INSTITUTIONAL DEVELOPMENT PLAN (IDP)

Submitted to

University Grants Commission/MHEI

by



CENTRAL UNIVERSITY OF JHARKHAND

JEllan (J.K. Baral) K-Mishra 5222

(Anun Kumar Padhy)

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For any institution the development plan is most important for the growth and establishment in line with the vision and mission statement. Institutional development plan laid down by the University shows its growth path and helps in self-analyze about their objectives/goals laid down aligned with the vision and mission statement.

Objectives of IDP

Central University of Jharkhand is pursuing its effort to develop into a highly impact full university. University has adopted the following objectives to achieve within the time period of coming 10 years. The objectives are:

- > To achieve institutional excellence
- > Plan the faculty & staff requirement
- > Plan & prepare Infrastructure (Physical as well Digital) through requirement Assessment
- > Assessment of learning resources & plan to build Student Support
- > Institutional sustainability & Growth
- > Complying to the Vision & Mission
- > Bring in appropriate governance reforms
- > Sustainable utilization of mineral wealth of state of Jharkhand
- > Convergence of course curriculum with Indian Knowledge System.

VISION STATEMENT

"Knowledge to Wisdom" is the motto with an objective to uplift the under privileged specially tribals through education spearheading them in the frontlines of the state, country and world as a whole.

In the present context Knowledge is confused with information. Information being distilled, organized, understood, applied can be knowledge, provided it is in tune with knowledge system of India.

Core Values

Central University of Jharkhand is committed to:

- Empowering students with knowledge and skill for Nation building, so that all communities can equally achieve a higher level of academics, research and self-empowerment.
- Preserving and continuing cultural traditions while adopting and inclusive approach to address the needs of tribal communities, including their languages and knowledge systems.
- Creating a learner-centred environment which is crucial for the promotion of academic integrity and excellence.
- Promoting a safe and healthy working and learning environment that encourages free expression and the exchange of ideas, which in turn help learners to develop holistic thinking and prepare them to be responsible citizens.

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Mission

"SAH VIDYA Ya Bimukteyam"

- Offer a range of associate degree programs
- Prepare students for smooth transition to other institutions of higher education
- Offer academic credentialing programs of various lengths
- Assist students in developing and pursuing holistic lives (physically, intellectually, and aesthetically)
- Attain and maintain appropriate accreditation and certification of HEIs degrees and programs
- Maintain and measure quality learning in all classes
- Provide a means of maintaining and enhancing Indian culture, values, language, and knowledge of **Bharatiya Gyana Parampara** (Indian Knowledge System).
- Honour and respect women as the sacred life-givers of the Nation and to empower them for leadership roles
- Serve as a cultural and educational centre for community development
- Encourage and support the professional development of faculty and staff
- Emphasize on cutting edge research and converting the university from teaching to researchbased university

Institutional Identity

The Central University of Jharkhand envisions itself as a premier institution dedicated to fostering academic and research excellence, preserving and promoting the rich cultural heritage of the region and contributing to sustainable development through research, innovation, solving local problems, and policy formation. Our core vision encompasses the following pillars:

I) Academic Excellence: Through Teaching-Learning in multi-disciplinary areas.

CUJ envisages a holistic and multidisciplinary education system that can unlock the potentials of students of all strata on all realms of life.

- II) Research and Innovation: We foster a vibrant research culture that encourages intellectual curiosity, critical thinking, and innovation. Our university prioritizes research in fields relevant to regional development, natural resource management, environment, climate change, energy, agriculture, healthcare, education, and entrepreneurship. By fostering a conducive research ecosystem and providing state-of-the-art facilities and resources, we aim to generate cutting-edge knowledge, technological advancements, and impactful innovations that contribute to regional and national development. Co-operation, Co-creation and mutualism is the driving spirit of our research activities.
- III) Sustainable Development: We recognize the importance of sustainable development for the wellbeing of Jharkhand and the planet. Our university is dedicated for the pursuance of 17SDGs both in course curriculum, research, projects and academic assignments. Through collaborations with local communities, government agencies, and industry partners, we seek to develop sustainable

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solutions, promote resource conservation, mitigate climate change impacts, and foster responsible and inclusive development. And thus carry forward the light of "Vasudhaiva Kutumbakam – वसुधेव कुटुम्बकं ".

