Program Project Report (PPR)
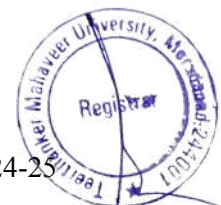
of

Master of Arts (Jain Studies)

Centre For Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

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PROGRAMME PROJECT REPORT (PPR) – Distance

MA-Jain Studies

1. Introduction:

The Master of Arts in Jain Studies, offered by the Centre for Distance and Online Education. This program is meticulously designed for students who seek a flexible and comprehensive academic journey into the profound teachings and rich cultural heritage of Jainism without the constraints of a traditional classroom setting.

Our Distance MA in Jain Studies provides an unparalleled opportunity to delve into the philosophical, ethical, and historical dimensions of Jainism. Through a dynamic and interactive Distance platform, students will engage with a diverse curriculum that encompasses Jain philosophy, scriptures, art, history, and contemporary issues.

Whether you are pursuing personal enrichment, aiming for academic advancement, or seeking to apply Jain principles in various professional contexts, this program offers a rigorous and enriching academic experience tailored to your needs. The course structure is designed to facilitate deep understanding through Distance lectures, interactive discussions, and comprehensive study materials, allowing you to learn at your own pace and convenience.

It is the exploring the timeless wisdom of Jainism and become part of a global community of scholars dedicated to the study and application of Jain principles in the modern world. Embrace this unique opportunity to advance your education and contribute to the growing field of Jain Studies through the flexibility and accessibility of our Distance learning program.

2. Programme Mission and Objective:

2.1 Programme Mission

The mission of the Master of Arts in Jain Studies is to provide a comprehensive, flexible, and academically rigorous education in the principles, history, and cultural significance of Jainism. By leveraging Distance and Distance learning technologies, we aim to make Jain studies accessible to a global audience, fostering a deep understanding and appreciation of Jain philosophy and its applications in contemporary society. Our program is dedicated to nurturing scholarly inquiry, promoting ethical living, and contributing to the global discourse on peace, non-violence, and sustainability.

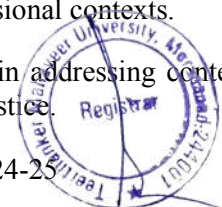### 2.2 Programme Objectives

Academic Excellence:

- Provide a thorough grounding in the core tenets of Jain philosophy, ethics, and metaphysics.

- Facilitate critical analysis and scholarly research in various aspects of Jainism, including its history, literature, and cultural expressions.

Cultural and Historical Understanding:

- Explore the historical development of Jainism and its impact on Indian culture and beyond.

- Examine Jain contributions to art, literature, and societal development throughout history.

Ethical and Philosophical Application:

- Encourage the practical application of Jain ethical principles, such as non-violence (ahimsa), truth (satya), and non-possessiveness (aparigraha), in personal and professional contexts.

- Promote the understanding and implementation of Jain principles in addressing contemporary global challenges, such as environmental sustainability and social justice.

Flexible and Inclusive Learning:

- Offer a flexible and accessible learning environment that accommodates diverse student needs, allowing for self-paced study and engagement with course materials from anywhere in the world.

- Utilize innovative Distance teaching methods and technologies to enhance the learning experience and foster a vibrant academic community.

Interdisciplinary and Comparative Perspectives:

- Encourage interdisciplinary approaches to Jain studies, drawing connections with other philosophical, religious, and ethical traditions.

- Foster comparative studies that highlight the relevance and contributions of Jainism in a global and multicultural context.

Community Engagement and Global Outreach:

- Build a supportive and interactive Distance community of learners, educators, and researchers dedicated to the study of Jainism.

- Promote global awareness and appreciation of Jain culture and philosophy through academic collaborations, conferences, and public outreach initiatives.

By achieving these objectives, the MA in Jain Studies aims to cultivate knowledgeable, thoughtful, and ethically committed individuals who can contribute to the academic field of Jain studies and apply its timeless principles to modern life.

3. **Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:**

Teerthanker Mahaveer University (TMU) in Moradabad is dedicated to fostering an educational environment that promotes excellence in teaching, research, and community engagement. The MA in Jain Studies aligns seamlessly with TMU's mission and goals, enhancing its commitment to providing a holistic and inclusive education that reflects the values and principles of Jain philosophy.

Alignment with TMU's Mission

Excellence in Education:

TMU strives for academic excellence by offering programs that are intellectually rigorous and relevant to contemporary society. The MA in Jain Studies embodies this commitment by providing an in-depth exploration of Jain philosophy, ethics, and cultural heritage. Through a structured yet flexible Distance platform, the program ensures that students receive a high-quality education that is accessible to a diverse audience, thereby promoting lifelong learning.

Ethical and Value-Based Education:

Central to TMU's mission is the promotion of ethical and value-based education. The MA in Jain Studies is rooted in the core principles of Jainism, such as non-violence (ahimsa), truth (satya), and non-possessiveness (aparigraha). By integrating these values into the curriculum, the program encourages students to develop a strong ethical foundation and apply these principles in their personal and professional lives, contributing to the creation of a more just and compassionate society.

Research and Innovation:

TMU emphasizes the importance of research and innovation in advancing knowledge and addressing

societal challenges. The MA in Jain Studies supports this goal by fostering critical inquiry and scholarly research in Jainism. Students are encouraged to engage in original research, explore interdisciplinary perspectives, and contribute to the academic field through publications, conferences, and collaborative projects.

Alignment with TMU's Goals

Comprehensive Education:

The MA in Jain Studies offers a comprehensive curriculum that covers various aspects of Jain philosophy, history, literature, and cultural studies. This aligns with TMU's goal of providing a well-rounded education that equips students with the knowledge and skills needed to succeed in a globalized world.

Global Engagement:

TMU aims to create a global learning environment that prepares students for international challenges and opportunities. The Distance format of the MA in Jain Studies allows for the participation of students from around the world, fostering a global community of learners and promoting cross-cultural understanding and dialogue.

Community Service and Social Responsibility:

TMU is committed to instilling a sense of social responsibility and community service in its students. The MA in Jain Studies program encourages the practical application of Jain ethical principles in addressing contemporary issues such as environmental sustainability, social justice, and peacebuilding. By doing so, it empowers students to make meaningful contributions to their communities and society at large.

Lifelong Learning:

Recognizing the importance of lifelong learning, TMU supports continuous personal and professional development. The MA in Jain Studies provides an opportunity for individuals at various stages of their academic and professional careers to deepen their understanding of Jainism and integrate its principles into their ongoing pursuits.
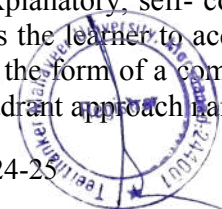
In summary, the MA in Jain Studies program is deeply aligned with the mission and goals of Teerthanker Mahaveer University. It enhances TMU's commitment to academic excellence, ethical education, research innovation, and global engagement, while promoting the timeless values and principles of Jain philosophy.

4. **Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater to the needs of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

5. **Appropriateness of programme to be conducted in Distance mode to acquire specific skillsand competence:**

The courses in the programme are delivered through Self-Learning Management System e- Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self- contained, self- directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self- Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Distance and other platforms without much loss of fidelity. Hence the MA (Jain Studies) programme is suited for Distance mode of learning.

