



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**JAIN VISHVA BHARATI INSTITUTE**

JAIN VISHVA BHARATI INSTITUTE LADNUN, DIST. NAGAUUR

341306

[www.jvbi.ac.in](http://www.jvbi.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2018**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

The Jain Vishva Bharati Institute (JVBI), is a Deemed-to-be-University, which was established in 1991 and is a Center of Higher Learning since its inception. It was sponsored by the Jain Vishva Bharati (JVB), which is a multifaceted philanthropic organization, established by members of the Jain Terapanth sect to promote Higher Studies and Research in Oriental Studies in general and Jainology in particular to cater all sections of society irrespective of religious affiliations. This Institute was established by Jain Religious Guru, Philosopher and Thinker Acharya Shree Tulsi, a great saint of this era, which has been ably nurtured and augmented by Acharya Mahaprajna and Acharaya Mahashraman (Religious Disciplinarian) at present.

The JVBI from offers both under-graduate and post-graduate courses and has laid its focus on discovering the multiple facets of Non-violence, Value-based Education, Studies on Jain Canonical Literature, Comparative Studies in Religion and Philosophy. It also offers programmes in Social Work to fulfil its responsibility to the service of mankind with the inter-twining of Jain Principles of values and ethics.

The Jain Vishva Bharati Institute is recognised by MHRD and UGC since its inception. It has also been accorded 12B status by the UGC, New Delhi. To ensure that its course offerings and institutional design are qualitatively of the highest standards, JVBI has since the beginning got itself evaluated by the National Assessment and Accredited Council. JVBI was reaccredited by NAAC in 2013 and has been graded as 'A' and was upgraded from category 'B' to 'A' by MHRD New Delhi. The Institute is a member of the AIU and ACU. The academic programmes of the Institute are recognized by (National Council for Teacher Education (NCTE) and Distance Education Bureau (DEB), UGC, New Delhi. In order to achieve the academic goals through teaching, learning and research, the university has also entered into international collaborations with Ghent University, Belgium; Florida International University, Miami; Italian Yoga Federation, Italy; Pragma Yog, Singapore etc.

### **Vision**

The vision of the Jain Vishva Bharati Institute is to create a niche for itself in the field of higher education in the field of practice, promotion and propagation of the core Human Values and Ethics as enshrined in the Jain Traditions in particular and in respect of Anekant, endeavor in the direction of putting into practice and to promote as well as to propagate Anekant (Non-absolutic outlook), Ahimsa (Non-violence), Tolerance, Peaceful Co-existence for the weal of mankind.

### **Mission**

To integrate modern science with ancient wisdom of the great spiritual practitioners and visionary seers, the University seeks to interweave moral and spiritual norms and values with the materialistic and economic fibers of mankind to foster and develop universal human relationships for the peaceful co-existence of individuals, groups, communities, sects, races, religions and nations. The first and foremost task of this University has been to develop an International Center of Jainological Studies and Research. It aims at imparting higher education and preparing scholars in this little-explored treasure of knowledge and conducting research in different

sciences hidden in Jain Agamas, and to bring to light before the common masses and the international community by translating them from Prakrit into Hindi, English and other major languages of the world.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

The Jain Vishva Bharati Institute draws inspiration from the moral stimulation of the Anushasta, which provides sustenance, motivation and dedication for sincere team work. The Terapanth Sect of Jain Community provides all sorts of necessary support, both financial and in terms of creation of new infrastructure, to the Institute for achieving its objectives meaningfully and successfully.

JVBI is beacon to all those who aspire to see a world free from conflicts, violence, bloodshed, wars, exploitation and problems of unsustainable, ecological and environmental degradation. During the last twenty seven years it has grown in size and stature and has produced hundreds of students who have themselves undergone inner transformation and are equipped with life's mission to show others the ways to achieve inner peace, tranquillity and social harmony. JVBI through its academic and extension programmes provides a roadmap for the creation of a peaceful world. It is indeed the modern Nalanda since its objective goes beyond academics and also shows a path to a healthy and ethically fit livelihood. It shows the way to humanness and compassion.

JVBI through its distance programmes has been successful in reaching-out to the masses in providing the rich Jain heritage and oriental learning.

The Institute has liberal admission policy that provides ample scope for students hailing from marginalized sections of society like scheduled castes, women, economically backward, handicapped, and special groups.

### Institutional Weakness

The primary limitation of the Institution is its remote geographical location. This Institute is located in an arid zone of Thar desert of Rajasthan. Connectivity from major places is not available due to which the Institute faces difficulty to invite eminent scholars for knowledge sharing. Lack of medical facility, modern schools, potable drinking water etc. are the greatest hurdles for attracting senior and experienced academicians.

The Institute is located in a backward region of Rajasthan with a lack of quality students from feeder institutions available in the hinterland. Therefore, the institution faces difficulty in attracting students to various programmes of studies.

**In-adequate Funding:** Most of the courses run by the Institute do not attract students in adequate number. The Institute to a large extent is bound by its MoA, which focusses on offering programmes in Jainology and Oriental Studies. JVBI does not offer technical/professional programmes, which limits its internal receipts that could fund the functioning of the Institute to a large extent.

### Institutional Opportunity

- The weakness of the Institute, which is because of its remote location itself has an inbuilt opportunity in the sense that it provides a peaceful atmosphere, being away from the rustle and bustle of urban life, that is conducive for studies and research.
- To introduce originality and uniqueness in the Institute so that it can set an example before the Nation in the field of Oriental Studies.
- To explore the hidden treasure in original manuscripts of Jain Agams, which could be translated in various Indian and chosen international languages that would enrich the international community.
- The Institute proposes to establish a Medical College for Naturopathy and Yoga studies with an integrated 50 bedded hospital and OPD to enhance the quality of clinical research. The Institute has an assured funding of rupees 4 Crores with an initial startup grant by way of donation.

### **Institutional Challenge**

The Institute is located in a backward area of Rajasthan, where people don't send their daughters to schools and colleges for higher learning. Therefore, enrolment of students in the Institute itself is a big challenge.

The programmes on offer by the Institute, which is binding as per its MoA, is constraining since programmes in oriental studies do not attract adequate number of students. This in itself is a huge challenge. However, we are fortunate enough for making a sincere effort for promotion of Indian values and culture.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curriculum of the university is based on the clear vision of the Jain Acharyas to “promote and propagate the high ideals of *anekant* (non-absolutism), *ahimsa*, tolerance and peaceful co-existence” for the betterment of humanity. Such a vision has driven the mission “to constitute and establish the university to offer advanced studies, research and training in Jainology, world religions, ahimsa and world peace”.

Courses of Study aim at:

- Developing oriental learning, especially Prakrit and Sanskrit language and literature;
- Universalizing Indian classical studies of astrology, yoga, sadhana, ayurveda, naturopathy, palaeography, epigraphy, etc.
- Promoting study of world religions;
- Propagating a life-style that is conducive to preserve the national identity and heritage; and
- Utilizing modern science and technology for research in specialized areas of inquiry.

The curriculum responds to the needs of the Indian society, especially those of the marginalized and the socially disadvantaged. The curriculum accommodates three streams: non-conventional courses (Jainology, Philosophy and Religion; Nonviolence; Yoga and Meditation); conventional courses at the UG (Science, Commerce and

Arts) and PG (English and Political Science) that caters to the local demand; and professional courses (Social Work and Education). Emphasis is laid on the acquisition of IT skills

All the programmes offered therein have been structured as per UGC guidelines and with the due approval of the respective Board of Studies and approval of the Academic Council.

Learners are offered a wide range of courses as per the latest UGC guidelines under the Choice Based Credit System (CBCS) that includes foundation and core courses, elective and skill development courses. Interdisciplinary courses have also been designed and is offered to students to generate learners interest in multiple and allied disciplines.

Academic flexibility is evident in the learner's freedom to pick up additional courses through the distance learning programme of the university besides inbuilt options within courses.

Stakeholder satisfaction is assured by the formal feedback system introduced by the Institute. Updating of curriculum is periodically done by the statutory bodies, the Boards of Studies and the Academic Council on the basis of feedback obtained from different stakeholders and subject experts.

### **Teaching-learning and Evaluation**

The admission process focusses on merit. Admission to professional courses is based on written test, group discussion, and personal interview. Every new batch of students undergo sessions of Orientation and Personality Development, which incorporates the value of Yoga and Spiritual Development besides curricular design, feedback system, anti-ragging rules, and an introduction to the various departments of the Institute so that fresher understand the relevance of various disciplines and a synergistic life in the campus. The teaching-learning process:

- responds to needs of slow and advanced learners;
- balances lecture-based instruction with experiential learning through an effective system of learner-involvement in self-learning, especially by utilizing library and web resources;
- provides for internship and placement in professional programmes
- intensively uses modern education technology
- provides tutorial assistance to weak learners
- is complemented with the availability of study materials, developed in-house for distance education, to students enrolled in the regular programmes
- is facilitated by upgrading the knowledge and skills of the regular faculty through their participation in UGC sponsored orientation, induction, faculty development and refresher courses/programmes
  
- is augmented by facilitating the faculty to involve themselves in research, and academic publications. For the purpose, the Institute has been providing startup research grants from its internal resources to undertake research and publications work.

The Academic Calendar and departmental monitoring of instructions have ensured systematic and regular teaching work.

The Institute follows CBCS and Semester system of teaching and evaluation, which includes Continuous Internal Assessments (CIA), mid-term examination and end-semester examinations.

Under the Ph.D. programmes, quality of research is ensured by strictly adhering to the UGC regulations for M.Phil. and Ph.D. programmes as amended from time-to-time. The Institute has strict process of external evaluation of research proposal / synopsis before registration. Further, the Ph.D. thesis is evaluated by three extern examiners, which has ensured a semblance of quality in the research work undertaken.

Self-learning, continuous skill-based assessment, internship in professional programmes, optimal use of IT resources, visits to Jain shrines, educational tours to leading institutions and industries, and peer based learning are among the several best practices followed by the Institute in teaching and learning.

## **Research, Innovations and Extension**

**Research:** Research work of the university focuses on Jainology, Prakrit and Sanskrit studies for the preservation, publication and dissemination of ancient records of Jain and other systems. To promote research in canonical literature digitization of more than 6000 folios has been done.

Ph.D. research is undertaken with full rigour with assessment by external examiners. All presentation of Ph.D. research is need before faculty, fellow scholars and subject experts who make critical comments.

Research projects have ventured into new areas of inquiry like Jain mathematics and value education. Faculty have been awarded with several major and minor research projects funded by UGC, ICSSR, ICPR etc.

The Institute provides start-up research grants from its own sources to the faculty to increase research output and also outside research scholars of repute.

For digitization and conservation of manuscripts a centre under the National Manuscripts Mission (NMM) has been established.

The profile of faculty in Jainology, Prakrit and Sanskrit, Nonviolence and Peace, and Yoga and Science of Living is pre-eminent and their research and publication output confirms both quality and quantity.

**Innovations:** An innovative system of education styled as “Science of Living” (SOL) has been developed on the basis of experiments and research in the field of Yoga, Preksha Meditation, spirituality and science. Training in nonviolent action for enlightened citizenship, women empowerment and rural development are the innovative features.

**Extension:** The university has a Directorate of Extension, which implements a wide range of services in the neighbourhood.

Significant among them are:

- Mainstreaming school dropouts under the open school system;
- Awareness campaigns on various social issues and contemporary problems;
- Health and Environmental awareness camps;

Important national conferences and training programmes have been organized:

- 3rd Social Work Congress represented by 61 organisation;

- 15th Annual Conference of the Indian Society for Buddhist Studies;
- International Conference on Science and Jain Philosophy in which around 650 participants were present.
- Conference on “Illness to Wellness” sponsored by The Ministry of AYUSH and organised by ASSOCHAM.

The department of Yoga and Science of Living is regularly organising Yoga and Meditation sessions for the community in the premises.