- IV) Nurturing Tribal Culture: We strive to serve as a hub for the preservation, promotion, and celebration of the vibrant tribal culture of Jharkhand. Our university is committed to creating an inclusive and culturally sensitive environment that respects and values the traditions, languages, art, music, folklore, and indigenous knowledge systems of the tribal communities. We aim to empower tribal students and researchers to explore and contribute to the preservation and revitalization of their cultural heritage.
- V) Local Problem-Solving, Community engagement and innovation: We are committed to actively engaging with the local communities, understanding their challenges, and collaboratively finding solutions to address their specific needs. Through community outreach programs, participatory research, and knowledge exchange platforms, we strive to bridge the gap between academia and society. By social inclusion, and create positive socio-economic transformations that uplift the leveraging our expertise and resources, we aim to empower local communities, promote lives of individuals and communities in Jharkhand.
- VI) Inputs for Policy Formation: Recognizing the influence of policy in shaping the trajectory of development, our university actively engages in policy research and advocacy. We aim to contribute to evidence-based policy formulation and implementation at the local, state, and national levels. Through rigorous analysis, policy dialogues, and collaborations with government agencies and policymakers, we seek to influence policies that are inclusive, sustainable, and aligned with the needs and aspirations of the tribal communities and the broader society and our nation.
- VII) Training for Empowerment: The Central University of Jharkhand is committed to nurturing a vibrant academic community that embraces diversity, fosters innovation, and serves as a catalyst for positive change. By integrating tribal culture, sustainable development, research, innovation, local problem-solving, policy formation & training, We aspire to be a transformative force in Jharkhand and beyond, creating a brighter future for all.

CUJ collaborates with local communities, tribal groups, industry partners, and other academic institutions to build a robust ecosystem of innovation and entrepreneurship. Our faculty and students work on cutting-edge research projects in areas such as sustainable development, energy, water, social sciences, among others.

Contributing to Nation Building through inculcating following agenda:

- > Pride in Indian value system & tradition/culture
- > Modernisation through scientific approach and technology adoption
- > Pursuing Innovation & Enterpreunership to make the nation self-reliant

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- > Developing spiritual & social quotient
- > Building a culturally aligned Developed Bharat through conscious & responsible citigenry.
- > Sustainable development with respect to Industry and mining leading to environmental aspect

Aim: Build a purpose driven flagship university which will be best for the region and the country

- Comply to the aspiration
- Articulate and live by strong values
- Efforts for Admiration & Endearment
- Inculcate a culture of Innovation

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1. INSTITUTIONAL BASIC INFORMATION

1.1. Institutional Identity:

A. Name of the Institution: Central University of Jharkhand

- Is the Institution approved by regulatory body?: Yes, UNIVERSITY GRANTS COMMISSION
- Furnish approval no. : Resisteed No.: DL-(N)/04/0007/2003—09 dated 20th March 2009.

B. Type of Institution: Government : Central University - Autonomous and Unitary

C. Status of Institution: Unitary & Autonomous Central University

- D. Category: Co-education
- **E. Location:** (urban/rural/tribal): Rural

F. Name of Head of Institution and Project Nodal Officers

| Head and Nodal | Name & Phone | Mobile | Fax | E-mail |
|--|--|------------|--------|--|
| Officer | Number | _ | | |
| | | Number | Number | Address |
| | | | | |
| Head of the Institution (Full time appointee) | Prof. Kshiti Bhusan Das | 6200705223 | | Central University of Jharkhand, Ranchi, Jharkhand |
| IDP Institutional Coordinator IDP Institutional Associate Coordinator | Present incumbent : Prof. A.K.Padhy Present incumbent : Prof. G.P.Singh | 8292824145 | | Central University of Jharkhand, Ranchi, Jharkhand |
| Nodal Officers for: | | | | |
| Academic Activities | Dean, Academic Affairs | | | |
| Civil Works including Environment | Registrar: Present incumbent : Shri K.K. Rao | | | |
| Management | | | | |
| Procurement | | | | |

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| Financial aspects | FO, CUJ Present incumbent : Shri P.K. Panda | | |
|--|---|--|--|
| Equity Assurance Plan Implementation | Director, IQAC Present incumbent : Prof. R.K. Dey | | |
| Research & Development | Dean, Research & Development Present incumbent : Prof. A. K. Padhy | | |

Apart from this as per the act and statute of the universities various regulatory bodies are in existence and fully functional in order to monitor, suggest and guide to achieve the mission and vision of the university. These are

Executive Council-

Finance Committee

Building Committee

Academic Council: The role of academic council is to approve and monitor various academic curriculums developed and suggested by the respective Board of studies on the department level and School Boards at the School level.