6. **Instructional Design:**
   6.1. **Curriculum Design:**

Curriculum has been designed by experts in the area of Jain Studies and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.
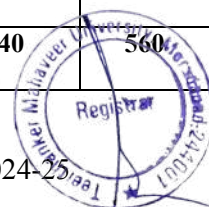
6.2. Programme structure and detailed syllabus:

MA (Jain Studies)

Year-I

Category	Course Code	Course	Periods			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
Core Course-1	MAJSCC101	Jain History, Culture, Literature and Art	5	0	0	5	30	70	100
Core Course -2	MAJSCC102	Jain Tatvamimansa and Jain Aachar Mimaansa	5	0	0	5	30	70	100
Core Course -3	MAJS103	Dhyan Yog and Karma Mimansa	5	0	0	5	30	70	100
Core Course -4	MAJS104	Jain Gyan Mimansa and Jain Nyaye	5	0	0	5	30	70	100
GEC-1	MAJSGE 101	Guidance and Counseling	5	0	0	5	30	70	100
AECC-1	MAJSAE101	Communication Skills -I	5	0	0	5	30	70	100
SEC-1	MAJSSE101	**Basic Computer Skills**	5	0	2	5	30	70	100
VV -1	MAJSVV151	Comprehensive Viva Voce	5			5	30	70	100
Total			40	0	0	40	240	560	800

Year-II

Category	Course Code	Course	Periods			Credits	Evaluation Scheme		
			L	T	P		T	External	Total
Core Course-5	MAJS201	Jain Aagam	5	0	0	5	30	70	100
Core Course -6	MAJS202	Anekant, Naye, Nikshap and Syadwad	5	0	0	5	30	70	100
Core Course -7	MAJS203	Jain Dharm Darshan and Bhartiye Dharm Darshan	5	0	0	5	30	70	100
Core Course -8	MAJS204	Jain Dharm Darshan and Bhartiyetar Dharm Darshan	5	0	0	5	30	70	100
GEC-2	MAJSGE201	Gender and Society	5	0	0	5	30	70	100
AECC-2	MAJSAE201	Communication Skills -II	5	0	0	5	30	70	100
SEC-2	MAJSSE201	Business Communication and Soft Skills	5	0	0	5	30	70	100
VV-2	MAJSVV251	Comprehensive Viva	5			5	30	70	100
Total			40	0	00	40	240	560	800

Note- A student who successfully qualifiesTwo MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from ProgrammeCoordinator.
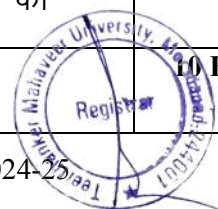
Course Code: MAJSCC101	Core Course – 1 MA (Jain Studies)- Year-I **Jain History, Culture, Literature and Art**	L-5 T-0 P-0 C-5
	Course Content:	

Block -1:	इकाई– 1 अ) प्रागैतिहासिक काल में जैन धर्म
	    (ब) भगवान ऋषभ
	    (स) अरिष्टनेमी
	इकाई–2 (अ) भगवान पार्श्वनाथ
	    (ब) भगवान महावीर
	इकाई–3 महावीर कालीन (अन्य तीर्थिक) विचारधाराय
	इकाई–4 महावीर की गणधर–परम्परा
	इकाई–5 देश–विदेश में जैन धर्म
		10 Hours

Block-2:	इकाई–6 जैन संस्कृति की विशेषतायें – जातिवाद, व्यसनवर्जन इकाई–7 अहिंसक जीवन शैली (आहार के सन्दर्भ में) इकाई–8 जैन तीर्थस्थान इकाई–9 कर्मकाण्ड इकाई–10 जैन पर्व	10 Hours
Block-3:	इकाई–11 (अ) मूर्तिकता इकाई–11 (ब) चित्रकला इकाई–12 स्तूप, गुफा और मंदिर	10 Hours
Block-4:	इकाई–13 आगम साहित्य इकाई–14 आगम व्याख्या साहित्य	10 Hours
Block-5	इकाई–15 दार्शनिक साहित्य इकाई–16 पुराण एवं चरित इकाई–17 काव्य एवं कथा साहित्य इकाई–18 योग साहित्य	10 Hours
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC102	Core Course – 2 MA (Jain Studies)- Year-I **Jain Tatvamimaansa and Jain Aachar Mimaansa**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. सत का स्वरूप इकाई–2. एवं 3 द्रव्य गुण पर्याय भेदोभाव इकाई–4 लोक का स्वरूप इकाई–5 धर्मास्तिकाय और अधर्मास्तिकाय	10 Hours
Block-2:	इकाई–6 आकाषतिकाय इकाई–7 काल इकाई–8. जीवस्तिकाय इकाई–9 षडजीवनिकाय	10 Hours
Block-3:	इकाई–10 पुदगलास्तिकाय	10 Hours

	इकाई–11. (अ) परमाणु स्वरूप एवं उसकी बंध प्रकिया	
	इकाई–11. (ब) परमाणु स्कन्ध और उसकी बंध प्रकिया	
	इकाई–12 आचार की जैन अवधारणा तथा उसकी तात्विक प्रष्ठभूमि	
	इकाई– 13 जैनाचार के सिधान्तों का उदभव और विकास	
Block-4:	इकाई–14 श्रावकाचार	**10 Hours**
	इकाई–15 करूणा का महत्व और उसके प्रकार	
	इकाई–16 श्रमणचार पंच महाव्रत गुप्ति समिति	
	इकाई–17 षडावष्यक	
	इकाई–18 परिषह	
Block-5	इकाई–19 संघ व्यवस्था	**10 Hours**
	इकाई–20 नव तत्व	
	इकाई–21 संल्लेखना	
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC103	**Core Course – 3** **MA (Jain Studies)- Year-I** **Dhyan Yog and Karma Mimaansa**	**L-5** **T-0** **P-0** **C-5**
Course Content:		
Block -1:	इकाई–1. जैन योग स्वरूप इकाई–2. हरिभद्र की योग दृष्टियाँ इकाई–3. ध्यान का स्वरूप इकाई–4. सालम्बन ध्यान एवं धारणा (पिण्डस्थ एवं पार्थिवी आदि)	**10 Hours**
Block-2:	इकाई–5. प्रेक्षाध्यान इकाई–6. प्रेक्षाध्यान के आगमिक स्रोत इकाई–7. अनुप्रेक्षा इकाई–8. लेश्या का स्वरूप एवं भेद	**10 Hours**
Block-3:	इकाई–9. योग का स्वरूप इकाई–10. सम्प्रज्ञात और असम्प्रज्ञात समाधि इकाई–11. क्रियायोग इकाई–12. अष्टांग योग इकाई–13. समाधि की अवधारणा और भेद इकाई–14. दस पलिबोध एवं चर्या इकाई–15. ध्यान का विषय कर्मस्थान	**10 Hours**
Block-4:	इकाई–16. कर्म स्वरूप, बंध के हेतु एवं प्रक्रिया इकाई–17. कर्म के भेद प्रभेद इकाई–18. कर्म की पौद्गलिकता एवं कर्म की दस अवस्थाएं इकाई–19. आत्मा एवं कर्म का पारस्परिक सम्बन्ध एवं मुक्ति की प्रक्रिया	**10 Hours**
Block-5	इकाई–20. कर्मवाद और आध्यात्मिक साधना इकाई–21. मनोविज्ञान के परिप्रेक्ष्य में कर्मवाद	**10 Hours**

	इकाई–22. कर्मवाद और पुनर्जन्म	
	इकाई–23. नियति आदि पांच घटक	
	इकाई–24. गुणस्थान	
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC104	Core Course – 4 MA (Jain Studies)- Year-I **Jain Gyan Mimansa and Jain Nyaye**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. जैन ज्ञान मीमांसा का उद्भव और विकास इकाई–2. ज्ञान और ज्ञेय इकाई–3. दर्शन का स्वरूप एवं उसके भेद	**10 Hours**
Block-2:	इकाई–4. मतिज्ञान इकाई–5. श्रुतज्ञान इकाई–6. इन्द्रिय और मन	**10 Hours**
Block-3:	इकाई–7. अवधिज्ञान इकाई–8. मनःपर्यवज्ञान इकाई–9. केवलज्ञान	**10 Hours**
Block-4:	इकाई–10. जैन न्याय का उद्भव एवं विकास इकाई–11. भारतीय न्याय के विकास में जैन आचार्यों का योगदान इकाई–12. प्रमाण का लक्षण इकाई–13. प्रत्यक्ष प्रमाण	**10 Hours**
Block-5	इकाई–14. परोक्ष प्रमाण (स्मृति, प्रत्यभिज्ञान, तर्क, आगम) इकाई–15. प्रमेय, प्रमिति, प्रमाता इकाई–16. अनुमान प्रमाण, व्याप्ति, हेतु स्वरूप	**10 Hours**
Textbook	SLM (Self Learning Material)	

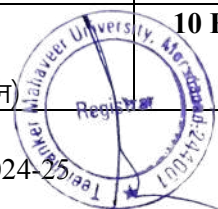| Course Code: MAJSCC201	Core Course – 5 MA (Jain Studies)- Year-II **Jain Aagam**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	आचारांग का परिचयात्मक अध्ययन • आचारांग का परिचय • आत्मवादः पुनर्जन्मवाद • षडजीव निकाय की अवधारणा • अहिंसा का स्वरूप	**10 Hours**
Block-2:	सूत्रकृतांग का परिचयात्मक अध्ययन ;आगम का अर्थ, पर्याय एवं परिभाषा	10 Hours