### **Infrastructure and Learning Resources**

The infrastructure of the university is adequate for existing programmes, and is also optimally utilized. Library resources are augmented with progressive allocation of budgeted funds to purchase new titles and journals. The maintenance and use of the library resources are monitored by the Library Committee. The library is automated to provide easier access to users. Facilitated by INFLIBNET, Ahmedabad the library has been completely automated using SOUL software. Faculty, research scholars, and students have adequate access to ICT resources, with each department provided with a terminal in addition to the central facility. Adequate number of licensed software facilitates routine use in administrative, teaching, learning and research. Other facilities include hostels for men and women, protected water supply, diesel generator for uninterrupted power supply, well laid campus roads and sports infrastructure.

The Institute campus is fully *Wi-Fi* and has power back-ups through Generators. The Institute has 20 smart class rooms for effective teaching learning process.

Apart from three well-equipped Computer Laboratories, the Institute has a Digital Studio. High-speed Internet facility is made available through lease line Optic Fiber Cable. All the departments and centers have been connected through LAN.

The institute has a 350 seater air-conditioned auditorium equipped with complete audio-visual instrument for organising various academic activities like conferences and seminars and cultural programmes. This auditorium is a one of its kind in the entire district.

The Institute recently launched four-year integrated B.Sc.-B.Ed. and three-year B.Sc. programmes in Acharya Kalu Kanya Mahavidyalya (A Constituent College) for which necessary laboratories have been established.

The Institute has established an integrated Guest house cum Canteen facility for the visiting professors and guest. Students, Staff and visitors to the Institute relish the food in the canteen.

To cater to the fresh drinking water requirement of the Students and Staff the Institute has constructed a rain water harvesting system with a capacity around 9 lakh litres.

### **Student Support and Progression**

Student support services of the university have contributed to significant student progression.

Academic progression of students is encouraging. More than 90 percent pass rate, less than 10% drop out rate,

clearance of UGC NET, SLET, CPTT and other examinations by more than 10 every year, and progression to post-graduation and research by many are some of the achievements of JVBI.

The project work of postgraduate students and the work of several doctoral Research Fellows shows active involvement of the university in research.

The infrastructure support given to learners confirms the presence of an ambience conducive to pursuit of undisturbed study and research. Well maintained class rooms, library and computing facilities have ensured not only easy access but also provided ICT support to every member of the university. The library and IT resources enable learners and teachers to keep abreast of recent developments in knowledge and research.

The special attention bestowed upon the slow learner in terms of additional coaching in tutorials and the encouragement extended to advanced learners to achieve according to their potential are substantially significant. Facilities extended in the form of need-cum-merit scholarships, a limited number of free ships besides the support extended by the government have enabled many to complete university education. Part-time employment, insurance cover and tutorial support have contributed to student progression. Student activities in sports, extension and cultural activities have been quite satisfactory.

The information management of the university, especially through the web site, student brochures, formal and informal communication systems, print media, and parent-teachers' meet has been stakeholder- friendly. The overall development of learners through the attention bestowed on their total progression through academic discipline and physical fitness through yoga and meditation, is unique in the university. Medical, Sports and games facilities have been provided to the students, staff and faculty. Self-defence training for girls and woman students and staff are being organised on an annual basis.

### **Governance, Leadership and Management**

Governance of the JVBI is system-based and leadership is provided by the Vice-Chancellor.

The current Registrar has been drawn from the Central Government of India services, who has experience in Finance, Audit, Management of Stores and General Administrations.

Academic governance is effectuated through the statutory bodies such as the Boards of Studies, the Academic Council (Vidya Parishad). Needs are assessed at the grass-root, plans are made with internal deliberation and decisions are taken by the bodies concerned and approved by the competent authority of the university, i.e. the Board of Management (Prabandha Mandal) through Finance Committee and Planning & Monitoring Board.

The decisions taken by the various committees are far-reaching and they account for the remarkable growth of this university in a short span of time.

The Faculty Performance appraisals, the IQAC, the internal and external audits, the transparent financial transactions and other institutionalized best practices account for the smooth functioning of the university. The well-articulated institutional vision, transparency in administrative procedures from admission to assessment, from fee collection to utilization of funds for various activities of the university shows the quality of leadership.

Most of the Administrative, Store, Finance, Admission & Examinations have been computerised.

CCTV cameras have been fixed in most of the strategic locations in the Institutes building and campus to act as surveillance and monitoring for prevention of any untoward incidents in the campus and to check harassment of girls/woman students, staff and faculty.

The Institute has recently updated its cyber security system by installing SOPHOS software.

## **Institutional Values and Best Practices**

### *(i) Institutional Values:*

JVBI was established under the pious inspiration and guidance of Acharya Tulsi, the great saint of his times. He was the first Anushasta (Constitutional moral head) of the Institute. The foundation, on which JVBI is based, is replete with moral and ethical values, and is devoted to higher learning in oriental studies in general and Jainology in particular. A typical day starts with prayer and meditation. Values like peace and nonviolence predominates in each and every aspect of teaching-learning process and for the development of the overall personality of the students. Students are oriented with the vision and mission of this institute, which enables themselves to face the challenges of life. Students are given such an atmosphere where they can manifest their thought in the classical way without any hindrance.

Holistic living in an eco-friendly environment within the campus where man and animals maintain a friendly bond is the hallmark of JVBI. Peacocks can be found roaming around freely obviously of the presence of human beings.

Indian culture is unique, which is rich and diverse imbued with spirituality and deep philosophy. Value education and training in nonviolence, constant development of positive attitude and personality development through the orientation of various programmes are the uniqueness of this Institute.

### *(ii) Best Practices*

- Students Enrolled in the non-conventional programmes are provided freeship. Those who reside in the Hostel are exempt off hostel fees. They are also provided scholarship to meet out living expenses.
- Freeship is also provided to a substantial number of students on need-cum-merit basis in AKKM. This is evidence of the institute's resolve to promote woman education and women's empowerment. Regular practice of Yoga and Meditation contributes to a healthy, safe and stress free environment where teaching and research can flourish without any hindrance. As a result, no untoward incident has ever happened in the form of student unrest, ragging and harassment of any type.
- The presence and contribution of Jain Samanis (Ascetic) in the field of academics and extension activities creates an ambience of sanctity in the institute and the entire campus.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	JAIN VISHVA BHARATI INSTITUTE
Address	JAIN VISHVA BHARATI INSTITUTE LADNUN, DIST. NAGPUR
City	LADNUN
State	Rajasthan
Pin	341306
Website	<a href="http://www.jvbi.ac.in">www.jvbi.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	B.R. Dugar	01581-226116	9414118749	01581-22747 2	jvbiladnun@gmail.com
Registrar	VINOD KUMAR KAKKAR	01581-226110	9887111345	01581-22433 2	kakkar.vk@gmail.com

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	20-03-1991
Status Prior to Establishment, If applicable	Other
Establishment Date	01-07-1990
Any Other, Please Specify	Deemed University Project

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	20-03-1991	<a href="#">View Document</a>
12B of UGC	12-04-2018	<a href="#">View Document</a>

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	JAIN VISHVA BHARATI INSTITUTE LADNUN, DIST. NAGAU R	Rural	21.5	76521	D.Litt, Ph.D., M.Phil, MA, M.Ed., B.Ed., B.A.-B.Ed., B.Sc.-B.Ed., B.A., B.Com, B.Sc, Diploma, Certificate		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
NCTE	<a href="#">101914_2099_4_1536318169.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	8				13				53			
Recruited	2	6	0	8	3	7	0	10	23	30	0	53
Yet to Recruit	0				3				0			
On Contract	1	3	0	4	1	1	0	2	14	19	0	33

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				115
Recruited	77	6	0	83
Yet to Recruit				32
On Contract	32	4	0	36

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				9
Recruited	6	1	0	7
Yet to Recruit				2
On Contract	4	0	0	4

#### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	2	0	0	0	0	0	0	0	2
Ph.D.	3	3	0	2	6	0	10	13	0	37
M.Phil.	0	0	0	0	0	0	0	0	3	3
PG	0	0	0	0	0	0	0	6	0	6

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	3	0	1	1	0	5	2	0	13
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	7	15	0	22

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

#### **Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	10	1	0	11
Adjunct Professor	0	0	0	0
Visiting Professor	2	0	0	2

#### **Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	JAINOLOGY AND COMPARATIVE RELIGION AND PHILOSOPHY	BHAGWAN MAHAVEER INTERNATIONAL RESEARCH CENTRE	JAIN VISHVA BHARATI INSTITUTE LADNUN

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

<b>Programme</b>		<b>From the State Where University is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	278	0	0	0	278
	Others	0	0	0	0	0
PG	Male	14	4	0	0	18
	Female	55	0	0	0	55
	Others	0	0	0	2	2
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	4	0	0	8
	Female	9	4	0	0	13
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	0	1	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	4	1	0	0	5
	Female	4	1	0	0	5
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	0

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	1	0	0	0	1
Female	63	0	0	0	63
Others	0	0	0	0	0

#### **Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	01-01-1800
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

#### **Accreditation Details**

<b>Cycle Info</b>	<b>Accreditation</b>	<b>Grade</b>	<b>CGPA</b>	<b>Upload Peer Team Report</b>
Cycle 1	Accreditation	75.45	B+	<a href="#">Cycle 1.pdf</a>
Cycle 2	Accreditation	3.1	A	<a href="#">Cycle 2.pdf</a>
Cycle 3	Accreditation	2.73	B+	

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Acharya Kalu Kanya Mahavidyalaya	<a href="#">View Document</a>
Distance Education	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Jainology And Comparative Religion And Philosophy	<a href="#">View Document</a>
Nonviolence And Peace	<a href="#">View Document</a>
Prakrit And Sanskrit	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Yoga And Science Of Living	<a href="#">View Document</a>

### 3. Extended Profile

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#### 3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	13	13	14

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of departments offering academic programmes

Response: 8

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
742	835	671	637	634

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
271	365	144	341	387

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
700	775	645	628	649
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
21	17	45	48	17

## 3.3 Teachers

### Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
56	60	56	58	58
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
74	65	60	53	47
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
74	68	68	68	68
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.4 Institution

**Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
427	412	575	487	451
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
473	504	484	423	411
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Total number of classrooms and seminar halls**

**Response: 25**

**Total number of computers in the campus for academic purpose**

**Response: 45**

**Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
230.81	332.72	356.32	310.02	230.05

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University**

**Response:**

The Academic quality and zeal for learning and teaching, and the continuous growth of the infrastructure of the Institute caters to the current and upcoming demand of the stake holders.

There was a demand from the parents/students to launch science programmes at UG level. Accordingly necessary infrastructure (Lab/equipments) etc. was developed in Acharya Kalu Kanya Mahavidyalaya and for the teaching of these subjects competent faculty have been appointed. This effort of the Institute has been viewed as a positive step in order to realize the goal of women education and empowerment in this backward region.

The feedback and active contribution of the parents/community members/students has provided a platform in achieving the goal of enhancing students strength. The students admission drive of the Institute was implemented effectively in Ladnun and adjoining areas and was a success. Students in general took an active interest and girl students in particular in sufficient numbers are now on the rolls of the Institute. Co-curricular activities in the form of discussions, debates, Seminars, Workshops and conferences have been organized in which students take active and part, which in turn enriches the learnings process.

The curriculum has been developed largely on the lines of the UGC regulations and changes/modifications have been incorporate in appreciation of the needs of the local community. The Institute had adopted some villages for increasing awareness and developing peoples understanding. Further, under graduate programme of science and integrated courses in education were started by Institute because there was no higher education institute for girls in this area. Similarly, the inclusion of courses on rural development and NGO Management in the curriculum of Social work was keeping in view the regional, national and global development needs.

**1.1.2 Percentage of programs where syllabus revision was carried out during the last five years**

**Response:** 93.33

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 14

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 15	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>

**1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years**

**Response: 12.88**

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	9	6	4

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>

**1.2 Academic Flexibility**

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response: 21.05**

1.2.1.1 How many new courses are introduced within the last five years

Response: 16

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 66.67

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 10

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

**Response:**

With the passage of time and on the basis of shared experiences the curriculum underwent revisions and changes were made. Jainism is an eco-friendly religion, since it encourages its followers to refrain from causing injury to any living being-in thoughts, words and deeds. Its principle of ahimsa is not mere abstinence from physical violence but it calls for abstinence from violence in thought and word.