The university is also in the process of having external advisory board consisting of prominent industrialists, academics, and governmentalofficers to advise on the running and shaping up the university.

The University always has the pride to involve its alumni in various bodies and seeking their help in shaping up the curriculum framework, in particularly, of the university.

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1.2 Academic Information :(2023-24)

| Sl. No. | Title of | Level | Duration | Year of | Sanctioned | Total |
|---------|--|----------------------------|----------|----------|------------------|---------------------|
| | programs | (UG, Diplo ma, PC | (Years) | starting | annual Intake | student strength |
| | | PhD) | | | | |
| 1. | M.Tech. (Computer Science And Engineering) | PG | 2 | 2017 | 18 | 7 |
| 2. | M.Tech. (Energy Engineering) | PG | 2 | 2017 | 18 | 3 |
| 3. | M.Tech. (Nanotechnology) | PG | 2 | 2017 | 18 | 1 |
| 4. | M.Tech. (Transportation Engineering) | PG | 2 | 2017 | 18 | 17 |
| 5. | M.Tech. (Water Resource Engineering) | PG | 2 | 2017 | 18 | 10 |
| 6. | M.Sc. (Geoinformatics) | PG | 2 | 2017 | 31 | 32 |
| 7. | M.Sc. (Life Sciences) | PG | 2 | 2017 | 21 | 22 |
| 8. | M.Sc. (Chemistry) | PG | 2 | 2017 | 43 | 19 |
| 9. | M.Sc. (Environmental Science) | PG | 2 | 2017 | 43 | 8 |
| 10. | M.Sc. (Geology) | PG | 2 | 2023 | 14 | 13 |
| 11. | M.Sc. (Mathematics) | PG | 2 | 2017 | 43 | 18 |
| 12. | M.Sc. (Physics) | PG | 2 | 2017 | 43 | 32 |

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| 13. | M.Sc. (Statistics) | PG | 2 | 2022 | 31 | 6 |
|-----|--|---------------------------|---|------|-----|-----|
| 14. | M.A. / M.Sc. (Geography) | PG | 2 | 2017 | 31 | 12 |
| 15. | M.A. (Social Work) | PG | 2 | 2017 | 21 | 5 |
| 16. | M.A. (Anthropology) | PG | 2 | 2022 | 14 | 1 |
| 17. | M.A. (Public Administration) | PG | 2 | 2022 | 31 | 4 |
| 18. | M.A. (Political Sciences With Specialization In International Relations) | PG | 2 | 2017 | 31 | 14 |
| 19. | M.A. (English) | PG | 2 | 2017 | 43 | 39 |
| 20. | M.A. (Hindi) | PG | 2 | 2017 | 21 | 7 |
| 21. | M.A. (Mass Communication) | PG | 2 | 2017 | 31 | 11 |
| 22. | M.A. (Tibetan Language) | PG | 2 | 2017 | 7 | 1 |
| 23. | MPA (Theatre Arts) | PG | 2 | 2017 | 14 | 1 |
| 24. | MPA (Vocal Music) | PG | 2 | 2017 | 14 | 2 |
| 25. | B.Ed | UG | 2 | 2017 | 125 | 119 |
| 26. | Master Of Business Administration (MBA) | PG | 2 | 2017 | 66 | 64 |
| 27. | Master Of Commerce (M.Com.) | PG | 2 | 2017 | 43 | 14 |
| 28. | Integrated B. Tech. And M.Tech. (Electrical Engineering) | Integra ted UG - PG | 5 | 2022 | 43 | 40 |
| 29. | Integrated B. Tech. And M.Tech. (Metallurgical & | Integra ted UG - PG | 5 | 2022 | 31 | 28 |