	सूत्रकृतांग का आकार एवं प्रकार प्रथम एवं द्वितीय उद्देशक तृतीय एवं चतुर्थ उद्देशक	
Block-3:	भगवती (चयनित अंश) भगवती का परिचयात्मक अध्ययन जीव एवं शरीर का सम्बन्ध आत्म कर्तृत्ववाद एवं पुरुषार्थ प्रमाणः स्वरूप एवं भेद	**10 Hours**
Block-4:	उत्तराध्ययन प्रथम अध्ययन एवं दषवैकालिक आगम साहित्य में उत्तराध्ययन उत्तराध्ययन एक परिचयात्मक अध्ययन गुरु शिष्य सम्बन्ध, अनुशासन दशवैकालिए : विस्तृत अध्ययन	**10 Hours**
Block-5	समयसार समयसार : मूलपाठ शुद्ध नय एवं सम्यक्त्व का स्वरूप नय स्वरूप एवं भेद जीव–अजीव अधिकार	**10 Hours**
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC202	Core Course – 6 MA (Jain Studies)- Year-II **Anekant, Naye, Nikshap and Syadwad**	L-5 T-0 P-0 C-5
Course Outcomes:	**On completion of the course, the students will be:**	
	Course Content:	
Block -1:	इकाई–1. जैन दर्शन को आचार्य सिद्धसेन का योगदान इकाई–2. द्रव्य, क्षेत्र, काल और भाव इकाई–3. नय के दृष्टान्त इकाई–4. नय विचार इकाई–5. व्यंजन पर्याय एवं अर्थ पर्याय	**10 Hours**
Block-2:	इकाई–6. जीव पुद्गल का भेदाभेदवाद इकाई–7. वस्तु की सामान्य विशेषात्मकता इकाई–8. उत्पाद व्यय और ध्रौव्यात्मकता	**10 Hours**
Block-3:	इकाई–9. अनेकान्त की व्यापकता इकाई–10. सप्तभंगी का स्वरूप एवं भेद इकाई–11. भंग सात ही क्यो?	**10 Hours**
Block-4:	इकाई–12. प्रमेय का स्वरूपत्व और पररूपत्व इकाई–13. स्यादद्वाद एवं अनेकान्तवाद इकाई–14. नय का उद्भव और विकास	**10 Hours**
Block-5	इकाई–15. निक्षेप का उद्भव, विकास और स्वरूप	**10 Hours**
Textbook	SLM (Self Learning Material)	

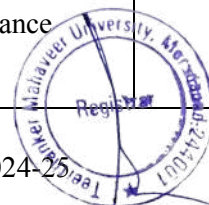| Course Code: MAJSCC203	Core Course – 7 MA (Jain Studies)- Year-II **Jain Dharm Darshan and Bhartiye Dharm Darshan**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. सत् का स्वरुप–वेदान्त, बौद्ध एवं जैन इकाई–2. आत्मा का स्वरुप इकाई–3. पुद्गल–जैन, सांख्य, न्याय इकाई–4. मोक्ष का स्वरूप इकाई–5. कारण–कार्य–सम्बन्ध : तुलनात्मक दृष्टि (जैन, बौद्ध, वेदान्त, सांख्य तथा न्याय दर्शनों के परिप्रेक्ष्य में)	**10 Hours**
Block-2:	इकाई–6. अहिंसा का स्वरूप– जैन, बौद्ध, मीमांसक एवं वेदान्त इकाई–7. अपरिग्रह का स्वरूप– जैन, बौद्ध, योग, वेदान्त इकाई–8. तप–जैन, बौद्ध, पुराण	**10 Hours**
Block-3:	इकाई–9. व्रत का स्वरूप–जैन, बौद्ध, योग इकाई–10. कर्म का स्वरूप–जैन, बौद्ध, योग और वेदान्त इकाई–11. जैन, बौद्ध एवं वेदान्त	**10 Hours**
Block-4:	इकाई–12. अनेकान्त–जैन, मीमांसा, वेदान्त एवं बौद्ध इकाई–13. प्रमाण–जैन, बौद्ध, न्याय एवं मीमांसा इकाई–14. अनुमान जैन, बौद्ध, न्याय	**10 Hours**
Block-5	इकाई–15. ध्यान का स्वरुप–जैन, बौद्ध एवं योग इकाई–16. ध्यान के भेद–जैन, बौद्ध एवं योग इकाई–17. कर्म, ज्ञान तथा भक्ति–जैन दृष्टि एवं गीता	**10 Hours**
Textbook	SLM (Self Learning Material)	

Course Code: MAJS204	Core Course – 8 MA(Jain Studies)- Year-II **Jain Dharm Darshan and Bhartiyetar Dharm Darshan**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. अरस्तू का द्रव्य एवं आकार तथा जैन द्रव्य एवं आकार इकाई–2. डेकार्ट का द्वैतवाद इकाई–3. लाइबनीज का चिदणुवाद और जैन आत्मवाद इकाई–4. काण्ट का नीतिशास्त्र और जैन आचारशास्त्र	**10 Hours**
Block-2:	इकाई–5 देशकाल (लाइबनीज, काण्ट, न्यूटन, आइन्स्टीन, जैनधर्म) इकाई–6. पाश्चात्यदर्शन में आत्मा (डेकार्ट, ह्यूम, काण्ट) और जैन दर्शन में आत्मा इकाई–7 आत्मा और शरीर सम्बन्ध (डेकार्ट, स्पिनोजा, लाइबनीज और जैन दर्शन)	**10 Hours**
Block-3:	इकाई–8. द्रव्य (डेकार्ट, स्पिनोजा एवं जैन दर्शन) इकाई–9. कारणता (ह्यूम, काण्ट और जैन दर्शन) इकाई–10. जगत् (प्लाटिनस, स्पिनोजा, लाइबनीज, बर्कले, जैन दर्शन)	**10 Hours**

Block-4:	इकाई–11. जैनधर्म और ईसाई धर्म (ईश्वर, जगत्, अशुभ, मुक्तिमार्ग, नीतिशास्त्र) इकाई–12. जैन धर्म और इस्लाम धर्म (ईश्वर, धार्मिक आधार, आचार–विचार) इकाई–13. जैन धर्म और पारसी धर्म इकाई–14. जैन धर्म और कन्फ्यूशियस धर्म (ईश्वर, मानव, नैतिक विचार)	10 Hours
Block-5	इकाई–15. आर्थिक विषमता एवं अपरिग्रह इकाई–16. पर्यावरण संतुलन एवं जैन–अहिंसा इकाई–17. लोक तंत्र एवं अनेकान्त इकाई–18. स्वस्थ समाज सरंचना एवं अणुव्रत	10 Hours
Textbook	SLM (Self Learning Material)	

Generic Electives Courses

Course Code: MAJSGE101	Generic Elective Course – 1 MA (Jain Studies)- Year I Guidance and Counseling	L-5 T-0 P-0 C-5
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	10 Hours
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	10 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	10 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	10 Hours

Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence ErlbaumAssociates.	

Course Code: MAJSGE201	**Generic Elective Course – 2** **MA (Jain Studies)- Year II** **Gender and Society**	**L-5** **T-0** **P-0** **C-5**
Course Outcomes:	**On completion of the course, the students will be:**	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit;1 Social Construction of Gender Unit:2 Gender Roles	**10 Hours**
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	**10 Hours**
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	**10 Hours**
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	**10 Hours**
Block -5	Unit 12: Development of Women's Studies in India Unit 13: Women's Movement in India Unit 14: Women's Movement and Social Change	**10 Hours**
Textbooks	• SLM (Selm Learning Material)	
Reference Books	• Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta:	

Stree.
- Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge.
- Amy S. Wharton. (2005). The History of Gender: An introduction to theory andPractice. USA: Blackwell.

Ability Enhancement Courses

Course Code: MAJSAE101	Ability Enhancement Course – 1 MA (Jain Studies)- Year I **Communication Skills -I**	L-5 T-0 P-0 C-5
Course Outcomes:	**On completion of the course, the students will be:**	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	**10 Hours**
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	**10 Hours**
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles Unit: 9 Poems	**10 Hours**
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	**10 Hours**
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	**10 Hours**
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	

Course Code: MAJSAE201	Skill Enhancement Course – 2 MA (Jain Studies)- Year II **Communication Skills -II**	L-5 T-0 P-0 C-5

Course Outcomes:	On completion of the course, the students will be:
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.