One must show compassion not only to human beings but also to other life forms – water, earth, vegetation and air. It regards even fire as a living organism. Jain philosophy strongly believes that one should refrain from violence in thought, word and deed, thereby contributing to ecological and environmental protection. Jain principles vouch for the sparing use of natural resources of the earth and respecting the right to life of all other living organisms. The Jain principle of 'live and let live' not only ensures eco-sustainability of the future but it also seeks to protect the earth's bio-diversity.

Those who learn the art and science of living as developed by Acharya Mahapragya will not only be intellectually advanced but also emotionally competent. The department of Yoga and Science of Living deals with the problem of emotional and impulsive – impetuosity which is responsible for all forms of violence in the world. If the human emotions are controlled, it will lead to a nonviolent society. The Master of Social Work programme has courses that covers issues of human values, gender justice, professional code of ethics, social justice, environmental issues and sustainability. The department of Non-violence and Peace too has incorporated these importance issues to sensitise learners.

<b>File Description</b>	<b>Document</b>
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>

**1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years**

**Response: 11**

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 11

<b>File Description</b>	<b>Document</b>
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

**1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above**

**Response: 32.8**

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
213	246	192	292	199

**1.3.4 Percentage of students undertaking field projects / internships**

**Response: 16.98**

1.3.4.1 Number of students undertaking field projects or internships

Response: 126

<b>File Description</b>	<b>Document</b>
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise**

**A. Any 4 of above**

**B. Any 3 of above**

**C. Any 2 of above**

**D. Any 1 of above**

**Response:** A. Any 4 of above

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** C. Feedback collected and analysed

File Description	Document
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 1.7

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	15	7	13	11

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 0.53

##### 2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
763	1019	977	854	830

#### File Description

#### Document

Demand Ratio (Average of Last five years)

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 60.34

##### 2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
223	242	337	293	278

<b>File Description</b>	<b>Document</b>
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

<p><b>2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</b></p> <p><b>Response:</b></p> <p>An orientation programme for all the students is organized at the beginning of the academic session. Personality development program of all the students at Institute level is also organized at the beginning of the session. Students are taught time management, personality development and stress management. This is an innovative programme based on ancient heritage of Indian philosophy and consist of theoretical as well as practical sessions. This will help the students in adopting some skills which will help them in learning. The student counselling session is organized in each department after lunch hour for the slow learners. Tutorials are an integral part of all the programmes in the Institute. Remedial classes for slow learners were conducted with the financial support of the UGC. In the social work programme conduct of Individual and Group Conferences cater to the differential needs of learners and help slow learners to catch-up with the curricular challenges faced in theory and practice both.</p>
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<p><b>2.2.2 Student - Full time teacher ratio</b></p> <p><b>Response:</b> 10.03</p>
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<p><b>2.2.3 Percentage of differently abled students (Divyangjan) on rolls</b></p> <p><b>Response:</b> 0</p>
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2.2.3.1 Number of differently abled students on rolls
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<b>File Description</b>	<b>Document</b>
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b></p>
--

**Response:**

- Experiential learning through Education or Study Tours according to the requirements of the curriculum.
- Balances lecture-based instruction with experiential learning through an effective system of learner-involvement in self-learning, especially by utilizing ICT facilities and web resources;
- Internship Block Placement training in professional courses;
- Extensive use of modern education technology
- Requires students to optimally utilize library and digital resources;
- Provides tutorial assistance to weak learners.
- Regular assignments presentation, PPT presentation, 'group discussions, departmental seminars.

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.****Response:** 70.27

## 2.3.2.1 Number of teachers using ICT

Response: 52

**File Description****Document**

List of teachers (using ICT for teaching)

[View Document](#)**2.3.3 Ratio of students to mentor for academic and stress related issues****Response:** 13.74

## 2.3.3.1 Number of mentors

Response: 54

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 86.18**File Description****Document**

Year wise full time teachers and sanctioned posts for 5 years

[View Document](#)**2.4.2 Average percentage of full time teachers with Ph.D. during the last five years****Response:** 78.63

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
51	49	47	43	42

#### File Description

List of number of full time teachers with PhD and number of full time teachers for 5 years

#### Document

[View Document](#)

#### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 10.85

##### 2.4.3.1 Total experience of full-time teachers

Response: 803

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 10.03

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	2	0	2

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 12.97

##### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	9	9	7

<b>File Description</b>	<b>Document</b>
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

**Response:** 52

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
71	68	39	36	46

<b>File Description</b>	<b>Document</b>
List of programs and date of last semester and date of declaration of result	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 4.49

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	17	45	48	17

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 86.89

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	17	44	34	12

**2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system**

**Response:**

Institute revises its examination procedures and processes as and when required. Semester System was adopted, which has provided the students more flexibility and opportunity to enhance their academic performances. By adopting CBCS, the Institute provides more course options, flexibility and choices to students. The Examination system includes continuous internal assessment which increases the involvement and regularity of students. Recently a reform in PG courses was initiated by introducing Unit End Examinations which has developed regularity in studies among students and focused reading. It has also reduced the workload of students relieving them of stress. Term paper submissions was introduced which will enhance the research skills of the students and provide them the research culture and flexibility in examination. The right mix of objective type, short answer types and descriptive questions have developed students interest in coverage of the entire syllabus.

**2.5.5 Status of automation of Examination division along with approved Examination Manual  
A. 100% automation of entire division & implementation of Examination Management System (EMS)**

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** B. Only student registration, Hall ticket issue & Result Processing

<b>File Description</b>	<b>Document</b>
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

All the programmes of Jain Vishva Bharati Institute are based on value education and spirituality. The major outcomes of all programmes regarding the common curriculum of teaching are the same to other institutes but the specific feature of JVBI is that the outcomes are enriched with a blend of spirituality, values and ethics. The students learn professional as well as life ethics from JVBI's programmes, which enrich their experience and outlook towards life. All the programmes are designed in such a way to help students in the overall development of personality.

**2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

The program outcomes, program specific outcomes and course outcomes are evaluated by the Institute from time to time by Board of Studies and Academic Council. The course contents are updated periodically. These outcomes are also verified by academic and administrative audit.

The Institute utilizes the feedback/decisions of the statutory bodies for upgrading of course contents and in starting new courses in any programme. An outcome of this practice is the proposal to launch various certificate and MOOC courses.

**2.6.3 Average pass percentage of Students**

**Response:** 95.1

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 272

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 286

**File Description**

**Document**

List of programs and number of students passed and appeared in the final year examination

[View Document](#)

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response: 3.5**

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

File Description	Document
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 0.92

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	4.62	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 2

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	1	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers.	<a href="#">View Document</a>

### 3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

**Response:** 36

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	9	6	7	6

File Description	Document
List of research fellows and their fellowship details	<a href="#">View Document</a>

### 3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

**Any four facilities exist**

**Three of the facilities exist**

**Two of the facilities exist**

**One of the facilities exist**

**Response:** Three of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Link to videos and photographs geotagged	<a href="#">View Document</a>

### 3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

**Response:** 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

File Description	Document
List of departments and award details	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

**3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 75.71

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.86	13.87	44.15	14.83	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.2.2 Grants for research projects sponsored by the government sources during the last five years**

**Response:** 85.42

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last

five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
8	27	34	4	12.42

File Description	Document
Any additional information	<a href="#">View Document</a>

### 3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

**Response:** 2.44

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 40

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 82

## 3.3 Innovation Ecosystem

### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

JVBI is an advanced Center for the Jainology, Prakrit and Oriental Studies. It is one of the only organization in the country that was established exclusively for this purpose.

One of the prime objective of the Institute is the preservation and propagation of Jainology and Oriental studies and to achieve this, the Institute strives hard to create an eco-system that is conducive to meet and sustain this objective. The eco-system has been created through the following measures:

- (i) Faculty members and research scholars are particularly encouraged to undertake research in this field.
- (ii) Editing of canonical literature like the Agams – Ayaro, Uttaradhyayan, Sutakritang etc.
- (iii) Translation of canonical literature from Prakrit to Hindi and English.
- (iv) Digitization of canonical literature available with the Institute and other sister/networked organizations. As part of the digitalization of rare books under Rajasthan Heritage Project sponsored by the

Ministry of Communication and Information Technology, till date a total of 2272 rare books (with 9,87,600 pages) have been digitized, which is also available in 29 DVDs.

(v) A workshop on training for the conservation and preservation of Indian Heritage was organized by the Institute under Rajasthan Heritage Project sponsored by the Ministry of Communication and Information Technology on 13th December 2015.

(vi) Networking with institutions, organizations, individuals and academicians for mutual sharing of canonical literature/manuscripts.

(vii) As part of the National Digitization Project under the National Manuscripts Mission the JVBI has digitized 23,332 manuscripts that includes 9,80,029 folios. The same is available in 533 CDs. All these manuscripts were accessed from various Institutions located in five cities/towns, namely Jodhpur, Chittor, Bikaner, Ujjain and Kolkata, besides the ones available with JVBI. For the purpose Institutions like Rajasthan Oriental Research Institute (RORI); Jain Bhawan and Asiatic Society, Kolkata; Saraswati Jain Library, Ujjain were contacted.

(viii) Establishment of a lab in the IT department for in-house digitization.

(ix) Sharing of digital content with networked partners.

All the above efforts ultimately culminated in the approval of a grant for the establishment of a **Manuscript Conservation Centre (MCC)** under the National Manuscripts Mission, Ministry of Culture, Govt. of India.

### 3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

**Response:** 13

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	1	3

#### File Description

#### Document

List of workshops/seminars during the last 5 years

[View Document](#)

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response: 0**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

**File Description**

**Document**

List of innovation and award details

[View Document](#)

**3.3.4 Number of start-ups incubated on campus during the last five years**

**Response: 4**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	0	1

**File Description**

**Document**

List of startups details like name of startup, nature, year of commencement etc

[View Document](#)

### 3.4 Research Publications and Awards

**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response: Yes**

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response: Yes**

**File Description**

**Document**

e- copies of the letters of awards

[View Document](#)

**3.4.3 Number of Patents published/awarded during the last five years**

**Response: 0**

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

**File Description**

**Document**

List of patents and year it was awarded

[View Document](#)

**3.4.4 Number of Ph.D.s awarded per teacher during the last five years**

**Response: 2.3**

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 92

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 40

**File Description**

**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)

**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years**

**Response: 5.94**

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
99	54	90	55	57

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

### 3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

**Response:** 2.56

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
42	18	46	21	26

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

**Response:** 0.9

### 3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:** 1

## 3.5 Consultancy

### 3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

**Response:** No

File Description	Document
URL of the consultancy policy document	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy during the last five years

**Response:** 1

### 3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.5	0.5	0	0	0

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>

### 3.5.3 Revenue generated from corporate training by the institution during the last five years

**Response:** 0

#### 3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

Extension activities are the strength of the Institute. The Institute organizes these activities in such a way like a NGO.

The Institute tries to inspire, motivate and involve the students for serving society in numerous ways. 'Acharya Tulsi Shiksha Pariyojna' is providing education to school drop-out-girls and women upto class VIII in neighbouring villages, with the accreditation by the National Institute of Open Learning (NIOS) GoI, New Delhi.

The Institute has adopted villages and poor localities in Ladnun. Students of the Institute, particularly Social Work Department, are greatly involved in bringing about social transformation in these areas. Such

activities are also an integral part of the curricula.

(i) Organizing health camps: Various health camps are organized at regular intervals. The haemoglobin level of girl students is checked. Iron deficiency is also removed. Several other tests are also conducted at the health camps for the benefit of society.

