



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
JAIN VISHVA BHARATI INSTITUTE**

**LADNUN
Rajasthan
341306**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	JAIN VISHVA BHARATI INSTITUTE LADNUN Rajasthan 341306	
2.Year of Establishment	1991	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	7	
Programmes/Course offered:	66	
Permanent Faculty Members:	74	
Permanent Support Staff:	48	
Students:	826	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Promotes Higher Education in Oriental studies in general and Jainology in particular. 2. Excellent Library with canonical literature and preservation of manuscripts related to Jainology 3. State-of-art infrastructure with bio diversity park	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-04-2019 To : 13-04-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DHARMARAJAN P K	Vice Chancellor,SREE SANKARACHARYA UNIVERSITY OF SANSKRIT
Member Co-ordinator:	DR. SEETHAMMA K K	FormerRegistrar
Member:	DR. WILLIAM BASKARAN	Professor,GANDHIGRAM RURAL INSTITUTE DEEMED TO BE UNIVERSITY
Member:	DR. VEERSAGAR JAIN	Professor,SHRI LALBAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETH
Member:	DR. RAMA MISHRA	FormerProfessor,SCHOOL OF EDUCATION
NAAC Co - ordinator:	Dr. Latha Pillai	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	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
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The institution has attained the status of a Deemed to be University in 1991. The Institution caters to all sections of the society with a special emphasis on marginalised and socially disadvantaged students. The Institution offers 66 programmes in D.Litt., Ph.D., M.Phil., M.A., MSW, M.Ed., B.Ed., BA-B.Ed., B.Sc.-B.Ed., B.A., B.Com., B.Sc., Diploma and Certificate courses.

The curriculum has been revised on the lines of UGC regulations having a focus on employability/entrepreneurship/ skill development in the last five years. Value based education, studies on Jain Canonical literature, comparative studies in Religion and Philosophy, programme in Social work, propagation of core Human Values and Ethics such as practising Non-violence, Tolerance, Peaceful Co-existence and integration of modern science with ancient wisdom of the spiritual and visionary seers. The Institute seeks to intertwine moral and spiritual norms and values to students. Short-term courses conducted during summer vacation.

CBCS has been introduced in both UG and PG courses.

Academic flexibility is evident in the learner's freedom to opt additional courses. Feedback collected from students, teachers, employees and alumni are being analysed and follow up measures initiated.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Transparency in admission is visible. The institution caters to students from rural, underprivileged sections of the society, including that of the reserved category.

Orientation programmes and personality development programmes are arranged in the beginning of the academic year to instil confidence in the students. Department of Social work conducts individual and group discussions to cater to differential needs of learners. Students are taught time and stress management and personality development through theoretical and practical sessions based on ancient heritage of Indian Philosophy.

The teaching-learning outcomes are closely monitored and necessary corrective measures are initiated. The needs of the 'slow-learners' are properly addressed. The institution has evolved various methods to improve the teaching-learning process like orientation programmes, study tours, visits to Jain shrines, group discussions, assignments, PPT presentations, Block placement training to interns in professional courses, etc., to make learning student centric. ICT enabled teaching with traditional classroom techniques are adopted.

Continuous evaluation through internal assessments (CIA), mid-term and end semester examinations are held. End semester examinations and Term paper submission to imbibe research culture amongst PG students were introduced.

Academic calendar is strictly adhered to. UGC regulations are being followed for M.Phil. and Ph.D. Programmes.

A grievance redressal committee is in place to redress examination related grievances of students.

Programme outcomes and programme specific outcomes are incorporated in many of the courses through BOS and Academic Council. Course contents are updated from time to time. The outcomes are verified also by academic and administrative audits. The outcomes of this, is the proposal to launch various certificate and

MOOC courses. 'Mentor-Mentee' programme is in practice for the over-all personality development to bring the students to the mainstream.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The institution has a well-defined policy for promotion of research and the same is uploaded in the institution's web-site. Seed money is given to teachers pursuing research. Two teachers have been awarded international fellowship for advanced research in the last 5 years. 36 JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows have enrolled in the last five years. Institutional scholarship also provided for the research scholars.

Number of laboratories such as Physiology, Psychology, Bio-chemistry, Shatkarma, Naturopathy, and Research/Statistics Databases and a Museum are there. 28 major and minor projects funded by the university over the last 5 years. 10 major research projects funded by UGC, ICSSR, ICHR, ICPR and NMM have been completed. 51 teachers are with Ph.Ds. A good number of workshops, seminars and conferences are conducted on topics of comparative studies, current and contemporary issues.