Course Content:		
Block-1:	*Unit 1: Speaking Skills* *Unit 2: Using A Foreign Language* *Unit 3: Conversation Building*	**10 Hours**
Block -2	*Unit 4: Dialogue Writing* *Unit 5: Telephone Skills* *Unit 6: Reading Skills–To Enhance Independent Reading*	**10 Hours**
Block -3:	*Unit 7: Comprehension And Quick Reading Of Texts* *Unit 8: Aesthetic Appreciation Of Texts: Poems*	**10 Hours**
Block -4:	*Unit 9: Tenses* *Unit 10: Parts Of Speech And Common Errors In English* *Unit 11: Use Of Capitals And Basic Punctuations*	**10 Hours**
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication—Concepts, Cases and Applications, 2007, Pearson Education.	

Skill Enhancement Courses

Course Code: MAJSSE101	**Skill Enhancement Course – 1** **MA (Jain Studies)- Year I** **Basic Computer Skills**	**L-5** **T-0** **P-0** **C-5**
Course Outcomes:	**On completion of the course, the students will be:**	

CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.
CO5.	Evaluating: Assess the reliability and security of various Distance resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.

	Course Content:	
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	**10 Hours**
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	**10 Hours**
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	**10 Hours**
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	**10 Hours**
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Fundamental Computer Concepts, William S. Davis. • Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister.	

Course Code: **MAJSSE201**	**Skill Enhancement Course – 2** **MA (Jain Studies)- Year II** **Business Communications and Soft Skills**	**L-5** **T-0** **P-0** **C-5**
Course Outcomes:	**On completion of the course, the students will be:**	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	

	Course Content:	
Block-1:	**ESSENTIALS OF BUSINESS COMMUNICATION** Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	**10 Hours**
Block -2	**BUSINESS REPORTS** Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	**10 Hours**
Block -3:	**ETIQUETTE AND INTERVIEW** Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	**10 Hours**
Block -4:	**MEETINGS, CIRCULAR, LETTERS** Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	**10 Hours**
Block -5	**SOFT SKILLS** Unit -13 Group Discussion Unit - 14 Time Management	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication—Concepts, Cases and Applications, 2007, Pearson Education.	

Duration of the programme

Study Scheme	
SUMMARY	
Institute Name	Centre For Distance and Online Education, TMU, Delhi Road,Moradabad
Programme	**MA - Jain Studies**
Duration	Two Years (Distance Mode) (Two Years)
Medium	Hindi / English
Eligibility for the program	Graduation in any stream with minimum passing marks.

6.3. Faculty and support staff requirement

Academic Staff	Name of the Faculty
Programme Coordinator	1
Faculty Member	1
Course Mentor	1 at 250 students

6.4. Instructional delivery mechanisms

The Centre For Distance and Online Education of TMU comprises of faculty members and staff who are well versed in Distance delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Distance lectures/Virtual Class

- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.

- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which reflects their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right

decisions.

A link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

6.5. Identification of media–print, audio or video, Distance, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seeks answers to the same, by chat bot or course mentors.

6.6. Student Support Services

The Student Support services will be facilitated by the Centre For Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre- admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar, and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.

7. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre For Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance mode will be conducted by Centre For Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre For Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up an Distance application form available on DOE- TMU website. Before applying, candidates must check eligibility criteria for the programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

7.1. Procedure for Admission:

Minimum Eligibility Criteria for admission: Graduation in any stream with minimum passing marks.

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will be cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will be cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre For Distance and Online Education-Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre For Distance and Online Education-Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on the website.

Candidates should carefully read all instructions given in the Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for MA- Jain Studies programme is INR 5400/- (Rupees Five Thousand Four Hundred Only).
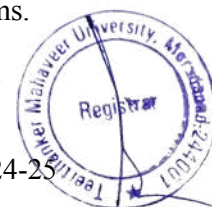
7.2. Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
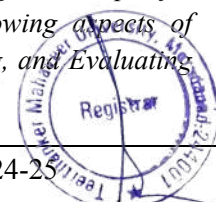- Learning and delivery support from Course Mentors

Learning Management System (LMS) to support Distance and Distance mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standard- compliant and easy for students to navigate using assistive technologies. It provides 24X 7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

7.3. Evaluation Scheme:

<table>
<tr><td colspan="7" align="center">Evaluation Scheme:</td></tr>
<tr><td colspan="3" align="center">Assessment</td><td align="center">Internal</td><td align="center">External</td><td colspan="2" align="center">Total</td></tr>
<tr><td colspan="3" align="center">Theory</td><td align="center">30</td><td align="center">70</td><td colspan="2" align="center">100</td></tr>
<tr><td align="center">Class Test-1</td><td align="center">Class Test-2</td><td align="center">Class Test-3</td><td align="center">Assignment(s)</td><td align="center">Attendance</td><td colspan="2" align="center">Total</td></tr>
<tr><td colspan="3" align="center">Best two out of three</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td align="center">10</td><td align="center">10</td><td align="center">10</td><td align="center">05</td><td align="center">05</td><td colspan="2" align="center">30</td></tr>
<tr><td colspan="3" rowspan="2" align="center">Duration of Examination</td><td align="center">External</td><td colspan="3" align="center">Internal</td></tr>
<tr><td align="center">3 Hours</td><td colspan="3" align="center">1.5 Hours</td></tr>
<tr><td colspan="7">To qualify for the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</td></tr>
<tr><td colspan="7" align="center">Question Paper Structure</td></tr>
<tr><td>1</td><td colspan="6">The question paper shall have two sections – Section A and Section B. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:</td></tr>
<tr><td>2</td><td colspan="6">Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess COs related to lower order thinking skills (Remembering & Understanding). It will contain five questions with at least one question from each unit with internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of two marks and total weightage of this section shall be ten marks.</td></tr>
<tr><td>3</td><td colspan="6">Section B shall comprise of long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated. It shall contain five questions with at least one question from each unit with an internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of twelve marks and total weightage of twelve marks and total weightage of this section shall be sixty marks.</td></tr>
<tr><td>4</td><td colspan="6">Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</td></tr>
<tr><td colspan="7" align="center">IMPORTANT NOTES:</td></tr>
<tr><td>1</td><td colspan="6">The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom's Taxonomy).</td></tr>
</table>

2	*Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.*
3	*There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.*

8. Requirement of the Laboratory Support and Library Resources:
8.1. Laboratory Support

No lab-based courses are offered in this program.

8.2. Library Resources

Directorate of Distance Learning, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has an excellent Library facility with an adequate number of copies of books in relevant titles for this programme. The Central Library of the University also has a good source of reference books. The books available at both the libraries are only for reference purposes and lending services. In addition, reference books as prescribed will be procured. Digital library access will also be made available to students who are enrolled into Distance mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources for course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.
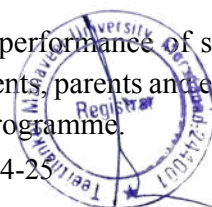
9. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

10. Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of MA (JAIN STUDIES) programme of study may reflect the gaining of knowledge in Jain Studies. Gaining knowledge in Jain Studies may help rebuild society and improve the quality of spiritual life of the people based on the principle of non-violence. It inculcates confidence, improves knowledge, and acts as a catalyst in the search for success and growth. It emphasizes the theory of relativity of knowledge and thus stands for openers. Jainism thus contributes ideologically to the harmony of religions in India.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Centre for Internal Quality Assurance (CIQA), which will assist Director, Directorate of Distance Learning to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. IQAC is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. IQAC will be involved in conducting studies to measure the effectiveness of methods adopted for learning. As we proceed further, IQAC will be involved in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. The university has set up an effective system for collecting feedback from the stakeholders regularlyto improve its programs. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally the quality of programs.

Program Project Report (PPR)

of

Master of Arts (Jain Studies)

Centre For Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh, 244001
Website: www.tmu.ac.in

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PROGRAMME PROJECT REPORT (PPR) – Online
MA-Jain Studies

1. Introduction:

The Master of Arts in Jain Studies, offered by the Center for Online and Online Education. This program is meticulously designed for students who seek a flexible and comprehensive academic journey into the profound teachings and rich cultural heritage of Jainism without the constraints of a traditional classroom setting.