- The awareness programmes for anti HIV/AIDs are also organised for people in general and students in particular.
- The students are encouraged to participate in organizing immunization campaigns. These generally coincide with the National Pulse Polio campaign days/program of the government.
- Sanitation work is given prime importance and the students are motivated to keep the buildings & campus clean and green.
- Efforts are made to generate ecological awareness among the public by launching comprehensive tree plantation programmes in order to preserve greenery and maintenance of ecological balance.
- The faculty as well as the students are motivated to work at the time of natural disasters like flood and famine. They are involved in raising funds during calamities.
- The Institute aims at educating the rural masses specially women and the marginalized sections of the society. Literacy and legal literacy awareness programmes are also organized.
- Yoga and Preksha Meditation Camps for rural youth and school children are organised in the institute from time-to-time. The faculty, students and public participate in these Yoga and Preksha Meditation camps to maintain their health.
- Youth Camps for training in Non-violence are also organized periodically.
- Several community welfare programmes are organised for the benefit of society.

### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 1

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 88**

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	12	18	17	14

**File Description**

**Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

**3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 50.41**

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
264	167	415	553	303

**File Description**

**Document**

Average percentage of students participating in extension activities with Govt. or NGO etc.

[View Document](#)

### 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year**

**Response: 5.2**

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	3	6	3	1

<b>File Description</b>	<b>Document</b>
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>

### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response:** 441

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
211	220	2	5	3

<b>File Description</b>	<b>Document</b>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>

### 3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 37

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
15	8	7	4	3

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

The infrastructure of the Institute is adequate for existing programmes, and it is also well maintained. During the last five years efforts have been made to equip the classrooms according to needs of the time. There are separate classrooms allotted to each department fitted with smart boards and projectors. In total there are 23 smart classrooms. The teachers and students find it convenient to carry out their teaching-learning work.

Each faculty in the Institute has been provided a computer along with internet connectivity. Adequate number of software have been made available to facilitate teaching, learning and research. To assist teaching-learning process the Institute has various laboratories for practical work, such as Language lab, Psychology lab, Physics lab, Chemistry lab, Bio-Chemistry lab, Zoology lab, Botany lab, Computer labs, Physiology lab, Shatkarma, and Geography laboratory. Each laboratory is adequately equipped and well maintained with necessary instruments, chemicals, furniture, computers etc. as per the curricular needs.

Students as well as teachers make the maximum use of library resources. There is a well-equipped Central Library besides departmental libraries. The number of books keeps on increasing every year depending on the changing needs of the curricula. Library resources are enriched with allocation of budgeted funds to purchase new titles and journals. Uninterrupted internet services have been provided to all users of the University. Maintenance and the use of the library resources are monitored by the Library Committee. The library is automated to provide easier access to the users, faculty, research scholars and students.

#### 4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

##### Response:

The Institute has adequate facilities for sports and games. It has a 400-meter running track, badminton court, football, cricket, kho-kho, kabaddi, volleyball and basketball grounds. Necessary equipment for different sports and games are also available in adequate number. The facilities for indoor games such as carom, table-tennis, chess etc. are also available. A well-equipped gymnasium, yoga center and auditorium for cultural activities have been developed in the Institute. The existing Amphitheatre is also properly maintained and used as per requirement.

The Institute's auditorium is fully air-conditioned and has a seating capacity for 350 persons. The Institute organizes several academic and cultural events in the auditorium. It has a well-equipped green room and proper light and sound system. The cultural activities are appreciated by many. Care is taken to present folk dances, songs and plays to highlight the Rajasthani culture in particular and also cultures of other states and regions. The students are encouraged to participate in such events and have always been found to excel in their presentations – much beyond their potential and skills. Every year the Institute organizes

Sports and Cultural Week separately along with Youth Festival. Winners of various events & competitions are felicitated with certificates and prizes on Annual Day of the Institute, i.e. on 20th March of each year. The sports and cultural committee plans, selects and monitors the themes and items to be presented to maintain sanctity and discipline.

A multi-stationed gymnasium is available for the students and the staff of this Institute. Adventure sports facilities are also available in the Institute. The students are encouraged to develop their personality by participating in various sports activities.

The Yoga Center is used by the students and staff. Members of the public are also allowed to learn and practice yoga in the Yoga Center. Every year International Yoga Day is organized on 21st June. It is attended by a large number of people. The Institute has earned a prestigious name in the field of yoga.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:**

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 25

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 40.4

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
40	40.46	86	150	230

File Description	Document
Audited utilization statements	<a href="#">View Document</a>

**4.2 Library as a Learning Resource**

#### **4.2.1 Library is automated using Integrated Library Management System (ILMS)**

##### **Response:**

The Library is completely automated. LAN facility has been developed with INFLIBNET's assistance. Cataloguing of books, periodicals & reference services, billing, statistics, issue-return, membership, fee-fine controls, select bibliographic services and other library housekeeping operations are totally computerized. The SOUL 2.0 software (developed by the INFLIBNET) is used for all library housekeeping operations. On-line technical assistance is continuously available from the INFLIBNET Centre.

The following services are available in Library:

- On-line Public Access Catalogue (OPAC)
- Technical Assistant work on computers (on LAN) for all jobs/services
- Databases of all books, theses, periodicals and members
- Operating Systems and Software used: Windows 2008 Server, Windows 10, MS-SQL Server 2008, SOUL 2.0.0.12, MS-Office, etc.
- Power backup

##### **Features and Functionalities of SOUL (ILMS)**

- UNICODE based multilingual support for Indian and foreign languages;
- Compliant to International Standards such as MARC21, AACR-2, MARCXML;
- Client-server based architecture, user-friendly interface that does not require extensive training;
- Supports multi-platform for bibliographic database such as My SQL, MS-SQL or any other RDBMS;
- Supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material;
- Supports requirements of digital library and facilitate link to full-text articles and other digital objects;
- Support online copy cataloguing from MARC21 supported bibliographic database;
- Provides default templates for data entry of different type of documents. User can also customize their own data entry templates for different type of documents;
- Provides freedom to users for generating reports of their choice and format along with template and query parameters;
- Supports ground-level practical requirements of the libraries such as stock verification, book bank, vigorous maintenance functions, transaction level enhanced security, etc.;
- Provides facility to send reports through e-mail, allows users to save the reports in various formats such as Word, PDF, Excel, MARCXML, etc.;
- Highly versatile and user-friendly OPAC with simple and advanced search. OPAC users can export their search results into PDF, MS Excel, and MARCXML format;
- Supports authority files of personal name, corporate body, subject headings and series name;
- Supports data exchange through ISO-2709 standard;

Provides simple budgeting system and single window operation for all major circulation functions.

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

**Response:**

Digital copies of rare books are available in the Central Library, which were digitized under the Rajasthan Heritage Project sponsored by Ministry of Communication and Information Technology. Under this project 2072 books (9,87,600 pages) have been scanned and stored in 29 DVDs. A list of rare books is available in the library.

The library has a collection of more than 6655 rare manuscripts on Jain Agam, Jain Jyotish, Mantra-Tantra, Vedic literature, Kavya Shastra, Vyakaran, Kosh, Nyaya and Ayurveda. As part of the **National Digitization Project** under the **National Manuscripts Mission** the JVBI has digitized 23,332 manuscripts that includes 9,80,029 folios. The same is available in 533 CDs. Catalogue is also available in Soft copy.

#### 4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 5.63

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.75	16.37	2.85	4.22	1.97

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 9.93

##### 4.2.6.1 Number of teachers and students using library per day over last one year

**Response:** 81

#### 4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

**Any 5 of the above**

**Any 4 of the above**

**Any 3 of the above**

**Any 2 of the above**

**Response:** Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

Hardware, software and Wi-Fi infrastructure have been upgraded in all Teaching Departments, Administration, Finance and Store, Examination, Distance Education and Library.

- Cyber Security Upgradation (Hardware Firewall – Cyberoam to SOPHOS)
- Wi-Fi (Omni, MESH, SXT-22, Point-to-point Routers, Routers)
- CCTV Cameras (22 Nos)
- Server Upgradations (Windows 2003 to Windows 2010/12, MSSQL 2008)
- Accounting Software upgraded from Tally ERP 9.0 (single-user) to 9.6.4.8 (**multi-user**)
- Computer Labs Established/Upgraded
- Computer Software Upgraded to Windows 10, and MS Office 2013, Corel Draw X8
- Digital Studio established to develop E-Content
- Smart-Boards (20 Nos)
- Development of ERP “Shiksha Mitra”
- Website Upgradation undertaken regularly

The library is fully automated to provide easier access to users. Faculty, research scholars and students have adequate access to ICT resources. Adequate number of software facilitates routine use in teaching, learning and research.

The institute campus is fully Wi-Fi and has power back-ups through centralized battery power packs and diesel generators. It has 20 Smart Classrooms.

In addition to the three well-equipped computer laboratories, it has a Digital Studio also. High speed internet facility is made available through lease line/optic fibre cable. All the departments and centres have been connected through LAN.

Computers, Servers, routers and other devices have been updated as and when required. The Institute has budgeted sufficient amounts for updating IT facilities in the campus.

#### DETAIL OF IT EQUIPMENTS

S. No.	IT Equipment	Before 31-03-2013	After 31-03-2013	Total
1.	Printer	30	24	54
2.	Scanner	08	08	16

3.	Projector	20	13	33
4.	Desktop Computer	173	75	248
5.	Laptop	03	26	29
6.	Monitor	01	03	04
7.	Server	01	02	03
8.	Firewall	00	02	02
9.	Xerox Machine	06	03	09
10.	Fax Machine	04	00	04
11.	CD Writer	04	00	04
12.	EPBAX	02	00	02
13.	CD/DVD Copier	01	01	02
14.	DVR (Digital Video Recorder)	06	00	06
15.	CCTV Camera	108	22	130
16.	Bio-Metric device	00	10	10
17.	Book Scanner	00	01	01
18.	Digital Podium	00	03	03
19.	Smart Board	00	20	20

#### 4.3.2 Student - Computer ratio

**Response:** 742

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

**500 MBPS - 1 GBPS**

**50 MBPS-250 MBPS**

**250 MBPS-500 MBPS**

**Response:** 500 MBPS - 1 GBPS

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 78.12

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
167.38	255.33	296.74	250.78	177.49

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**Response:**

All the laboratories available in the Institute are well maintained. If any instrument is not working in a laboratory, the concerned head of the department immediately informs the administration/store-in-charge who in turn informs the vendor from whom the instrument was purchased. If the instrument is within the warranty period, the concerned officer collects the estimate for the repairing work and forwards it to the competent authority for necessary sanction. After getting the sanction, the instrument is repaired/replaced.

For some instruments machines (Computers, UPS etc.) the Institute follows the Annual Maintenance Contract (AMC) system. The concerned agency visits the Institute at different points time in the year, to maintain, repair and replace defective parts, if any.

The Institute gives top priority for maintaining the instruments, machines, etc. and has appointed two staff exclusively to maintain such type of equipment both hardware & software and upgrade them as and when required.

All the physical infrastructure like academic and administrative buildings, drainage, residential blocks, amphitheatre, hostels, guest-houses, roads, rain-water harvesting structures, electricity & water supply, and campus etc. are being regularly maintained, white washed, repaired, modified according to the needs and on a regular basis throughout the year. For the purpose, regular staff like mason, electrician, plumber, supervisor etc. have been appointed. Contractors and architects are hired from time-to-time as per requirement for major building works to be undertaken.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 15.44

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
83	171	140	130	27

#### File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 10.16

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
62	51	208	17	17

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

**7 or more of the above**

**Any 6 of the above**

**Any 5 of the above**

**Any 4 of the above**

**Response:** 7 or more of the above

<b>File Description</b>	<b>Document</b>
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 54.06

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
411	459	290	402	340

<b>File Description</b>	<b>Document</b>
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 The institution has an active international students cell to cater to the requirements of foreign students**

**Response:**

Institute has a dedicated cell named **Anekant Shodh Peeth** which has also been entrusted to organize international student exchange programmes. Every year, it organizes International Summer School Programme for the foreign and NRI students to study the basic concepts of Jainology, Nonviolence and Preksha Meditation.