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| | Materials Engineering) | | | | | |
|-----|---|---------------------------|---|------|----|----|
| 30. | Integrated B. Tech. And M.Tech. (Civil Engineering) | Integra ted UG - PG | 5 | 2022 | 43 | 42 |
| 31. | Integrated B. Tech. And M.Tech. (Computer Science & Engineering) | Integra ted UG - PG | 5 | 2022 | 60 | 63 |
| 32. | Integrated B. Sc. And M.Sc. (Chemistry) | Integra ted UG - PG | 5 | 2022 | 43 | 29 |
| 33. | Integrated B. Sc. And M.Sc. (Physics) | Integra ted UG - PG | 5 | 2022 | 21 | 21 |
| 34. | Integrated B. Sc. And M.Sc. (Geography) | Integra ted UG - PG | 5 | 2022 | 31 | 23 |
| 35. | Integrated B. Sc. And M.Sc. (Life Science) | Integra ted UG - PG | 5 | 2022 | 43 | 39 |
| 36. | Integrated B. Sc. And M.Sc. (Environmental Science) | Integra ted UG - PG | 5 | 2022 | 43 | 29 |
| 37. | Integrated B. Sc. And M.Sc. (Mathematics) | Integra ted UG - PG | 5 | 2022 | 43 | 34 |
| 38. | Integrated B. A. And M. A. (Economics) | Integra ted UG - PG | 5 | 2022 | 31 | 29 |
| 39. | Integrated B. A. And M. A. (Korean) | Integra ted UG - PG | 5 | 2022 | 31 | 29 |
| 40. | Integrated B. A. And M. A. (Anthropology) | Integra ted UG - PG | 5 | 2022 | 31 | 18 |
| 41. | Integrated B. A. And M. A. (Chinese) | Integra ted UG - PG | 5 | 2022 | 31 | 28 |

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| 42. | Integrated B. A. And M. A. (English) | Integra ted UG - PG | 5 | 2022 | 43 | 41 |
|-----|---|---------------------------|------|------|----|----|
| 43. | Integrated B. A. And M. A. (Hindi) | Integra ted UG - PG | 5 | 2022 | 31 | 22 |
| 44. | Integrated B. A. And M. A. (Mass Communication) | Integra ted UG - PG | 5 | 2022 | 43 | 32 |
| 45. | Integrated B. A. And M. A. (Political Science) | Integra ted UG - PG | 5 | 2022 | 31 | 26 |
| 46. | Integrated B.A. B.Ed. | Integra ted UG - PG | 5 | 2022 | 50 | 49 |
| 47. | Integrated B.Sc. B.Ed. | Integra ted UG - PG | 5 | 2022 | 50 | 44 |
| | | 1624 | 1148 | | | |

Courses Running from 2009-2016 batch

| Sl. No. | Title of programs | Level (UG, Diplo ma, PG, PhD) | Duration (Years) | Year of starting | Sanctioned annual Intake |
|---------|--|--|---------------------|---------------------|--------------------------------|
| 1. | M.Sc. (Geoinformatics) | PG | 2 | 2013 | 40 |
| 2. | M.Sc. (Life Sciences) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
| 3. | M.Sc. (Chemistry) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
| 4. | M.Sc. (Environmental Science) Lateral Entry | PG | 2 | 2013 | As per Vacancy |

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| 5. | M.Sc. (Mathematics) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
|-----|--|---------------------------|---|------|----------------|
| 6. | M.Sc. (Physics) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
| 7. | M.A. (International Relations) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
| 8. | M.A. (English) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
| 9. | M.A. (Mass Communication) Lateral Entry | PG | 2 | 2013 | As per Vacancy |
| 10. | MPA (Theatre Arts) | PG | 2 | 2013 | 10 |
| 11. | MPA (Vocal Music) | PG | 2 | 2013 | 10 |
| 12. | B.Ed | UG | 2 | 2013 | 100 |
| 13. | Master of Business Administration (MBA) | PG | 2 | 2017 | 40 |
| 14. | Integrated B. Tech. And M.Tech. (Energy Engineering) | Integra ted UG - PG | 5 | 2011 | 40 |
| 15. | Integrated B. Tech. And M.Tech. (Nanoscience & Technology Engineering) | Integra ted UG - PG | 5 | 2010 | 40 |
| 16. | Integrated B. Tech. And M.Tech. (Water Engineering & Management) | Integra ted UG - PG | 5 | 2010 | 40 |
| 17. | Integrated B.Tech & M.Tech in Land Resource management | Integra ted UG-PG | 5 | 2012 | 40 |