Our Online MA in Jain Studies provides an unparalleled opportunity to delve into the philosophical, ethical, and historical dimensions of Jainism. Through a dynamic and interactive online platform, students will engage with a diverse curriculum that encompasses Jain philosophy, scriptures, art, history, and contemporary issues.

Whether you are pursuing personal enrichment, aiming for academic advancement, or seeking to apply Jain principles in various professional contexts, this program offers a rigorous and enriching academic experience tailored to your needs. The course structure is designed to facilitate deep understanding through online lectures, interactive discussions, and comprehensive study materials, allowing you to learn at your own pace and convenience.

It is the exploring the timeless wisdom of Jainism and become part of a global community of scholars dedicated to the study and application of Jain principles in the modern world. Embrace this unique opportunity to advance your education and contribute to the growing field of Jain Studies through the flexibility and accessibility of our Online learning program.

2. Programme Mission and Objective:

2.1 Programme Mission

The mission of the Master of Arts in Jain Studies is to provide a comprehensive, flexible, and academically rigorous education in the principles, history, and cultural significance of Jainism. By leveraging Online and online learning technologies, we aim to make Jain studies accessible to a global audience, fostering a deep understanding and appreciation of Jain philosophy and its applications in contemporary society. Our program is dedicated to nurturing scholarly inquiry, promoting ethical living, and contributing to the global discourse on peace, non-violence, and sustainability.

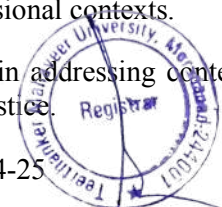### 2.2 Programme Objectives

Academic Excellence:

- Provide a thorough grounding in the core tenets of Jain philosophy, ethics, and metaphysics.

- Facilitate critical analysis and scholarly research in various aspects of Jainism, including its history, literature, and cultural expressions.

Cultural and Historical Understanding:

- Explore the historical development of Jainism and its impact on Indian culture and beyond.

- Examine Jain contributions to art, literature, and societal development throughout history.

Ethical and Philosophical Application:

- Encourage the practical application of Jain ethical principles, such as non-violence (ahimsa), truth (satya), and non-possessiveness (aparigraha), in personal and professional contexts.

- Promote the understanding and implementation of Jain principles in addressing contemporary global challenges, such as environmental sustainability and social justice.

Flexible and Inclusive Learning:

- Offer a flexible and accessible learning environment that accommodates diverse student needs, allowing for self-paced study and engagement with course materials from anywhere in the world.

- Utilize innovative online teaching methods and technologies to enhance the learning experience and foster a vibrant academic community.

Interdisciplinary and Comparative Perspectives:

- Encourage interdisciplinary approaches to Jain studies, drawing connections with other philosophical, religious, and ethical traditions.

- Foster comparative studies that highlight the relevance and contributions of Jainism in a global and multicultural context.

Community Engagement and Global Outreach:

- Build a supportive and interactive online community of learners, educators, and researchers dedicated to the study of Jainism.

- Promote global awareness and appreciation of Jain culture and philosophy through academic collaborations, conferences, and public outreach initiatives.

By achieving these objectives, the MA in Jain Studies aims to cultivate knowledgeable, thoughtful, and ethically committed individuals who can contribute to the academic field of Jain studies and apply its timeless principles to modern life.

3. **Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:**

Teerthanker Mahaveer University (TMU) in Moradabad is dedicated to fostering an educational environment that promotes excellence in teaching, research, and community engagement. The MA in Jain Studies aligns seamlessly with TMU's mission and goals, enhancing its commitment to providing a holistic and inclusive education that reflects the values and principles of Jain philosophy.

Alignment with TMU's Mission

Excellence in Education:

TMU strives for academic excellence by offering programs that are intellectually rigorous and relevant to contemporary society. The MA in Jain Studies embodies this commitment by providing an in-depth exploration of Jain philosophy, ethics, and cultural heritage. Through a structured yet flexible online platform, the program ensures that students receive a high-quality education that is accessible to a diverse audience, thereby promoting lifelong learning.

Ethical and Value-Based Education:

Central to TMU's mission is the promotion of ethical and value-based education. The MA in Jain Studies is rooted in the core principles of Jainism, such as non-violence (ahimsa), truth (satya), and non-possessiveness (aparigraha). By integrating these values into the curriculum, the program encourages students to develop a strong ethical foundation and apply these principles in their personal and professional lives, contributing to the creation of a more just and compassionate society.

Research and Innovation:

TMU emphasizes the importance of research and innovation in advancing knowledge and addressing

societal challenges. The MA in Jain Studies supports this goal by fostering critical inquiry and scholarly research in Jainism. Students are encouraged to engage in original research, explore interdisciplinary perspectives, and contribute to the academic field through publications, conferences, and collaborative projects.

Alignment with TMU's Goals

Comprehensive Education:

The MA in Jain Studies offers a comprehensive curriculum that covers various aspects of Jain philosophy, history, literature, and cultural studies. This aligns with TMU's goal of providing a well-rounded education that equips students with the knowledge and skills needed to succeed in a globalized world.

Global Engagement:

TMU aims to create a global learning environment that prepares students for international challenges and opportunities. The online format of the MA in Jain Studies allows for the participation of students from around the world, fostering a global community of learners and promoting cross-cultural understanding and dialogue.

Community Service and Social Responsibility:

TMU is committed to instilling a sense of social responsibility and community service in its students. The MA in Jain Studies program encourages the practical application of Jain ethical principles in addressing contemporary issues such as environmental sustainability, social justice, and peacebuilding. By doing so, it empowers students to make meaningful contributions to their communities and society at large.

Lifelong Learning:

Recognizing the importance of lifelong learning, TMU supports continuous personal and professional development. The MA in Jain Studies provides an opportunity for individuals at various stages of their academic and professional careers to deepen their understanding of Jainism and integrate its principles into their ongoing pursuits.
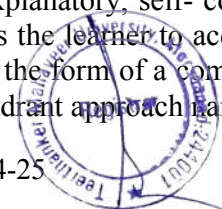
In summary, the MA in Jain Studies program is deeply aligned with the mission and goals of Teerthanker Mahaveer University. It enhances TMU's commitment to academic excellence, ethical education, research innovation, and global engagement, while promoting the timeless values and principles of Jain philosophy.

4. **Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater to the needs of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

5. **Appropriateness of programme to be conducted in online mode to acquire specific skills and competence:**

The courses in the programme are delivered through Self-Learning Management System e- Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self- contained, self- directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self- Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by online and other platforms without much loss of fidelity. Hence the MA (Jain Studies) programme is suited for online mode of learning.

6. **Instructional Design:**
   6.1. **Curriculum Design:**

Curriculum has been designed by experts in the area of Jain Studies and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.
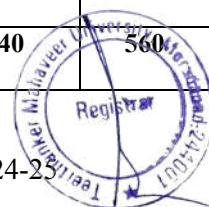
6.2. Programme structure and detailed syllabus:

MA (Jain Studies)

Year-I

Category	Course Code	Course	Periods			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
Core Course-1	MAJSCC101	Jain History, Culture, Literature and Art	5	0	0	5	30	70	100
Core Course -2	MAJSCC102	Jain Tatvamimansa and Jain Aachar Mimaansa	5	0	0	5	30	70	100
Core Course -3	MAJS103	Dhyan Yog and Karma Mimansa	5	0	0	5	30	70	100
Core Course -4	MAJS104	Jain Gyan Mimansa and Jain Nyaye	5	0	0	5	30	70	100
GEC-1	MAJSGE 101	Guidance and Counseling	5	0	0	5	30	70	100
AECC-1	MAJSAE101	Communication Skills -I	5	0	0	5	30	70	100
SEC-1	MAJSSE101	**Basic Computer Skills**	5	0	2	5	30	70	100
VV -1	MAJSVV151	Comprehensive Viva Voce	5			5	30	70	100
Total			40	0	0	40	240	560	800

Year-II

Category	Course Code	Course	Periods			Credits	Evaluation Scheme		
			L	T	P		T	External	Total
Core Course-5	MAJS201	Jain Aagam	5	0	0	5	30	70	100
Core Course -6	MAJS202	Anekant, Naye, Nikshap and Syadwad	5	0	0	5	30	70	100
Core Course -7	MAJS203	Jain Dharm Darshan and Bhartiye Dharm Darshan	5	0	0	5	30	70	100
Core Course -8	MAJS204	Jain Dharm Darshan and Bhartiyetar Dharm Darshan	5	0	0	5	30	70	100
GEC-2	MAJSGE201	Gender and Society	5	0	0	5	30	70	100
AECC-2	MAJSAE201	Communication Skills -II	5	0	0	5	30	70	100
SEC-2	MAJSSE201	Business Communication and Soft Skills	5	0	0	5	30	70	100
VV-2	MAJSVV251	Comprehensive Viva	5			5	30	70	100
Total			40	0	0 0	40	240	560	800