Foreign visitors who come to the Institute for yoga & meditation are also guided by the Anekant Shodh Peeth in the conduct of practical sessions and arranging logistic arrangements on campus.

The offices of parent organization, i.e. Jain Vishva Bharati are available in several countries to coordinate and provide logistic support as required. (The Samanis of different departments of Institute visit frequently to provide training to those students, who are unable to visit Institute). The faculty members also act as Visiting Professor to several universities in different countries regularly and conduct classes for regular students in the field of Jainology, Theology, Comparative Religious Studies, Nonviolence and Peace, Conflict Resolution etc.

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

**5.2 Student Progression**

**5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 5.79

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	19	16	16	15

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch)**

**Response:** 23.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 63

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response: 23.97**

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	3	8	4	2

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
60	15	20	22	15

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years**

**Response: 5**

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

Students' representation has been made as per the statutory requirement of various cells existing in the Institute. They are actively participating in several cells and Committees. The Anti-ragging Cell and Anti-ragging squad is well represented by male and female students. The Institute has taken pro-active steps in establishing various clubs for students' engagement and involvement in curricular, co-curricular and extra-curricular activities. This is with the purpose to generate and sustain students' interest in academics and for overall personality development. The institute has made provision for Rs. 25,000/- each from its own funds to meet the expenses in organizing various events and activities under the respective clubs. The following clubs exist in the Institute :

- Vivekananda Club
- Mahashramana Club
- Sonal Man Singh Club
- Aparna Sain
- P.V. Sandhu Club, and
- Mahaprajna Clubs

All the statutory cells in the Institute as provided below have students' representation as mandated by the UGC, MHRD, NCTE etc. :

- Anti-Ragging Cell
- Anti-Ragging Squad
- Anti-Sexual Harassment Cell
- Grievance Redressal Cell
- SC/ST Cell
- Sports Committee
- Cultural Committee
- Equal Opportunity Cell
- Internal Quality Assurance Cell (IQAC)

### 5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

**Response: 5**

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	8	4	5

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

The Alumni Association of Institute is co-operative and provide financial and non-financial assistance to the Institute in terms of Placement Training, Internship and admission of students. The Institute is situated in remote area and it is very difficult for the students to reach here, our alumni provides relevant guidance to students.

The Alumni Association actively cooperates cooperating in development of the several programmes of the Institute. They regularly send feedback to the department as regards changes to be made in syllabus that could possibly be incorporated in the curriculum. They often support in providing placement of student in NGOs and industries.

Apart from these, alumni provide financial support to the Institute for development. In the last few years this support is to the tune of 10 lakh rupees.

**5.4.2 Alumni contribution during the last five years (INR in Lakhs)**

**? 100 Lakhs**

**50 Lakhs -100 Lakhs**

**20 Lakhs -50 Lakhs**

**5 Lakhs -20 Lakhs**

**Response:** 5 Lakhs -20 Lakhs

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**

**Response:** 3

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	1	0

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

##### Response:

JVBI is registered under the Societies Registration Act, 1958. The Chancellor is appointed by the sponsoring society as per UGC guidelines. The Kuladhipati (Chancellor) is the Head of the Institute and has powers to inspect any unit of the institute or any facility to maintain standards and ensuring quality performance.

The Kulapati (Vice Chancellor) is the Principal academic and Executive Head and exercises general supervision and control over the affairs of the Institute and implement decisions of all the authorities. The Vice Chancellor is appointed in accordance with the UGC regulations.

##### The System of Governance

(A) *Anushasta* : Spiritual Head and Moral Disciplinarian.

(B) *The Authorities of the Institute:*

i) **General Body** constitutes of the Kuladhipati as the Chairman, Vice-Chancellor, two head of the departments, the President and the Secretary of sponsoring society, one representative of the founding members, life members as prescribed in the MoA, four members of the Jain Institutions, four Jain scholars having at least one woman, four nominees amongst philosophers, Philanthropists, educationists and social worker are the members of the General Body.

ii) **Board of Management** has powers to establish divisions and departments for the academic work and functions of the Institution. BoM is empowered for the creation of teaching, academic and non-academic posts, recruitment & appointment, promotion, determination of cadres and qualifications. It is entrusted with the power to frame policies relating to finance, administration, infrastructure, appointments, salary structure, employee welfare etc.

iii) **Academic Council** is the principal academic body and have the control over and is responsible for the maintenance of standards of teaching, research and training.

iv) **Planning and Monitoring Board** is the principle planning body of the Institution and is responsible for the deciding upon, execution and monitoring of the infrastructural and development progress.

v) **Finance Committee** considers the annual accounts and financial estimates, annual budget, limiting the recurring and non-recurring budget, monitors expenditure, and maintenance of the accounts.

**Note:** All the major decisions taken by the Board of Management, Finance Committee, and Academic Council have been attached separately.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

JVBI practices decentralization and participatory management from top down in almost all its functions and decision making processes. This starts from the topmost level i.e. the BoM level till the level of the departments and administrative divisions. In the Institute at the level of the BoM, there is a representation of faculty members who take active part. Often it has been found that the suggestions provided by the faculty members have been very practical which were readily accepted by the BoM.

Representation of faculty members and administrative staff is there in various statutory and non-statutory committees.

In the case of Ph.D. research program, the competent authority and the Research Board have empowered the Departmental Research Committees (DRCs) to supervise and decide upon the various requirements as per UGC regulations.

Throughout the year various events and programs are organised in the Institute, like Convocation, Annual Function, meetings of various statutory cells in which faculty and staff are actively involved and decide the programs and activities to be conducted.

Financial decentralization is in the form of sanctioning power to various Officers in the Institute. For example, the Finance Officer can spend or sanction expenditure up to Rs. 2,000/-; the Registrar upto Rs. 5,000/-; and the Vice-Chancellor beyond Rs. 5,000/-. Departmental heads have been provided an imprest money of Rs. 500/- per month.

The Vice-Chancellor from time to time calls for meetings of the Heads of various departments or meeting of all the faculty and administrative staff separately to discuss on impending issues, both academic and administrative. Open discussions take place in such meetings, where members freely give suggestions or make critical views on important issues or in the functioning of the Institute. Necessary steps are then taken for implementation of the shared view-points, which have been unanimously accepted by all present. This has helped on many occasions in the smooth conduct of the functioning of the Institute.

These are some of the examples which indicates the nature of decentralization and participatory management practices, which are prevailing in the Institute.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The Vice-Chancellor, the BoM, and the Planning and Monitoring Board develops perspective and strategic plans for the future development and growth of the Institute. A team of academicians and members of BoM was constituted to prepare plans for the future development of the Institute. This team thoroughly discussed all the aspect of developments in terms of academic offerings, research and publications, human resource development, infrastructure and development of IT and mobilization of funds and grant-in-aid from various sources.

A brief of the perspective and strategic plans is provided as under:

Perspective (2010-2020)	Plans	Strategic Plans and Executions	Target Date	Reference Documents
New Programmes / Courses		• UG Programme in Science (2016)	2017	BoS and Academic Council Minutes
		• Integrated UG Programme in Science leading to B.Sc.-B.Ed. (2015)	2016	BoS and Academic Council Minutes
		• BNYS – Bachelor of Naturopathy and Yoga Sciences	2019/2020	Academic Council; Finance Committee; BoM
		• Naturopathy Hospital of 50 bedded capacities	29019/2020	Academic Council; Finance Committee; BoM
Infrastructure		• Staff Quarters	2013	Finance Committee; BoM
		• Construction of Building; OPD; Indoor Facilities and Laboratories for BNYS	2019	Finance Committee; BoM
		• Upgradation of IT Infrastructure	2016-18	Purchase Committee; Finance Committee
		• Canteen-cum-Guest House	2015	Planning and Monitoring Committee; Finance Committee; BoM; Audit Report
		• Auditorium	2013	Finance Committee; BoM; Audit Report
		• Athletic Track	2017	Finance Committee; BoM;
		• Air-Conditioning	2017	Audit Report
		• Lab for Science Courses	2017	
Research		• Solar Light	2015	Donated
		• Establishment of Bhagawan Mahavir International Research Center	2014	BoM

	<ul style="list-style-type: none"> <li>• Start-up Research Grants to Faculty</li> </ul>	2017	BoM
IT Infrastructure and Website Upgradation	<ul style="list-style-type: none"> <li>• Digital Studio for in-house MOOC Programmes</li> </ul>	2017	Finance Committee; BoM; Audit Report
	<ul style="list-style-type: none"> <li>• Digital Classrooms</li> </ul>	2016	Finance Committee; BoM
	<ul style="list-style-type: none"> <li>• Wi-Fi</li> </ul>	2015	Bills/Vouchers
	<ul style="list-style-type: none"> <li>• CCTV</li> </ul>	2013	
	<ul style="list-style-type: none"> <li>• ERP development</li> </ul>	2016	
	<ul style="list-style-type: none"> <li>• Digitization</li> </ul>		
	<ul style="list-style-type: none"> <li>• Software Upgradation</li> </ul>	Every Year	
	<ul style="list-style-type: none"> <li>• Website Upgraded</li> </ul>	2016	
Human Resource Management	<ul style="list-style-type: none"> <li>• Promotions</li> <li>• Abolition of Unapproved Posts</li> </ul>	2017-18	BoM
Transport Facilities	<ul style="list-style-type: none"> <li>• Buses (4 Nos)</li> </ul>	2014, 2016, 2018	Donated
Funding & Resource Mobilization	<ul style="list-style-type: none"> <li>• Interest on Corpus – Rs. 7,94,58,261/-</li> <li>• Fee – Rs. 24,41,15,403/-</li> <li>• Donation – Rs. 5,08,43,186/-</li> </ul>	2013-2018	Audited Accounts

**6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

Governing Body	Administrative Setup	Functions
General Body	<p>A. Ex-Officio members:</p> <ul style="list-style-type: none"> <li>• Kuladhipati, Chairman</li> <li>• Kulpati;</li> <li>• two from the heads of department;</li> <li>• President of Sponsoring Society;</li> <li>• Secretary of Sponsoring Society;</li> <li>• Ex-officio members (2);</li> </ul> <p>B. Founding Members</p> <p>C. Life Members</p> <p>D. Members by Representation</p> <p>E. Associate Members</p> <p>The total strength shall not exceed seventy-</p>	<ul style="list-style-type: none"> <li>• Suggest for policy formulation and development;</li> <li>• to consider and approve annual report and accounts</li> <li>• to advise Kulapati;</li> </ul>

Board Management	five. of A per UGC Guidelines	<ul style="list-style-type: none"> <li>• to establish Divisions and Departments</li> <li>• to create positions and cadres;</li> <li>• recruitment and appointment;</li> <li>• lay down duties and service conditions;</li> <li>• to decide welfare services;</li> <li>• to decide disciplinary measures and actions;</li> <li>• grievance redressal;</li> <li>• approving award of Degrees and Diplomas;</li> <li>• fix emoluments, remuneration and allowances;</li> <li>• to institute Fellowships, Scholarships, Medals and Prizes;</li> <li>• to decide upon the procurement/construction of land, building and physical infrastructures;</li> <li>• fund raising;</li> <li>• allocation and approval of budget and financial expenditures;</li> </ul>
Planning and Monitoring Board	and A per UGC Guidelines	<ul style="list-style-type: none"> <li>• to advise the BoM and Academic Council on academic matters</li> </ul>
Finance Committee	A per UGC Guidelines	<ul style="list-style-type: none"> <li>• To consider the annual accounts and financial estimates;</li> <li>• to consider and recommend the annual budget and revised estimates;</li> <li>• to fix limits of the total recurring and non recurring expenditures;</li> </ul>

All service rules, procedures, recruitment and promotional policies are available in the Bye-Laws of the Institute under the following heads:

- Conditions of Service
- Pay and Allowances
- Code of Conduct
- Discipline
- Recruitment and Promotion
- Seniority, Probation and Confirmation
- Leave Rules
- T.A., D.A., Gratuity etc.
- Gratuity, Leave Encashment, Group Insurance
- Miscellaneous

## Grievance Redressal Mechanism

- Student with grievance submits complaint to the Grievance Redressal Cell (GRC).
- The grievance of the student is first heard at the department level and informally or formally a resolution is arrived at.
- In case the complainant is not satisfied, the matter is reported to the GRC.
- Both the complainant and against whom the complaint is lodged are given an opportunity to be heard in person and submissions are made in writing, including evidences.
- Thereafter, decisions are taken accordingly.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** Any 4 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

##### Response:

All the bodies, cells and committees established by the Institute are functional and the meet from time to time and discuss various aspects concerning them. These bodies, cell and committees provide their requirement, suggestion and advice to institute. The minutes of the meeting of these committees are circulated to all concerned departments and the same are being placed in front of board of management, Planning and Monitoring Board, Finance Committee and other statutory body when required. The above statutory body implement their resolution and then the institute follows them.