The institution has created an eco-system for innovations for the preservation and propagation of Jainology and Oriental studies. Digitalisation of rare books and manuscripts and sharing of digital contents with the networking partners has culminated in the approval of grants for setting up of a Manuscript Conservation Centre (MCC) by the Ministry of Culture, Govt. of India. Apart from this, 4 start-ups are incubated on the campus. 91 students are pursuing Ph.D.

Research Publications in national and international journals, edited volumes/books, conference proceedings are remarkable. The institution has a practice of sharing the revenue generated amongst the stake holders of the projects.

Three faculty members have received presidential awards.

28 Samanis are rendering the services (academic) without taking salary.

Number of extension activities in the form of providing education to school drop-out girls, organising health camps, maintaining clean and green campus, tree plantation, organising literacy, legal literacy, awareness programmes, training in nonviolence and peace, meditation camps and various community welfare programmes for the benefit of the society have been conducted by the institution.

Students also participate in extension activities with Government organisations, NGOs & programmes such as

Swatch Bharath, AIDs Awareness, Gender issues etc. 26 collaborations in research, faculty exchange, student exchange and 10 MOU's are visible. Enrolment of students in the Ph.D. programme is gaining momentum.

Performance based incentives to faculties for R&D and non-teaching staff have certainly motivated the teachers and non-teaching staff has enabled them to enhance their research and administrative activities.

Two units of NSS and one unit of NCC are actively involved in extension activities.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The institution is spread over an area of 21.5 acres with the plinth area of 2.53 lakh Sq. Ft.

The institution has sufficient smart classrooms, auditorium, good laboratories (12) such as Language, Computer, Psychology, Physics, Chemistry, Bio-chemistry, Zoology, Botany, Physiology, Shatkarma and Geography, Canteen and four Guest Houses.

Both indoor and outdoor sports and games facilities are available. A well equipped yoga centre, a multi-stationed gymnasium, an auditorium for cultural activities and an amphitheatre and indoor stadium are there.

Adventure sports facilities are available with active participation of students.

Library is fully automated with LAN and INFLIBNET. Digital copies of rare books, rare manuscripts on Jain Agama, Jain Jyotish, Mantra-Tantra, Vedic literature, Kavya Shastra, Vyakaran, Kosh, Nyaya & Ayurveda, DVDs and CDs are made available. The E-journals, E-Shodh Sindhu, Shodhganga membership and E-books are also available. E-contents are also being developed by the teachers.

The library has 68678 books on 47229 titles.

The campus is fully Wi-Fi. Apart from 3 computer laboratories, a digital studio is also there. Sufficient funds are allocated for IT maintenance and the institution frequently updates IT facilities.

The institute gives top priority for maintaining and utilizing physical, academic and support facilities. Adequate separate budget is ear marked for the maintenance. Full time regular staff have been appointed for this purpose. The infrastructure gets upgraded, repaired and modified according to the needs on a regular basis.

An infrastructure committee needs to be set up to oversee the infrastructure requirements and suggest suitable

recommendations.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.5 QIM	The institution has an active international students cell to cater to the requirements of foreign students
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	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

Qualitative analysis of Criterion 5

- Student's representation is visible in various cells existing in the institution. Various pro-active clubs have been set up. Each club has been provided with Rs. 25,000/- for organising various events and activities. The institution has been organising a number of sports, games and cultural competitions at the university, regional and state levels.
- Highly disciplined and a satisfied Student community.
- Well maintained Girls hostel with Wi Fi and other facilities.
- Students actively participate in cultural events.
- An active alumni association of the institution provides financial and non-financial assistance in terms of placement training, internship, admission of students, and curriculum upgradation. In the last 5 years the alumni has contributed Rs.10 lakhs to the institution. The alumni needs to meet atleast twice in an year.
- Pass percentage is around 95%.
- Percentage of students progressing for higher education is over 50%.
- Minimal drop-out rate.
- Free education, boarding and lodging is extended to the students of four departments namely Jainology and Comparative Religion & Philosophy, Prakrit and Sanskrit, Nonviolence & Peace, and Yoga and Science of Living.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	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
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

- Follows decentralization system of administration.
- The institution has its own well defined organizational structure and policy. There is clarity regarding the strategic plan and deployment. Many committees/ cells actively function in their respective areas, are evident through formal minutes of meetings and implementation of resolutions of various committees is present in the institution.
- The service rules, procedures, recruitment and promotional policies are as per the UGC guidelines.
- A satisfied teaching and non-teaching community.
- Implementation of E-governance is undertaken in every area. A specific software has been installed for examination including the computerised ERP software for effective management. The teaching and non-teaching staff have welfare measures. Training programmes and counselling are also undertaken. The institution in collaboration with ESI has started a social security scheme for the workers. The gratuity amount has been increased from Rs.10 Lakhs to 20 Lakhs. Fees, Donations, Grants from

UGC, interest earned from Corpus fund and investments, conferences / research related grants from funding agencies are income resources to the institution. Both internal and external audits are in place.