Note- A student who successfully qualifiesTwo MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from ProgrammeCoordinator.
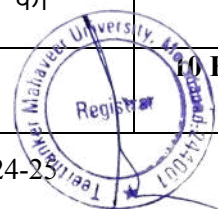
Course Code: MAJSCC101	Core Course – 1 MA (Jain Studies)- Year-I **Jain History, Culture, Literature and Art**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई– 1 अ) प्रागैतिहासिक काल में जैन धर्म (ब) भगवान ऋषभ (स) अरिष्टनेमी इकाई–2 (अ) भगवान पार्श्वनाथ (ब) भगवान महावीर इकाई–3 महावीर कालीन (अन्य तीर्थिक) विचारधाराय इकाई–4 महावीर की गणधर–परम्परा इकाई–5 देश–विदेश में जैन धर्म	10 Hours
Block-2:	इकाई–6 जैन संस्कृति की विशेषतायें – जातिवाद, व्यसनवर्जन इकाई–7 अहिंसक जीवन शैली (आहार के सन्दर्भ में) इकाई–8 जैन तीर्थस्थान इकाई–9 कर्मकाण्ड इकाई–10 जैन पर्व	10 Hours
Block-3:	इकाई–11 (अ) मूर्तिकता इकाई–11 (ब) चित्रकला इकाई–12 स्तूप, गुफा और मंदिर	10 Hours
Block-4:	इकाई–13 आगम साहित्य इकाई–14 आगम व्याख्या साहित्य	10 Hours
Block-5	इकाई–15 दार्शनिक साहित्य इकाई–16 पुराण एवं चरित इकाई–17 काव्य एवं कथा साहित्य इकाई–18 योग साहित्य	10 Hours
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC102	Core Course – 2 MA (Jain Studies)- Year-I **Jain Tatvamimaansa and Jain Aachar Mimaansa**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. सत का स्वरूप इकाई–2. एवं 3 द्रव्य गुण पर्याय भेदोभाव इकाई–4 लोक का स्वरूप इकाई–5 धर्मास्तिकाय और अधर्मास्तिकाय	10 Hours
Block-2:	इकाई–6 आकाषतिकाय इकाई–7 काल इकाई–8. जीवस्तिकाय इकाई–9 षडजीवनिकाय	10 Hours
Block-3:	इकाई–10 पुदगलास्तिकाय	10 Hours

	इकाई—11. (अ) परमाणु स्वरूप एवं उसकी बंध प्रकिया	
	इकाई—11. (ब) परमाणु स्कन्ध और उसकी बंध प्रकिया	
	इकाई—12 आचार की जैन अवधारणा तथा उसकी तात्विक प्रष्ठभूमि	
	इकाई— 13 जैनाचार के सिधान्तों का उदभव और विकास	
Block-4:	इकाई—14 श्रावकाचार	10 Hours
	इकाई—15 करूणा का महत्व और उसके प्रकार	
	इकाई—16 श्रमणचार पंच महाव्रत गुप्ति समिति	
	इकाई—17 षडावष्यक	
	इकाई—18 परिषह	
Block-5	इकाई—19 संघ व्यवस्था	10 Hours
	इकाई—20 नव तत्व	
	इकाई—21 संल्लेखना	
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC103	Core Course – 3 MA (Jain Studies)- Year-I **Dhyan Yog and Karma Mimaansa**	L-5 T-0 P-0 C-5
Course Content:		
Block -1:	इकाई—1. जैन योग स्वरूप	10 Hours
	इकाई—2. हरिभद्र की योग दृष्टियाँ	
	इकाई—3. ध्यान का स्वरूप	
	इकाई—4. सालम्बन ध्यान एवं धारणा (पिण्डस्थ एवं पार्थिवी आदि)	
Block-2:	इकाई—5. प्रेक्षाध्यान	10 Hours
	इकाई—6. प्रेक्षाध्यान के आगमिक स्रोत	
	इकाई—7. अनुप्रेक्षा	
	इकाई—8. लेश्या का स्वरूप एवं भेद	
Block-3:	इकाई—9. योग का स्वरूप	10 Hours
	इकाई—10. सम्प्रज्ञात और असम्प्रज्ञात समाधि	
	इकाई—11. क्रियायोग	
	इकाई—12. अष्टांग योग	
	इकाई—13. समाधि की अवधारणा और भेद	
	इकाई—14. दस पलिबोध एवं चर्या	
	इकाई—15. ध्यान का विषय कर्मस्थान	
Block-4:	इकाई—16. कर्म स्वरूप, बंध के हेतु एवं प्रक्रिया	10 Hours
	इकाई—17. कर्म के भेद प्रभेद	
	इकाई—18. कर्म की पौद्गलिकता एवं कर्म की दस अवस्थाएं	
	इकाई—19. आत्मा एवं कर्म का पारस्परिक सम्बन्ध एवं मुक्ति की प्रक्रिया	
Block-5	इकाई—20. कर्मवाद और आध्यात्मिक साधना	10 Hours
	इकाई—21. मनोविज्ञान के परिप्रेक्ष्य में कर्मवाद	

	इकाई–22. कर्मवाद और पुनर्जन्म इकाई–23. नियति आदि पांच घटक इकाई–24. गुणस्थान	
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC104	**Core Course – 4** **MA (Jain Studies)- Year-I** **Jain Gyan Mimansa and Jain Nyaye**	**L-5** **T-0** **P-0** **C-5**
	Course Content:	
Block -1:	इकाई–1. जैन ज्ञान मीमांसा का उद्भव और विकास इकाई–2. ज्ञान और ज्ञेय इकाई–3. दर्शन का स्वरूप एवं उसके भेद	**10 Hours**
Block-2:	इकाई–4. मतिज्ञान इकाई–5. श्रुतज्ञान इकाई–6. इन्द्रिय और मन	**10 Hours**
Block-3:	इकाई–7. अवधिज्ञान इकाई–8. मनःपर्यवज्ञान इकाई–9. केवलज्ञान	**10 Hours**
Block-4:	इकाई–10. जैन न्याय का उद्भव एवं विकास इकाई–11. भारतीय न्याय के विकास में जैन आचार्यों का योगदान इकाई–12. प्रमाण का लक्षण इकाई–13. प्रत्यक्ष प्रमाण	**10 Hours**
Block-5	इकाई–14. परोक्ष प्रमाण (स्मृति, प्रत्यभिज्ञान, तर्क, आगम) इकाई–15. प्रमेय, प्रमिति, प्रमाता इकाई–16. अनुमान प्रमाण, व्याप्ति, हेतु स्वरूप	**10 Hours**
Textbook	SLM (Self Learning Material)	

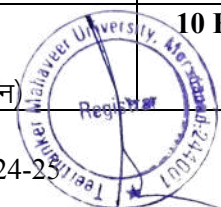| Course Code: MAJSCC201	**Core Course – 5** **MA (Jain Studies)- Year-II** **Jain Aagam**	**L-5** **T-0** **P-0** **C-5**
	Course Content:	
Block -1:	आचारांग का परिचयात्मक अध्ययन - आचारांग का परिचय - आत्मवादः पुनर्जन्मवाद - षडजीव निकाय की अवधारणा - अहिंसा का स्वरूप	**10 Hours**
Block-2:	सूत्रकृतांग का परिचयात्मक अध्ययन ;आगम का अर्थ, पर्याय एवं परिभाषा	**10 Hours**

	सूत्रकृतांग का आकार एवं प्रकार	
	प्रथम एवं द्वितीय उद्देशक	
	तृतीय एवं चतुर्थ उद्देशक	
Block-3:	भगवती (चयनित अंश)	**10 Hours**
	भगवती का परिचयात्मक अध्ययन	
	जीव एवं शरीर का सम्बन्ध	
	आत्म कर्तृत्ववाद एवं पुरुषार्थ	
	प्रमाणः स्वरूप एवं भेद	
Block-4:	उत्तराध्ययन प्रथम अध्ययन एवं दषवैकालिक	**10 Hours**
	आगम साहित्य में उत्तराध्ययन	
	उत्तराध्ययन एक परिचयात्मक अध्ययन	
	गुरु शिष्य सम्बन्ध, अनुशासन	
	दशवैकालिए : विस्तृत अध्ययन	
Block-5	समयसार	
	समयसार : मूलपाठ	
	शुद्ध नय एवं सम्यक्त्व का स्वरूप	**10 Hours**
	नय स्वरूप एवं भेद	
	जीव–अजीव अधिकार	
Textbook	SLM (Self Learning Material)	