Beside the meetings, these committees also perform many important functions of the Institute such as organizing sports and culture activities, awareness programmes and different celebrations from time to time.

These cells are proving instrumental for providing an effective platform for the benefit and elevation of the students in general and girls in particular. The placement and career counselling is effective having 100% placement of some of the departmental students. These cells are also imparting various types for training for the capacity enhancement and development of the stake-holders.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

##### Response:

The Institute takes different measures for welfare of both teaching and non-teaching staff. It organises different workshops and training programmes for both and also provide counselling as and when required. Recently the Institute in collaboration with Employee's State Insurance (ESI) started a welfare scheme which is a comprehensive social security program for workers in the event of medical contingencies, such as sickness, maternity, death or disablement due to employment injury and occupational disease. The ESI scheme provides access to medical treatment, medical facilities, cash compensation and other support for insured persons. In last Board of Management meeting it was decided that the gratuity amount limit will be 20 Lakh instead of 10 Lakh, which will provide extra benefits to the employees at the time of their superannuation.

The following welfare measures and facilities have been created or provided for the teaching and non-teaching staff of the Institute :

- Medical Facility – Monday and Thursday – Free Homeopathy Medicines and Checkup by a senior doctor.

- Pension
- Free concession for staff
- Free accommodation for faculty and staff
- Rebate in electricity bills
- Facility of drinking water
- Financial incentive to performing faculty / staff
- Financial aid to attend seminars/ conferences

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

**Response:** 7.44

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	7	7	3	3

#### File Description

Details of teachers provided with financial support to attend conferences, workshops etc during the last five years

#### Document

[View Document](#)

### 6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

**Response:** 3.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	5	5	1

#### File Description

Details of professional development / administrative training programs organized by the University for teaching and non teaching staff

#### Document

[View Document](#)

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Response:** 3.47

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	2	2	1

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

The office of Vice chancellor is responsible for collecting the self-performance appraisal report of teaching staff every year at the end of academic session. Registrar office collect ACR of non-teaching staff from their respective section. These reports are then checked by Vice-Chancellor office which conduct an academic and administrative audit on the basis of these documents every year. The report of academic and administrative audit is then placed before the competent authority. The increment and other benefits to the faculty and staff are assessed based on the self-appraisal report and ACR by the respective statutory bodies.

This procedure of self-appraisal is effective to evaluate faculty's academic performance, and the shortcoming, if any. This proves helpful for both the administration and faculty to assess one's own achievements and making further improvement for academic and carrier growth.

At the end of each academic year the faculty is required to fill-up the Performance Based Appraisal System (PBAS) format to record their academic duties, responsibilities and achievements. This is in accordance with the UGC guidelines.

The efficiency and good performance is also reflected through this system of self-appraisal and the concerned faculty/staff is motivated through provisions of incentives and appreciation. There is a tradition to honour the best teaching/non-teaching staff on the occasion of Foundation Day, which also boosts the energy for the award recipient and the morale of the staff to improve their performance by working more efficiently and with dedication.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The Institute conducts different types of audits in which financial audit is conducted by a registered and recognized Chartered Accountant of repute. Both Internal Audit and an External Audit is conducted by different audit firms to ensure a full-proof and trustworthy system. The Internal audit is being done twice a year and after external audit the budget is finalized. This is a regular practice in the Institute. The report of financial audit and academic audit is placed before the Finance Committee and BoM for approval and ratification. The audited statements of Income and Expenditure, and Balance Sheet are published in the Annual Report for public circulation and also for reporting to the UGC and MHRD. An Academic and Administrative Audit is being undertaken by external experts, which is the regular feature in the Institute.

Total transparency is being observed in financial matters. The Institute has put in place a Purchase Committee having members from various academic departments and sections. The notification related to purchase is duly uploaded in the Institute's website and published in national state newspapers inviting EOI.

#### ORGANIZATION OF INTERNAL AND STATUTORY AUDITS

##### INTERNAL AUDIT PERIOD

YEAR	PERIOD	
	September	March
2013-14	January 08-12, 2014	June 12-18, 2014
2014-15	December 09-13, 2014	June 14-20, 2015
2015-16	January 05-09, 2016	July 06-13, 2016
2016-17	December 21-26, 2016	June 21-29, 2017
2017-18	December 07-12, 2017	May 29 – June 02, 2018

##### STATUTORY AUDIT PERIOD

YEAR	PERIOD
2013-14	June 21-27, 2014
2014-15	June 14-20, 2015
2015-16	June 19-25, 2016
2016-17	May 29 – June 05, 2017
2017-18	June 17-23, 2018

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 363.89

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
36.42	118.85	90.51	28.81	89.30

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The Parent body Jain Vishva Bharati is responsible for mobilisation of funds for the Institute. The requirement of Institute is placed before the parent body and according to the need they provide the assistance in terms of funds, infrastructure or any other goods. All the building and infrastructure of the institute were either constructed from the funds of UGC or the funds provided by parent organization.

The Institute mobilizes/receives funds from various sources like:

- Students Fee
- Donations from Individuals and Trusts
- Grants from UGC
- Interest earned from corpus and investments
- Research/Conference related grants from various bodies like UGC, ICSSR, ICPR, ICHR, Ministry of Culture

Close monitoring of finances, expenditures and utilization of infrastructure is done by the respective academic and administrative heads of departments, and the Vice-Chancellor in particular as per the sanction of statutory bodies.

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

#### Significant contributions made by IQAC are:

1. To hold regular meetings with the various cells/officials/employees/stakeholders/ students and committees so as to get their feedback for facilitating the input to the management to include concrete suggestions in the academic as well as administrative structure.

2. The regular monitoring of academic development and quality assurance for the implementation of envisioned plan.
3. Faculty development programmes for motivating the young faculty members of the Institute to apply for research projects and to participate in UGC sponsored Orientation and Refresher programmes.
4. Provide counselling to design such programmes which may cater to the need of the market and produce skilled professionals.
5. Review the interaction with scholars, academic institutions and various local and state industries at regular intervals to explore the linking of academic excellence and market employability of the programmes offered by the institute.
6. A consistent effort is at work to enhance and promote research programmes in the probable identified areas of various oriental studies with the emphasis to locate oriental philosophy in the modern context so that its relevance can be judged on the basis of modern scientific research.
7. IQAC helps to prepare a sound platform for the propagation and application of ancient wisdom which lies hidden beneath the ethico-spiritual philosophy contained in the canonical texts and manuscripts.
8. Organise start-up programmes, vocational courses in various disciplines and summer school programmes.
9. Organise academic and administrative audit at regular intervals.
10. Organise various Workshops, Seminars, and Conferences for enhancing academic excellence.
11. Curricular reform to improve options and to raise the quality of students.
12. Augmenting effective use of modern technology.
13. Disseminating the message of Jainology and the Indian heritage in foreign lands.
14. Develop a robust feedback system of assessing opinions and judgements of stakeholders—students, parents, industry and employers.
15. Conduct Regular meetings of important functionaries to review follow-up action.

#### **6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

##### **Response:**

The IQAC receives information from all the department and administrative sections regarding day to day working and other relevant programmes. It holds meetings from time to time with its stake holders and get feedback from them. It also takes feedback from students, teachers and other stake-holders in structured-format from time to time which helps in assessing and reviewing the performance of students, teachers and other staff. This review provides a guideline in which the future development strategies review and decided.

The activities of the IQAC have resulted in the upgradation, and access to ICT facilities to faculty and students, new infrastructure, mobility of international and Indian scholars for cross-cultural enrichment, and many other good practices.

The feedback system has led to a review of need analysis and follow-up action including:

- Introduction of new courses and modules;

- Improvement of the communication skills of learners;
- Wider access to the marginalized and socially deprived.

Regular meetings of functionaries have enabled the Vice-Chancellor to streamline transactional procedures and to keep a tab on quality sustenance in general;

Regular meetings of statutory bodies have led to significant decisions that led to remarkable development.

Suggestions of Internal Audits also help in maintaining the quality.

Provision of legal compliance certificate has been made which strengthens the regularity in the financial and administrative management.

Committees of the students for each department function to provide the feedback to respective HoDs regarding curriculum, teaching etc.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 4.6

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	8	3	5	3

#### File Description

#### Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

### 6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

**Any 2 of the above**

**Any 1 of the above**

**Response:** Any 2 of the above

<b>File Description</b>	<b>Document</b>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

**Granted 12B Status by UGC**

The UGC Expert Committee visited JVBI from March 12-14, 2018. It was satisfied with the academic, research, infrastructure and other features of the Institute and recommended UGC for granting 12B status to JVBI. As a result, the UGC granted 12B status to JVBI.

**Research Journal enlisted in UGC List**

The research journal entitled "**Tulsi Prajna**" bearing ISSN No. 0974-8857 is included in the UGC approved list of research journals.

**Organized 4 Convocations**

The Institute organised 4 Convocations in last 5 years.

**Adopted CBCS System**

CBCS system was adopted for all the curricula of UG and PG programmes. The core/foundation and elective papers are designed by respective departments and duly approved by the BoS and Academic Council.

**Developed Ultra-Modern Infrastructure**

In last 5 years the Institute developed different infrastructure which include a well-equipped Auditorium, Canteen and Guest House.

**ICT Based Classroom**

The Institute also developed smart classrooms and a well-equipped studio for development of audio-visual lectures.

### **400 Meter track and ground**

JVBI developed sports facilities which includes 400-meter running track, Cricket and Football ground.

### **Other Relevant Developments**

1. Computer Lab and Library have been updated according to the latest technology.
2. Orientation programmes for students and faculty have been conducted throughout the year.
3. Various type of soft skill programmes were organised for the students and faculty by professionally trained persons.
4. Ten MoUs have been signed with the academic institutes of national and international repute and with the industries.
5. Campus Development has been undertaken in full swing. Major concern is taken in the field of Tree plantation, Street Lights, Colouring, Fencing, Block Fixing, CCTV Camera installation etc.
6. Start-up grants for research to the faculty members
7. Started science faculty at UG level.
8. Started integrated courses in education.
9. Filled-up various faculty positions.
10. Various welfare schemes have been launched for faculty and staff
11. Beautification of academic and administrative block
12. Establishment of various laboratories
13. Credit transfer under student exchange programme with Ghent University, Belgium

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 11

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	2	2

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

##### a) Safety and Security

##### b) Counselling

##### c) Common Room

#### Response:

Not only the safety and security of girl students and women staff is taken care of by the Institute, every opportunity is given to the boy students to mix freely and are also encouraged to participate jointly in various events and programmes of the Institute. Women teachers take extra care to look into the specific needs of the girl students. Those female students who have small children and want to keep their ward with themselves were facilitated to avail separate rooms/quarters available with JVB – the parent organization. The girl students are also motivated to participate in adventure sports to develop fearlessness.