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| 18. | Integrated B. Sc. And M.Sc. (Chemistry) | Integra ted UG - PG | 5 | 2010 | 40 |
|-----|--|---------------------------|---|------|----|
| 19. | Integrated B. Sc. And M.Sc. (Physics) | Integra ted UG - PG | 5 | 2010 | 40 |
| 20. | Integrated B. Sc. And M.Sc. (Life Science) | Integra ted UG - PG | 5 | 2010 | 40 |
| 21. | Integrated B. Sc. And M.Sc. (Environmental Science) | Integra ted UG - PG | 5 | 2012 | 40 |
| 22. | Integrated B. Sc. And M.Sc. (Mathematics) | Integra ted UG - PG | 5 | 2009 | 40 |
| 23. | Integrated B. A. And M. A. (Korean) | Integra ted UG - PG | 5 | 2012 | 40 |
| 24. | Integrated B. A. And M. A. (Indigenous Cultural Studies) | Integra ted UG - PG | 5 | 2010 | 40 |
| 25. | Integrated B. A. And M. A. (Chinese) | Integra ted UG - PG | 5 | 2012 | 40 |
| 26. | Integrated B. A. And M. A. (English) | Integra ted UG - PG | 5 | 2009 | 40 |
| 27. | Integrated B. A. And M. A. (Mass Communication) | Integra ted UG - PG | 5 | 2009 | 40 |
| 28. | Integrated B. A. And M. A. (International Relations) | Integra ted UG - PG | 5 | 2012 | 40 |
| 29. | Integrated B.A. B.Ed. | Integra ted UG - PG | 5 | 2013 | 50 |
| 30. | Integrated B.Sc. B.Ed. | Integra ted UG - PG | 5 | 2013 | 50 |

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| 31. | Integrated B.A. & M.A. in performing arts | Integra ted UG - PG | 5 | 2013 | 32 |
|-----|--|---------------------------|---|------|----|
| 32. | Integrated B.A. & M.A. in Human Rights & Conflict management | Integra ted UG - PG | 5 | 2012 | 20 |
| 33. | Integrated B.A. & M.A. in Tribal & Customary Law | Integra ted UG - PG | 5 | 2013 | 40 |
| 34. | Integrated B.A. & M.A. in Tribal folklore Language & Literature | Integra ted UG-PG | 5 | 2013 | 40 |
| 35. | Integrated B.A. & M.A. in Far East Languages (Chinese, Korean, Tibetan) | Integra ted UG-PG | 5 | 2012 | 40 |

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Enrolment for 2023-24

| Depa rtme nt | Program me Name | Numbe r of seat/ intake availab le sanctio ned | Number of Applicati on received | Numbe r of studen t Admitt ed | Fe mal e | M al e | Jhark hand | Out side Jhar kha nd | SC | ST | O B C | E W S | G en | Di vy an gj an | Sup er nu mer ary |
|--|---|---|---|--|----------------|--------------|---------------|----------------------------------|----|----|-------------|-------------|---------|----------------------------|-------------------------------|
| | 2 Year Programmes | | | | | | | | | | | | | | |
| EDUC ATIO N | B.Ed. | 125 | 859 | 119 | 68 | 51 | 30 | 89 | 13 | 6 | 3 1 | 1 0 | 59 | 0 | 0 |
| COM PUTE R SCIEN CE AND ENGI NEERI NG | M.TECH. (CSE) | 18 | 21 | 7 | 3 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 7 | 0 | 0 |
| ENER GY ENGI NEERI NG | M.TECH. (ENERGY ENGINEE RING) | 18 | 12 | 3 | 1 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| META LLUR GICAL AND MATE RIALS ENGI NEERI NG | M.TECH. (NANOTE CHN) | 18 | 6 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| CIVIL ENGI NEERI NG | M.TECH. (TRANSP ORT ENGINEE RING) | 18 | 41 | 17 | 0 | 17 | 1 | 16 | 2 | 0 | 4 | 1 | 10 | 0 | 0 |
| CIVIL E NGIN EERIN G | M.TECH. (WATER RESOURC E ENGINEE | 18 | 39 | 10 | 4 | 6 | 2 | 8 | 0 | 0 | 2 | 0 | 8 | 0 | 0 |