- Faculty regularly attend Refresher Courses / Orientation Programmes / Workshops.
- Academic and administrative audits are conducted every year. Performance Appraisal system for teaching and non-teaching staff exist.
- IQAC helps in feedback analysis, proper planning & necessary improvement for quality teaching, training and innovative methods, and introduction of new courses and modules, wider access to marginalised and socially deprived students, improvement of communication skills of learners, skill development programme etc.,
- Substantial improvements carried out during post-accreditation period including that of obtaining the 12B status. Research journal entitled 'Tulsi Prajna' bearing an ISSN number was included in the UGC approved list of journals.
- State-of-art infrastructure developed during the post-accreditation period.
- Harmonious relationship among the stake holders are visible.
- Management should encourage departments to conduct more number of national/international seminars, conferences, workshops, faculty development programmes etc.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	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
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institution has taken steps to ensure gender justice in all matters concerning students and faculties. CCTV cameras are installed at strategic points. Self defence classes are conducted during summer vacation. Safety and security of the students have been given priority.

Anti-ragging and anti-sexual harassment cells are in place. Common rooms and rest rooms are available. Solid, liquid and e-waste are disposed off scientifically. Well planned drainage system exists.

Rain water harvesting and recycling of waste water conducted regularly. Entire campus has been declared green, plastic free and paperless office. Separate budget is earmarked for undertaking green initiatives and waste management, renewable energy service and LED bulbs are used.

Staff & students are encouraged to use public transport. University also operate their own route buses. Pedestrian friendly roads are laid throughout the campus.

Rent free quarters are provided to the employees and electricity is given on a concessional rate.

The institution plans and organises activities to increase consciousness about national identities, symbols, fundamental duties and rights of citizens and other constitutional obligations, human values and professional ethics. The institution organizes national festivals and birth/death anniversaries of the great Indian personalities.

Courses on human values and professional ethics are integral part of curriculum.

The income and expenditure is published in the Institute's website as part of transparent administration. Academic and administrative audit is a regular feature of the Institute.

Best practices such as:

1. Start-up 'grant for research' to encourage faculty to undertake scientific research,
2. Financial aid to the students of the institute.
3. Yoga, meditation & prayer for good health and harmony for the staff and students and the neighbourhood community,
4. A unique and active association of Samanis and Sadhus for promoting ethical and value based life-style among students and staff,
5. Student clubs for academic & career growth and value inculcation, are some of the activities with considerable evidences of success.

The special emphasis of 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 bears testimony to its vision, priority and thrust.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Strengths:

- Good ambience for students.
- State-of-art infrastructure for curricular and co-curricular activities.
- Immense contribution in the field of Jainology, Nonviolence and Prakrit and Sanskrit.
- Participation in extension and outreach activities.
- Preservation of ancient written manuscripts on Jainology is commendable.

Weaknesses:

- Remote geographical location
- Offers limited number of courses
- Admission not upto sanctioned strength.

Institutional Opportunity:

- Need based courses be introduced
- Introduction of more PG courses
- Interdisciplinary approach
- Effective placement cell for better placement of the students

Challenges:

- Initiate Institute Industry alliance collaborations
- Introduce job-oriented inter-disciplinary courses
- Mobilization of financial resources

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Efforts be initiated to offer more PG courses
- Campus placement may be strengthened
- Institution may venture to introduce career based / need based courses
- Community college concept and vocational programmes such as B.Voc. may be introduced.
- A subject on Cyber Information Security may be started.
- Internal Compliance committee be constituted as per UGC norms.
- IQAC to be made more functional.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

NAAC

Sl.No	Name		Signature with date
1	DR. DHARMARAJAN P K	Chairperson	
2	DR. SEETHAMMA K K	Member Co-ordinator	
3	DR. WILLIAM BASKARAN	Member	
4	DR. VEERSAGAR JAIN	Member	
5	DR. RAMA MISHRA	Member	
6	Dr. Latha Pillai	NAAC Co - ordinator	

Place

Date

NAAC