**a) Safety and Security:** The safety and security of the students specially the girls are taken care of. There are guards on the entry and exit gates round the clock. The Institute is very careful about the security of the female students. The entry and exit of visitors is recorded. The campus is equipped with CCTV cameras in all the buildings of the Institute—Administrative, Academic, Hostels, Common Places, Classrooms and Library. A dedicated person is given the responsibility to occasionally check and report any untoward incident on the campus. The Vice-Chancellor and Registrar too independently monitor the recordings from time-to-time.

Efforts to train girl students in self-defence and protection have also been organized in the past. Such training programmes are regularly organized during summer vacations.

**b) Counselling:** There are two important cells for the counselling of the students. The Institute has anti-ragging cell to prevent any kind of ill-treatment meted out to the students in general and girls in particular. They are made aware of the rules of anti-ragging ordinance issued by the UGC from time to time. The punishment for torturing junior students or the fellow students is also made known to them. From time to time lectures are organized in this regard. There is an anti-sexual harassment cell which also functions to prevent any kind of sexual harassment of the girl students as well as the female employees.

**c) Common Room:** There are three common rooms: one in AKKM, one in Education Department and one in the Academic Block. Girls of AKKM and Education Department use these in their free hours.

From time to time teachers give advice to the students about their safety and security. Teachers are constantly on the watch to note any untoward incident in their respective departments. Students are always encouraged to share their problems without any hesitation.

Fortunately, no untoward incident has happened in the Institute campus since its inception.

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 1.25

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 01

7.1.3.2 Total annual power requirement (in KWH)

Response: 80

File Description	Document
Details of power requirement of the university met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 20

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

#### Response:

**Solid and Liquid Waste Management:** As far as cleanliness is concerned, the campus is well maintained and the solid/liquid/e-waste is disposed of scientifically. Littering in the campus and within the buildings is strictly prohibited and monitored. Several dustbins have been kept in strategic locations for waste disposal. Two large dustbins are kept to collect solid waste and liquid waste separately. The leftover food is collected in such a way that it can be consumed by stray dogs and other birds. The liquid waste is disposed of in a proper way. The municipal truck comes from time to time to collect the waste. Attention is paid to prevent the breeding of mosquitoes. There is a proper system of drainage in the whole campus. The roads are kept clean.

**E-waste Management:** The volume of e-waste generated is very less. However, old/obsolete computer and electronic items are auctioned or sold – off to members of the public or sold – off to sellers of rags and waste materials.

To reduce waste in the institute, the following measures are practised:

1. Relying on reusable containers
2. Plastic bags are banned
3. Disposable plates are infrequently used

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The campus is lush green. There are many trees on both sides of the road. As the Institute is located in the remote area of Rajasthan, there is scarcity of rainfall. It is necessary to save every drop of rain water. The construction of various buildings was planned in such a way that the rain water can be harvested and stored properly. At least once in a year each of the rain-water harvesting tanks and the roof tops of buildings are cleaned and sanitised to maintain cleanliness of the water since it is exclusively used for drinking purposes. JVBI has four large underground tanks to store more than nine lakh litres of rain water. Till now the Institute has not faced any acute shortage of water. The grey water is also used for watering the plants.

Thus, every drop of water is consumed in a judicious way, in the institute.

#### 7.1.7 Green Practices

- Students, staff using
  - a) Bicycles
  - b) Public Transport
  - c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office
- Green landscaping with trees and plants

#### Response:

Efforts are constantly made to promote green practices in the Institute. There is very little movement of vehicles in the campus. The staff and students are encouraged to come to the campus by foot. They are motivated to use public transport.

The roads have footpath for pedestrians and morning walkers. People are directed to keep the roads clean and not to use plastic in any form. There is a good practice of plastic free life style in the campus. The office of JVBI is partly paperless.

There are many trees and plants, which keep the place safe from pollution and make the life of the residents happy and healthy.

#### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.28

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.27	0.11	0.57	1.70	1.21

#### File Description

#### Document

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

#### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

#### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 35

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	11	9	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

#### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last

**five years (Not addressed elsewhere)**

**Response: 15**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff**

**Response: Yes**

**7.1.13 Display of core values in the institution and on its website**

**Response: Yes**

**File Description**

**Document**

Provide URL of website that displays core values

[View Document](#)

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response: Yes**

**File Description**

**Document**

Details of activities organized to increase consciousness about national identities and symbols

[View Document](#)

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response: Yes**

**File Description**

**Document**

Provide link to Courses on Human Values and professional ethics on Institutional website

[View Document](#)

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 16

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	5	4	2

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The organisation of national/international days of importance and the birth/death anniversaries are the regular feature of the institute. The following are some of the programmes days organized in the Institute:

Mahatma Gandhi, Sardar Vallabh Bhai Patel, B.R. Ambedkar, Vivekanand Jayanti (Youth Day), Teachers Day, Human Rights Day, National/Integration Day, Environmental Day, Republic Day, Independence Day, Maryada Mahotsav, Holi Milan, Mahaveer Jayanti, Clean India: Gandhian Initiative days, Literacy Day, International Nonviolence Day, International Yoga Day, Children Day, Guru Purnima, International Youth Day, Hindi Diwas, Sanskrit Diwas, International Women Day.

Talks by the faculty or visiting faculty members are arranged for the students and present the life achievements of these great personalities.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

The Institute maintains complete transparency in its financial, academic, administrative and other related work.

The accounts are audited by both internal and external auditors. Chartered Accountants are appointed for preparing Balance-Sheet and annual budget. The income and expenditure of the Institute is published in Annual Report and same is available on the Institute website's. Academic and Administrative audit is a regular feature of this institute. The Academic and Administrative Audit report is placed before the competent body and thereafter it is forwarded to UGC.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

#### **Response:**

#### **PRACTICE – 1**

##### **1. Title of the Practice**

“Start-up Grant for Research”

##### **2. Objectives of the Practice**

- 1.To encourage faculty to undertake Scientific Research.
- 2.To promote and facilitate research publications in the form of articles and books.
- 3.To facilitate the career growth of faculty.
- 4.To associate outside subject experts with institute to achieve the Institute’s goals.

##### **3. The Context**

To increase the research and publications output of faculty.

##### **4. The Practice**

- The Institute announces and calls for applications from in-house faculty and also from outside subject experts or practitioners
- Research proposals are submitted by the applicants in prescribed format
- All research proposals are examined and evaluated by external subject experts
- Research proposals are either accepted/rejected/accepted after modification
- The comments of examiners are communicated to applicants
- Modified proposals are called for

- Grant amount decided by the examiners in consultation with VC/Competent Authorities.
- Grant sanctioning letter dispatched to successful applicants including approved duration of research
- Grant amount provided in two instalments, i.e. 50% each
- Half-Yearly Report has to be submitted by the candidate
- Final Report submitted is evaluated by external subject experts

## 5. Evidence of Success

Total Projects Sanctioned		Total Projects Submitted		Total Projects Surrendered	
External	Internal	External	Internal	External	Internal
32	11	17	08	04	03

## 6. Problems encountered and Resources Required

- Half-yearly Report and Final Report submission
- Only few reports could be published by Institute
- Sustaining this innovative venture depends upon Institute's internal receipts

## PRACTICE – 2

### 1. Title of the Practice

**“Financial Aid to the students of the Institute”**

### 2. Objectives of the Practice

Many students admitted to the various programmes in the Institute are mostly from the rural areas and a substantial number from economically and socially backward sections. Further the Institute has to promote such students who take admission in the core disciplines of the Institute, namely Jainology and Comparative Religion & Philosophy, Prakrit, Sanskrit, and Nonviolence & Peace.

- To extend financial aid to the students on need-cum-merit basis.
- To promote and support students taking admission in the Post-Graduate departments of Jainology and Comparative Religion & Philosophy, Prakrit and Sanskrit, and Nonviolence & Peace.

### 3. The Context

The Institute is located in a remote rural belt of Rajasthan, where literacy rates among girls and women particularly is low and it is lower still in higher education. Since the Institute was established apart from promoting research and teaching in Oriental Studies and also in facilitating and empowering women through higher education, the management decided to provide financial assistance to deserving students.

### 4. The Practice

- To fulfil the above stated objectives and goals the Institute since its inception used to sanction free-ships to students on need-cum-merit basis.
- Particularly in the case of free-ship to meritorious students the candidate has to first apply for such

free-ship but must have scored at least 75% marks in the previous examination. This policy is reviewed from time-to-time and the criteria is changed as per the existing conditions/needs.

- Students from financially weak background are required to submit proof of income from the concerned government agency.
- All the students enrolled in the PG departments of Jainology and Comparative Religion & Philosophy, Prakrit and Sanskrit, and Nonviolence & Peace are totally exempted from course fees and hostel fees.
- All the students enrolled in the PG departments of Jainology and Comparative Religion & Philosophy, Prakrit and Sanskrit, except Nonviolence & Peace are also provided with an exemption of mess charges or provided Rs. 2500/- per month in lieu of meal facility.
- Students from SC, ST and Minority categories were also exempted from total course fee for one year to mark the Silver Jubilee celebrations of the Institute.
- Besides, those students belonging to the department of Jainology and Comparative Religion & Philosophy who secure 85% or above marks overall for the whole programme are rewarded with an additional amount of Rs. 25,000/- per annum to promote excellence in education in this field.

## 5. Evidence of Success

Name of the Programme	Type of		Exemption / Amount
	Free-ship/ Stipend	Scholarship/	
M.Phil. in Jainology and Comparative Religion & Philosophy	Scholarship		2500/- p.m.
M.A. in Jainology and Comparative Religion & Philosophy	Course Fee		Exempted
	Mess Fee		2500/- p.m.
	Hostel Fees		Exempted
M.Phil. in Prakrit and Jain Agama	Scholarship		2500/- p.m.
M.A. in Prakrit	Course Fee		Exempted
	Stipend		2000/- p.m.
M.A. in Sanskrit	Course Fee		Exempted
	Stipend		1500/- p.m.
M.Phil. in Nonviolence and Peace	Scholarship		2500/- p.m.
M.A. in Nonviolence and Peace	Course Fee		Exempted
	Stipend		2000/- p.m.
M.A. in Yoga and Science of Living	Stipend		1500/- p.m.
Bachelor of Arts (B.A.)			
Bachelor of Commerce (B.Com.)			
Bachelor of Science (B.Sc.)			

### Detail of Scholarship/Stipend disbursed (2013-14 to 2017-18)

Programme	Year				
	2013-14	2014-15	2015-16	2016-17	2017-18
UG	141	195	227	52	69
PG	18	19	18	16	18
Research	7	7	5	6	3

## 6. Problems encountered and Resources Required

None

### **PRACTICE – 3**

#### **1. Title of the Practice**

“Yoga, Meditation and Prayer for Good Health and Harmony”

#### **2. Objectives of the Practice**

1. Welfare of the staff and students and that of community members of adjoining areas
2. Physical fitness, stress free life and mental health
3. To promote healthy work culture resulting in quality out-put of the academic and administrative staff

#### **3. The Context**

Training in Yoga and Meditation is the hallmark of the Institute. There is a PG Department of Yoga and Science of Living, having trained faculty with research work of high calibre, with proper pre and post testing mechanism. The components of these techniques are planned for the overall and complete development of the persons related with this Institute.

#### **4. The Practice**

- Yoga/prayer/meditation are designed scientifically and an orientation programme of these are the regular feature at the time of new admission and the students are well oriented for the new ethic-based life style.
- Every working day begins with Prayer and Meditation session.

#### **5. Evidence of Success**

- Stress-free work environment
- Harmony in staff relationship
- Regularity in reporting in the office and zero absenteeism

#### **6. Problems encountered and Resources Required**

None

### **PRACTICE – 4**

#### **1. Title of the Practice**

“A Unique and Active Association of Nuns and Monks”

## **2. Objectives of the Practice**

1. To associate Samanis (nuns) and monks for promoting ethical and value-based life-style among students and staff.
2. To benefit the Institute from the expertise of nuns and monks in the field of Jainology and Oriental Studies.

## **3. The Context**

Since, this Institute was envisioned by the great saint of the era, Acharya Tulsi, having a strong belief in literate and empowered women, a new category of Samani (nuns) was created by him, who are provided scope to undertake further studies in higher education with a focus on Jainology and Religious Studies. They devote their full – time for academic development of this Institute.

