the district assembly and responsible General Superintendent.

LIFELONG LEARNING

The India and South Asia Fields are working with SANBC and the EURASIA Education Council and in compliance with the EURASIA Regional Sourcebook for Ministerial Development in regards to Continuing Education. Tracking and reporting of Lifelong Learning proves to be a challenge in a decentralised system, and districts need to understand their role in organising and facilitating opportunities for continuing education of their pastors. Districts host 'Pastors' Prayer Days' on a regular basis. These gatherings provide opportunity for lifelong learning, as do various development seminars and workshops offered on the districts in relation to the delivery of courses to SANBC students. This exposes pastors who have long been in the ministry, but have not had the benefit of SANBC curriculum to share in a learning community. The focus is on spiritual formation in the ministry and leadership development for ministers. SANBC in partnership with the districts of India and South Asia, provided courses necessary for those who have been ordained in older models to ensure highest possible standards in ministerial preparation.

EDUCATIONAL RELATIONSHIPS

South Asia Nazarene Bible College is a member of the EURASIA Region Education Council, and shares close fellowship and fraternity with the other schools of the Region. SANBC also has been a member of the Regional Course of Study Advisory Committee since its inception. The shared perspectives of all of the member schools of the EURASIA Region give insight and encouragement to the development of SANBC's curriculum and systems. SANBC seeks to maintain a close relationship with the Regional Education Coordinator, for guidance in the ongoing development of its programmes and faculty.

The districts of the South Asia Field are also partners in the educational enterprise of the school, as are the local churches on those districts, which host classes and provide a mentoring environment and experience for students.

South Asia Nazarene Bible College and the India and South Asia Fields act in partnership with other Evangelical educational institutions*, whose theological perspectives are similar to our own. Dialogue is ongoing to secure formal memoranda of understanding with these education providers. These institutions offer both residential and non-residential programmes, whose curricula have been reviewed by SANBC and the Regional Education Coordinator. For students who choose to study in these programmes, Nazarene core courses, beyond the validated set curricula of the institution, must be taken under SANBC supervision and instruction. The three primary core courses are: Nazarene History and Polity, Wesleyan Theology and Doctrine of Holiness. District Boards of Ministry (or Ministerial Studies) are responsible to monitor the progress of students who study outside SANBC. There is cooperation between SANBC and the districts in the delivery of the three core courses mentioned above, to qualify a student for graduation from the South Asia Course of Study. Ordination is dependent upon completion of all requirements within the Course of Study and demonstrated compliance (districts, local churches, and students) with International and Regional Sourcebook standards.

Partner Institutions

***South India Biblical Seminary (SIBS)** is a partner institution, offering residential B.Th. and M.Div. degrees, to develop faculty for SANBC. SIBS and SANBC are coming to a closer partnership for faculty sharing, library resources sharing and providing continuing education for ministers and for leadership in the church. In future there is possibility of SIBS offering their B.Th. and M.Div. program on key SANBC education centres for faculty development.

***Union Biblical Seminary (UBS)** provides a residential and an extension department of their programmes, to develop faculty for SANBC. UBS offers the Bachelor of Biblical Studies (BBS), BD, M.Div., and MTh degrees.

***College of Christian Theology-Bangladesh (CCTB)** in Dhaka provides assistance to SANBC in preparing faculty to deliver SANBC courses in Bangladesh, and facilitates library access for our students. CCTB offers the BA and MA degrees.

***Colombo Theological Seminary (CTS)** in Colombo provides avenues for degree completion to SANBC students who have completed their Diploma studies. CTS offers the B.Th., MA, and M.Div. degrees.

COURSES

Track 1

No.	Course ID	Name of the Course
1	BS113	Understanding the Old Testament
2	BS123	Understanding the New Testament
3	CL323	Biblical Hermeneutics
4	TS 113	Basic Christian Doctrines
5	TS 123	Christian Holiness
6	CH213	History and Polity of the Church of the Nazarene
7	CM113	Private Prayer and Congregational Worship

Track 2

8	WM253	Mission, Evangelism and Church Planting
---	-------	---

9 BS213 Pentateuch

10 BS223 Synoptic Gospel

11 TS213 Wesleyan Theology

12 CH223 History of Christianity in South Asia

13 CM213 Christian Education

14 CM223 Christian Leadership Principles

Track

15 CL223 Introduction to Homiletics

16 BS313 Wisdom Literature and Psalms

17 BS323 Johannine Literature

18 BS413 Prophets

19 BS423 Romans

20 TS313 Systematic Theology

21 CH233 Church History (Reformation onwards)

22 PHIL213 Major Religion and Modern Cults

23 PHIL313 Christian Ethics

24 SOS233 Pastoral Counsel and Community Care

25

SOSC333

Church in Contemporary Society