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| | RING) | | | | | | | | | | | | | | |
|--|--|----|-----|----|----|----|----|----|---|---|--------|---|----|---|---|
| ANTH ROPO LOGY AND TRIBA L STUD | M.A. (ANTHRO POLOGY) | 14 | 22 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| POLIT ICA SCIEN CE AND PUBLI C ADMI NISTR ATIO N | M.A. (PUBLIC ADMIN) | 31 | 56 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |
| INTER NATI ONAL RELA TION S | M.A. POLITICA L SCIENCES (I R) | 31 | 109 | 14 | 5 | 9 | 8 | 6 | 2 | 2 | 2 | 0 | 8 | 0 | 0 |
| ENGLI SH STUD IES | M.A. (ENGLISH) | 43 | 240 | 39 | 24 | 15 | 23 | 16 | 6 | 3 | 8 | 2 | 19 | 0 | 1 |
| GEOG RAPH Y | M.A. (GEOGRA PHY) | 31 | 120 | 12 | 7 | 5 | 7 | 5 | 0 | 0 | 1 | 0 | 11 | 0 | 0 |
| HINDI | M.A. (HINDI) | 21 | 31 | 7 | 3 | 4 | 6 | 1 | 0 | 0 | 0 | 0 | 7 | 0 | 0 |
| MASS COM MUNI CATI ON | M.A. (MASS COMMU NICATIO N) | 31 | 54 | 11 | 9 | 2 | 7 | 4 | 0 | 0 | 0 | 0 | 11 | 0 | 0 |
| FAR EAST LANG UAGE S | M.A. (TIBETAN LANGUA GE) | 7 | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| BUSI NESS ADMI NISTR ATIO | (MBA) | 66 | 384 | 64 | 31 | 33 | 33 | 31 | 5 | 4 | 1 7 | 6 | 30 | 2 | 2 |

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|---|-----------------------------------|----|-----|----|----|----|----|----|---|---|--------|---|----|---|---|
| COM MERC E AND FINA NCIAL STUD IES | (M.COM.) | 43 | 67 | 14 | 7 | 7 | 8 | 6 | 0 | 0 | 0 | 0 | 14 | 0 | 0 |
| PERF ORMI NG ARTS | (MPA) IN THEATRE ARTS | 14 | 6 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| PERF ORMI NG ARTS | (MPA) IN VOCAL MUSIC | 14 | 5 | 2 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| GEOI NFOR MTIC S | M.Sc. (GEOINF ORMATI CS) | 31 | 118 | 32 | 12 | 20 | 4 | 28 | 3 | 2 | 8 | 3 | 14 | 1 | 2 |
| LIFE SCIEN CES | M.Sc. LIFE SCIENCES | 21 | 298 | 22 | 18 | 4 | 9 | 13 | 3 | 1 | 5 | 2 | 10 | 0 | 1 |
| CHE MIST RY | M.Sc. (CHEMIS TRY) | 43 | 164 | 19 | 14 | 5 | 6 | 13 | 2 | 0 | 5 | 2 | 10 | 0 | 0 |
| ENVI RON MEN TAL SCIEN CE | M.Sc. (ENVIOR N SCIENCE) | 43 | 67 | 8 | 6 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 8 | 0 | 0 |
| GEOL OGY | M.Sc. (GEOLOG Y) | 14 | 46 | 13 | 5 | 8 | 6 | 7 | 1 | 1 | 3 | 0 | 8 | 0 | 0 |
| MAT HEM ATICS | M.Sc. (MATHE MATICS) | 43 | 92 | 18 | 10 | 8 | 12 | 6 | 0 | 0 | 3 | 0 | 15 | 0 | 0 |
| PHYSI CS | M.Sc. (PHYSICS) | 43 | 220 | 32 | 11 | 21 | 12 | 20 | 1 | 1 | 1 1 | 0 | 18 | 0 | 1 |
| ANTH ROPO LOGY AND TRIBA L STUD | MSW (SOCIAL WORK) | 21 | 46 | 5 | 2 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 |