## **4. The Practice**

- The Samanis and monks contribute to the academic growth of the Institute by involving themselves on regular basis in teaching, research, and ethical & moral education.
- Conduct of Preksha Meditation camps
- Many are actively involved in minor and major research projects, submit proposals to funding agencies like UGC, ICSSR, ICPR, ICHR etc. and have successfully completed these research projects
- They participate in National and International fora and propagate the high ideals enshrined in Jain philosophy and other oriental studies

## **5. Evidence of Success**

- Have successfully contributed by taking regular classes at both UG and PG level
- Have contributed to the academic achievements of the Institute by publishing regularly in the form of research articles and books
- Have participated actively in National and International seminars, conferences, workshops, training programmes, discussions, and debates.
- Have played active role in leading administrative responsibilities and assignments in the capacity of Heads of Departments, Principal of AKKM (Constituent College), Head of Research Center (BMIRC), Head of the Institute as Vice-Chancellor (Dr. Samani Mangal Prajna; Samani Charitra Prajna)
- Helped in creating stress-free work environment
- Have contributed to counselling students and staff both for harmonious professional and family life
- By and large the Institute and the campus has been free of violence, harassment, conflicts, substance abuse, in-fighting among staff and students
- The trained manpower who have passed-out from the Institute have been able to make a mark in the National and International arena by way of Yoga and Meditation Trainers in China, Russia, Japan, Italy, USA, UK, and Europe.

## **6. Problems encountered and Resources Required**

None

## **PRACTICE – 5**

### **1. Title of the Practice**

“Students Clubs for Academic and Career Growth and Value Inculcation”

### **2. Objectives of the Practice**

- 1.To facilitate and promote a culture of competitiveness and innovation in students
- 2.To generate and sustain students’ interest in academics and for overall personality development
- 3.To promote leadership qualities in students
- 4.To gain experience in the organization of programmes/events

### **3. The Context**

The Institute has an avowed objective and goal to promote independence, transparency, proficiency, development of sector specific skills, and ethical and value-based personality.

### **4. The Practice**

- To fulfil the above stated objectives and the overall context in which the Institute functions, the students of the Institute at all levels are motivated to constitute and participate in various clubs with innovative ideas and fulfilment of self-designed objectives
- A total of six Clubs (Vivekananda Club; Mahashraman Club; Sonal Man Singh Club; Aparna Sain; P.V. Sandhu Club; and Mahaprajna Clubs) currently exists, which have been named after luminaries and leaders of the time in their own right
- As and when required, students seek the guidance of their mentors/teachers
- The Institute has allotted Rs. 25,000/- per annum for each club to undertake activities of their choice
- A proposal has to be submitted by each club mentioning the details of activities to be undertaken and the heads of expenditure along with estimated budget
- At the end of each event the respective club submits the statement of expenditure along with necessary receipts/documents
- The activities undertaken are documented in the quarterly newsletter of the Institute titled “Samvahini”

### **5. Evidence of Success**

- Four programmes by 2 Clubs (Vivekanand Club and Mahashraman Club) Clubs have been organized in the past two years since introduction of this scheme.
- News items with colourful photographs have been published in “Samvahini”

### **6. Problems encountered and Resources Required**

None

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Response:

JVBI is an endeavour in the direction of putting into practice, promote and propagate the high ideals of Anekant, Ahimsa, Tolerance and Peaceful Co-existence for the weal of the mankind. JVBI is therefore, committed to Advanced Studies, Research & Training in the context of comparative studies in Indology, World Religions, Ahimsa and World Peace.

JVBI gives special emphasis on the synthesis of the spiritual heritage of the ancient Indian Shramana Culture with the modern scientific outlook in the field of education and research and inculcate amongst students the essential values and ideals of ancient Indian culture and civilization.

Some of the visible contributions and achievements of the Institute is indicated briefly as under :

- Establishment of BMIRC
- Completed 28 Research Projects and 11 translation/editing works of Canonical Literatures (Agams) sanctioned/funded by the Institute
- Organization of lecture series through Anekant Shodhpeth
- Scientific research in the field of Oriental Studies, especially in Jainology
- Decision taken to start Medical College for Naturopathy and Yoga
- Launching of short-term courses Jain Astrology, Jain View on Environment, Jain View on Pre-Marriage Counselling
- Value components are integrated with all courses of the Institute
- Value based practices in the campus life
- Networking with similar type of Institutions
- Publication of Monograph Series in the field of Jainology
- Digitization of Ancient Manuscripts and establishment of Manuscript Conservation Center
- Sustained efforts at popularizing Indian Heritage and Culture
- National/International Seminars, Conferences in the field of Oriental Studies
- Faculty involved in teaching in Florida International University, and SOAS University of London in the field of Jainology and Oriental Studies.
- Popularizing Yoga and Science of Living by organizing Training Camps in Nonviolence, Yoga, Preksha Life Skill
- Editing and translation work of canonical literature
- Good number of research publications in Jainology and Oriental Studies
- The Central Library since inception has been established and developed to cater to the objectives and goals for which the Institute has been established
- Developed alternative model of economics based on Jainism
- The Convocation of the Institute as far as possible is held in the pious presence of the Anushasta, who is the moral disciplinarian of the Institute. This gives moral sanctity and credence to the academic achievements of the alumni of the Institute.
- The faculty of the Institute have been endowed with Rashtrapati Award, Research Award of UGC, and various other awards for their contributions the field of Oriental Languages and Oriental Studies

- Some of the students enrolled in Distance Education programme belonging to Yoga and Science of Living programme have created Guinness World Record for Yoga postures.

NAAC

## 5. CONCLUSION

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### Additional Information :

The Institute is striding forward in the fulfilment of its Goals & Objects while expanding some of the programme as per local needs.

It is noteworthy to mention here that various Expert Teams representing the University Grants Commission (UGC), Ministry of HRD, and statutory bodies like Distance Education Council (DEC), Open and Distance Learning (ODL), and National Council for Teacher Education (NCTE) have visited the Institute from time-to-time and have found the various academic and research programmes and facilities of the Institute, including the ambiance of the Institute's campus, to be par excellence.

The feedback and suggestion of various cells and committees were considered by the administration and those found worthy were implemented. Such inclusions based on feedback contributed to significant development in sports, cultural and other extracurricular activities, publication, academic development, NCC/NSS activities etc. of the Institute.

The faculty members are mostly young and energetic who sincerely and dedicatedly contribute to the Institute's growth and can do so in an even better manner in future with experience. In spite of JVBI being a small Deemed-to-be University with relatively less number of students, research scholars and faculty, the achievements of many are worth noting and praiseworthy, since a large number of students cleared NET, JRF, REET, and some faculty members have been awarded with Rashtrapati Puraskar in Prakrit and Sanskrit languages and literature.

The views expressed by the UGC Expert Committees/members reflect the contributions and scope of JVBI which are as under:

“Jain Vishva Bharati Institute is unique as it is operating with the vision and mission of propagating values of non-violence, tolerance and peace as propounded in Jain philosophy.”

“Limiting of the territorial jurisdiction of the Distance Education courses of the Institute to Rajasthan only has adversely affected its efforts to promote nonviolence, tolerance and peace nationally and internationally through its course on nonviolence and peace education.”

**It is to be recorded that JVBI also runs courses through distance mode having 11476 students at present.**

“Campus experience has been overwhelming. Life and academics seemed to be an unsung rhyme. Moved by the serenity of the place.”

### Concluding Remarks :

The Jain Vishva Bharati Institute seeks to transform the human mind which is responsible for all the good and bad that we see in the world. Most conventional universities design their curricula for the intellectual advancement of students but Acharya Tulsi and his successors had envisioned to create a unique Institution that

would exclusively be known and identified for promotion of human values that is ingrained in the rich Indian culture and heritage, and specifically Jainism and other Indian religions. In addition to it being developed as a centre for Jainology, world religions, Sanskrit and Prakrit Languages it was envisaged to be a global centre of excellence for oriental studies in general and Jainology in particular.

JVBI stands not only for academic excellence, but it strives to instil in the students, scholars and employees the basic value bases. So far in its existence for the past 27 years, JVBI has been successful in creating a holistic personality of its stakeholders and promoting the essence of Indian values and culture through its curriculum, research and extension activities.

The Institute's immense contribution to the field of Jainology is evident by the number of qualitative research and publications it has come out with over the years; undertaking major research projects; conducting national and international conferences and seminars; as also extension programmes.

To sum up, it would be pertinent to place on record that all the good things and achievements of JVBI have been possible with the exclusive donations received from the Jain community who have a shared belief in the vision of their Acharyas. The development grant assistance received by JVBI through various Five Year Plans from the University Grants Commission (UGC) has contributed equally to the development of the Institute.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years</p> <p>Answer before DVV Verification : 15 Answer after DVV Verification: 14</p> <p>1.1.2.2. Number of all programs offered by the institution during the last five years Answer before DVV Verification : 15</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last 5 years Answer before DVV Verification : 16 Answer after DVV Verification: 11</p>																				
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>956</td> <td>1019</td> <td>977</td> <td>854</td> <td>830</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>763</td> <td>1019</td> <td>977</td> <td>854</td> <td>830</td> </tr> </tbody> </table> <p>Remark : As per seats available provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	956	1019	977	854	830	2017-18	2016-17	2015-16	2014-15	2013-14	763	1019	977	854	830
2017-18	2016-17	2015-16	2014-15	2013-14																	
956	1019	977	854	830																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
763	1019	977	854	830																	
3.1.2	<p>The institution provides seed money to its teachers for research (average per year)</p> <p>3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>4.63</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>4.62</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	4.63	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	4.62	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	4.63	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	4.62	0	0	0																	
3.2.1	Grants for research projects sponsored by the non-government sources such as industry, corporate																				

houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.23	13.87	44.15	14.83	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.86	13.87	44.15	14.83	0

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
100	54	90	55	57

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
99	54	90	55	57

Remark : As per research papers in the Journals notified on UGC website provided by HEI is not working.

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
42	13	22	20	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
27	12	18	17	14

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
40	41	86	150	230

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
40	40.46	86	150	230

Remark : As per budget for capital expenditure provided by HEI

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.75	16.36	2.85	4.22	1.98

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.75	16.37	2.85	4.22	1.97

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 86

Answer after DVV Verification: 81

Remark : As per teachers and students using library provided by HEI.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	19	24	17	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	19	16	16	15

Remark : As per outgoing students placed provided by HEI of the year 2013-14, 2014-15, 2015-16 and 2017-18.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	13	9	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	7	7	3	3

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	0	2	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	2	2	1

6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 349 1046 483"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>3</td> <td>5</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 562 1046 696"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>3</td> <td>5</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	8	3	5	3	2017-18	2016-17	2015-16	2014-15	2013-14	4	8	3	5	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	8	3	5	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	8	3	5	3																	
6.5.4	<p>Quality assurance initiatives of the institution include</p> <ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements</li> <li>2. Academic Administrative Audit (AAA) and initiation of follow up action</li> <li>3. Participation in NIRF</li> <li>4. ISO Certification</li> <li>5. NBA or any other quality audit</li> </ol> <p>Answer before DVV Verification : Any 4 of the above  Answer After DVV Verification: Any 2 of the above  Remark : As per Quality assurance initiatives provided by HEI.</p>																				
7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1532 1046 1666"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1744 1046 1879"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	4	3	3	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	3	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	4	3	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	3	2	2																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2017-18	2016-17	2015-16	2014-15	2013-14
13	6	16	14	12

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	11	9	6

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	5	4	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	5	4	2

## 2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of departments offering academic programmes

Answer before DVV Verification : 1  
Answer after DVV Verification : 8

2.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
66	69	66	63	64

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
56	60	56	58	58

3.3 Total number of classrooms and seminar halls

Answer before DVV Verification : 1  
Answer after DVV Verification : 25

3.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 1  
Answer after DVV Verification : 45