Course Code: MAJSCC202	Core Course – 6 MA (Jain Studies)- Year-II **Anekant, Naye, Nikshap and Syadwad**	L-5 T-0 P-0 C-5
Course Outcomes:	**On completion of the course, the students will be:**	
	Course Content:	
Block -1:	इकाई–1. जैन दर्शन को आचार्य सिद्धसेन का योगदान इकाई–2. द्रव्य, क्षेत्र, काल और भाव इकाई–3. नय के दृष्टान्त इकाई–4. नय विचार इकाई–5. व्यंजन पर्याय एवं अर्थ पर्याय	**10 Hours**
Block-2:	इकाई–6. जीव पुद्गल का भेदाभेदवाद इकाई–7. वस्तु की सामान्य विशेषात्मकता इकाई–8. उत्पाद व्यय और ध्रौव्यात्मकता	**10 Hours**
Block-3:	इकाई–9. अनेकान्त की व्यापकता इकाई–10. सप्तभंगी का स्वरूप एवं भेद इकाई–11. भंग सात ही क्यो?	**10 Hours**
Block-4:	इकाई–12. प्रमेय का स्वरूपत्व और पररूपत्व इकाई–13. स्यादद्वाद एवं अनेकान्तवाद इकाई–14. नय का उद्भव और विकास	**10 Hours**
Block-5	इकाई–15. निक्षेप का उद्भव, विकास और स्वरूप	**10 Hours**
Textbook	SLM (Self Learning Material)	

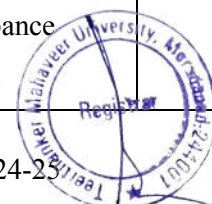| Course Code: MAJSCC203	Core Course – 7 MA (Jain Studies)- Year-II **Jain Dharm Darshan and Bhartiye Dharm Darshan**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. सत् का स्वरुप–वेदान्त, बौद्ध एवं जैन इकाई–2. आत्मा का स्वरुप इकाई–3. पुद्गल–जैन, सांख्य, न्याय इकाई–4. मोक्ष का स्वरूप इकाई–5. कारण–कार्य–सम्बन्ध : तुलनात्मक दृष्टि (जैन, बौद्ध, वेदान्त, सांख्य तथा न्याय दर्शनों के परिप्रेक्ष्य में)	**10 Hours**
Block-2:	इकाई–6. अहिंसा का स्वरूप– जैन, बौद्ध, मीमांसक एवं वेदान्त इकाई–7. अपरिग्रह का स्वरूप– जैन, बौद्ध, योग, वेदान्त इकाई–8. तप–जैन, बौद्ध, पुराण	**10 Hours**
Block-3:	इकाई–9. व्रत का स्वरूप–जैन, बौद्ध, योग इकाई–10. कर्म का स्वरूप–जैन, बौद्ध, योग और वेदान्त इकाई–11. जैन, बौद्ध एवं वेदान्त	**10 Hours**
Block-4:	इकाई–12. अनेकान्त–जैन, मीमांसा, वेदान्त एवं बौद्ध इकाई–13. प्रमाण–जैन, बौद्ध, न्याय एवं मीमांसा इकाई–14. अनुमान जैन, बौद्ध, न्याय	**10 Hours**
Block-5	इकाई–15. ध्यान का स्वरुप–जैन, बौद्ध एवं योग इकाई–16. ध्यान के भेद–जैन, बौद्ध एवं योग इकाई–17. कर्म, ज्ञान तथा भक्ति–जैन दृष्टि एवं गीता	**10 Hours**
Textbook	SLM (Self Learning Material)	

Course Code: MAJS204	Core Course – 8 MA(Jain Studies)- Year-II **Jain Dharm Darshan and Bhartiyetar Dharm Darshan**	L-5 T-0 P-0 C-5
	Course Content:	
Block -1:	इकाई–1. अरस्तू का द्रव्य एवं आकार तथा जैन द्रव्य एवं आकार इकाई–2. डेकार्ट का द्वैतवाद इकाई–3. लाइबनीज का चिदणुवाद और जैन आत्मवाद इकाई–4. काण्ट का नीतिशास्त्र और जैन आचारशास्त्र	**10 Hours**
Block-2:	इकाई–5 देशकाल (लाइबनीज, काण्ट, न्यूटन, आइन्स्टीन, जैनधर्म) इकाई–6. पाश्चात्यदर्शन में आत्मा (डेकार्ट, ह्यूम, काण्ट) और जैन दर्शन में आत्मा इकाई–7 आत्मा और शरीर सम्बन्ध (डेकार्ट, स्पिनोजा, लाइबनीज और जैन दर्शन)	**10 Hours**
Block-3:	इकाई–8. द्रव्य (डेकार्ट, स्पिनोजा एवं जैन दर्शन) इकाई–9. कारणता (ह्यूम, काण्ट और जैन दर्शन) इकाई–10. जगत् (प्लाटिनस, स्पिनोजा, लाइबनीज, बर्कले, जैन दर्शन)	**10 Hours**

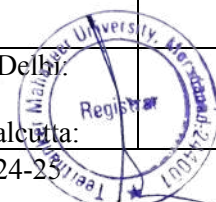| Block-4: | इकाई–11. जैनधर्म और ईसाई धर्म (ईश्वर, जगत्, अशुभ, मुक्तिमार्ग, नीतिशास्त्र) | **10 Hours** |
	इकाई–12. जैन धर्म और इस्लाम धर्म (ईश्वर, धार्मिक आधार, आचार–विचार)	
	इकाई–13. जैन धर्म और पारसी धर्म	
	इकाई–14. जैन धर्म और कन्फ्यूशियस धर्म (ईश्वर, मानव, नैतिक विचार)	
Block-5	इकाई–15. आर्थिक विषमता एवं अपरिग्रह	**10 Hours**
	इकाई–16. पर्यावरण संतुलन एवं जैन–अहिंसा	
	इकाई–17. लोक तंत्र एवं अनेकान्त	
	इकाई–18. स्वस्थ समाज सरंचना एवं अणुव्रत	
Textbook	SLM (Self Learning Material)	

Generic Electives Courses

Course Code: MAJSGE101	Generic Elective Course – 1 MA (Jain Studies)- Year I **Guidance and Counseling**	L-5 T-0 P-0 C-5
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	**10 Hours**
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	**10 Hours**
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	**10 Hours**
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	**10 Hours**

Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence ErlbaumAssociates.	

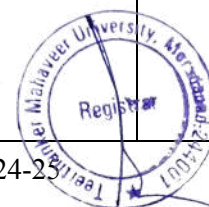| Course Code: MAJSGE201	Generic Elective Course – 2 **MA (Jain Studies)- Year II** **Gender and Society**	L-5 T-0 P-0 C-5
Course Outcomes:	**On completion of the course, the students will be:**	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit;1 Social Construction of Gender Unit:2 Gender Roles	**10 Hours**
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	**10 Hours**
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	**10 Hours**
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	**10 Hours**
Block -5	Unit 12: Development of Women's Studies in India Unit 13: Women's Movement in India Unit 14: Women's Movement and Social Change	**10 Hours**
Textbooks	• SLM (Selm Learning Material)	
Reference Books	• Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta:	

Stree.
- Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge.
- Amy S. Wharton. (2005). The History of Gender: An introduction to theory andPractice. USA: Blackwell.

Ability Enhancement Courses

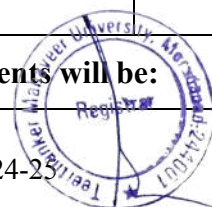| Course Code: MAJSAE101	Ability Enhancement Course – 1 MA (Jain Studies)- Year I **Communication Skills -I**	L-5 T-0 P-0 C-5
Course Outcomes:	**On completion of the course, the students will be:**	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	**10 Hours**
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	**10 Hours**
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles Unit: 9 Poems	**10 Hours**
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	**10 Hours**
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	**10 Hours**
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	

Course Code: MAJSAE201	Skill Enhancement Course – 2 MA (Jain Studies)- Year II **Communication Skills -II**	L-5 T-0 P-0 C-5

Course Outcomes:	On completion of the course, the students will be:
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.

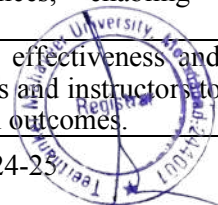|	Course Content:	
Block-1:	*Unit 1: Speaking Skills* *Unit 2: Using A Foreign Language* *Unit 3: Conversation Building*	**10 Hours**
Block -2	*Unit 4: Dialogue Writing* *Unit 5: Telephone Skills* *Unit 6: Reading Skills–To Enhance Independent Reading*	**10 Hours**
Block -3:	*Unit 7: Comprehension And Quick Reading Of Texts* *Unit 8: Aesthetic Appreciation Of Texts: Poems*	**10 Hours**
Block -4:	*Unit 9: Tenses* *Unit 10: Parts Of Speech And Common Errors In English* *Unit 11: Use Of Capitals And Basic Punctuations*	**10 Hours**
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication—Concepts, Cases and Applications, 2007, Pearson Education.	

Skill Enhancement Courses

Course Code: **MAJSSE101**	**Skill Enhancement Course – 1** **MA (Jain Studies)- Year I** **Basic Computer Skills**	**L-5** **T-0** **P-0** **C-5**
Course Outcomes:	**On completion of the course, the students will be:**	

CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.
CO5.	Evaluating: Assess the reliability and security of various online resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.

	Course Content:	
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	**10 Hours**
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	**10 Hours**
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	**10 Hours**
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	**10 Hours**
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Fundamental Computer Concepts, William S. Davis. • Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister.	

Course Code: **MAJSSE201**	**Skill Enhancement Course – 2** **MA (Jain Studies)- Year II** **Business Communications and Soft Skills**	**L-5** **T-0** **P-0** **C-5**
Course Outcomes:	**On completion of the course, the students will be:**	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	

	Course Content:	
Block-1:	**ESSENTIALS OF BUSINESS COMMUNICATION** Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	**10 Hours**
Block -2	**BUSINESS REPORTS** Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	**10 Hours**
Block -3:	**ETIQUETTE AND INTERVIEW** Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	**10 Hours**
Block -4:	**MEETINGS, CIRCULAR, LETTERS** Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	**10 Hours**
Block -5	**SOFT SKILLS** Unit -13 Group Discussion Unit - 14 Time Management	**10 Hours**
Textbooks	• SLM (Self Learning Material)	
Reference Books	• Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication—Concepts, Cases and Applications, 2007, Pearson Education.	

Duration of the programme

Study Scheme	
SUMMARY	
Institute Name	Centre For Distance and Online Education, TMU, Delhi Road,Moradabad
Programme	**MA - Jain Studies**
Duration	Two Years (Online Mode) (Two Years)
Medium	Hindi / English
Eligibility for the program	Graduation in any stream with minimum passing marks.

6.3. Faculty and support staff requirement

Academic Staff	Name of the Faculty
Programme Coordinator	1
Faculty Member	1
Course Mentor	1 at 250 students

6.4. Instructional delivery mechanisms

The Centre For Distance and Online Education of TMU comprises of faculty members and staff who are well versed in online delivery.
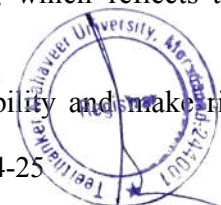
An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/online lectures/Virtual Class

- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.

- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer   questions without errors, which reflects their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right

decisions.

A link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

6.5. Identification of media–print, audio or video, online, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seeks answers to the same, by chat bot or course mentors.

6.6. Student Support Services

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre- admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar, and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.

7. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Online mode will be conducted by Centre For Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed online mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre For Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up an online application form available on DOE- TMU website. Before applying, candidates must check eligibility criteria for the programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

7.1. Procedure for Admission:

Minimum Eligibility Criteria for admission: Graduation in any stream with minimum passing marks.

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will be cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will be cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre For Distance and Online Education-Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre For Distance and Online Education-Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on the website.

Candidates should carefully read all instructions given in the Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for MA- Jain Studies programme is INR 5400/- (Rupees Five Thousand Four Hundred Only).

7.2. Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
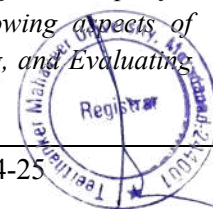- Learning and delivery support from Course Mentors

Learning Management System (LMS) to support Online and online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standard- compliant and easy for students to navigate using assistive technologies. It provides 24X 7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

7.3. Evaluation Scheme:

<table>
<tr><td colspan="7" align="center">Evaluation Scheme:</td></tr>
<tr><td colspan="3" align="center">Assessment</td><td align="center">Internal</td><td align="center">External</td><td colspan="2" align="center">Total</td></tr>
<tr><td colspan="3" align="center">Theory</td><td align="center">30</td><td align="center">70</td><td colspan="2" align="center">100</td></tr>
<tr><td align="center">Class Test-1</td><td align="center">Class Test-2</td><td align="center">Class Test-3</td><td align="center">Assignment(s)</td><td align="center">Attendance</td><td colspan="2" align="center">Total</td></tr>
<tr><td colspan="3" align="center">Best two out of three</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td align="center">10</td><td align="center">10</td><td align="center">10</td><td align="center">05</td><td align="center">05</td><td colspan="2" align="center">30</td></tr>
<tr><td colspan="3" rowspan="2" align="center">Duration of Examination</td><td colspan="1" align="center">External</td><td colspan="3" align="center">Internal</td></tr>
<tr><td align="center">3 Hours</td><td colspan="3" align="center">1.5 Hours</td></tr>
<tr><td colspan="7"><i>To qualify for the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</i></td></tr>
<tr><td colspan="7" align="center"><i>Question Paper Structure</i></td></tr>
<tr><td align="center"><i>1</i></td><td colspan="6"><i>The question paper shall have two sections – Section A and Section B. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:</i></td></tr>
<tr><td align="center"><i>2</i></td><td colspan="6"><i>Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess COs related to lower order thinking skills (Remembering & Understanding). It will contain five questions with at least one question from each unit with internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of two marks and total weightage of this section shall be ten marks.</i></td></tr>
<tr><td align="center"><i>3</i></td><td colspan="6"><i>Section B shall comprise of long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated. It shall contain five questions with at least one question from each unit with an internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of twelve marks and total weightage of twelve marks and total weightage of this section shall be sixty marks.</i></td></tr>
<tr><td align="center"><i>4</i></td><td colspan="6"><i>Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</i></td></tr>
<tr><td colspan="7" align="center"><i>IMPORTANT NOTES:</i></td></tr>
<tr><td align="center"><i>1</i></td><td colspan="6"><i>The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom's Taxonomy).</i></td></tr>
</table>

2	*Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.*
3	*There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.*

8. Requirement of the Laboratory Support and Library Resources:
8.1. Laboratory Support

No lab-based courses are offered in this program.

8.2. Library Resources

Directorate of Online Learning, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has an excellent Library facility with an adequate number of copies of books in relevant titles for this programme. The Central Library of the University also has a good source of reference books. The books available at both the libraries are only for reference purposes and lending services. In addition, reference books as prescribed will be procured. Digital library access will also be made available to students who are enrolled into online mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources for course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.
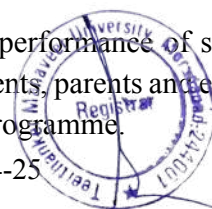
9. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

10. Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of MA (JAIN STUDIES) programme of study may reflect the gaining of knowledge in Jain Studies. Gaining knowledge in Jain Studies may help rebuild society and improve the quality of spiritual life of the people based on the principle of non-violence. It inculcates confidence, improves knowledge, and acts as a catalyst in the search for success and growth. It emphasizes the theory of relativity of knowledge and thus stands for openers. Jainism thus contributes ideologically to the harmony of religions in India.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Centre for Internal Quality Assurance (CIQA), which will assist Director, Directorate of Online Learning to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. IQAC is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. IQAC will be involved in conducting studies to measure the effectiveness of methods adopted for learning. As we proceed further, IQAC will be involved in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. The university has set up an effective system for collecting feedback from the stakeholders regularly to improve its programs. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally the quality of programs.