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| IES | | | | | | | | | | | | | | | |
|---|---|-----|------|---------|---------|---------|------|-----|----|----|--------|--------|---------|---|---|
| | | | | | | | | | | | | | | | |
| STATI STICS | M.Sc. (STATISTI CS) | 31 | 22 | 6 | 4 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 6 | 0 | 0 |
| | Grand Total | 851 | 3148 | 482 | 251 | 23 1 | 197 | 285 | 38 | 20 | 1 0 | 2 6 | 29 1 | 3 | 7 |
| | | | | Integra | ated Pr | ograr | nmes | | | | 0 | | | | |
| ECON OMIC S AND DEVE LOPE NT STUD IES | INT. B. A. AND M. A | 31 | 224 | 29 | 15 | 14 | 16 | 13 | 4 | 2 | 7 | 3 | 13 | 0 | 0 |
| FAR EAST LANG UAGE S | INT. B. A. AND M.A. (Korean) | 31 | 194 | 29 | 17 | 12 | 9 | 20 | 3 | 2 | 8 | 2 | 14 | 0 | 0 |
| ANTH ROPO LOGY AND TRIBA L STUD IES | INT. B. A. AND M.A. (Anthrop ology) | 31 | 77 | 18 | 12 | 6 | 11 | 7 | 0 | 2 | 3 | 0 | 13 | 0 | 0 |
| FAR EAST LANG UAGE S | INT B. A. AND M.A. (Chinese) | 31 | 141 | 28 | 8 | 20 | 4 | 24 | 2 | 1 | 8 | 2 | 14 | 0 | 1 |
| ENGLI SH STUD IES | INT B. A. AND M.A. English | 43 | 363 | 41 | 18 | 23 | 25 | 16 | 4 | 3 | 1 1 | 3 | 19 | 0 | 1 |
| HINDI | INT B. A. AND M.A. Hindi | 31 | 113 | 22 | 11 | 11 | 8 | 14 | 4 | 0 | 6 | 0 | 12 | 0 | 0 |
| MASS COM MUNI CATI ON | INT B. A. AND M.A. MASS COMMU N | 43 | 163 | 32 | 19 | 13 | 18 | 14 | 0 | 1 | 1 0 | 4 | 17 | 0 | 0 |

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| INTER NATI ONAL RELA TION S | INT B. A. AND M.A. POLITICA L SCIENCE | 31 | 332 | 26 | 14 | 12 | 15 | 11 | 3 | 1 | 6 | 3 | 13 | 0 | 0 |
|---|---|----|-----|----|----|----|----|----|---|---|--------|---|----|---|---|
| CHE MIST RY | INT B. SC. AND M.SC IN CHEMIST RY | 43 | 237 | 29 | 14 | 15 | 13 | 16 | 1 | 2 | 7 | 4 | 14 | 0 | 1 |
| PHYSI CS | INT B. SC. AND M.SC IN PHYSICS | 21 | 167 | 21 | 5 | 16 | 11 | 10 | 3 | 1 | 5 | 2 | 10 | 0 | 0 |
| GEOG RAPH Y | INT B. SC. AND M.SC IN GEOGRA PHY | 31 | 134 | 23 | 7 | 16 | 9 | 14 | 1 | 1 | 7 | 0 | 14 | 0 | 0 |
| LIFE SCIEN CE | INT B. SC. AND M.SC IN LIFE SCIENCE | 43 | 403 | 39 | 29 | 10 | 14 | 25 | 3 | 2 | 1 1 | 4 | 19 | 0 | 0 |
| ENVI ROM ENTA L SCIEN CE | INT B. SC. AND M.SC. IN ENVIRON MENTAL SCIENCE | 43 | 194 | 29 | 22 | 7 | 9 | 20 | 2 | 0 | 8 | 3 | 16 | 0 | 0 |
| MAT HEM ATICS | INT B. SC. AND M.SC. IN MATHE MATICS | 43 | 186 | 34 | 15 | 19 | 21 | 13 | 1 | 2 | 1 0 | 3 | 18 | 0 | 0 |
| ENER GY ENGI NEERI NG | INT B. TECH. Elect. Ngg.AND M.TECH. (IN ENERGY ENGG) | 43 | 404 | 40 | 8 | 32 | 20 | 20 | 3 | 1 | 1 1 | 4 | 19 | 0 | 2 |
| META LLUR GICAL AND MATE RIALS | INT B. TECH. AND M. TECH. IN METALL URGICAL | 31 | 185 | 28 | 6 | 22 | 12 | 16 | 2 | 2 | 8 | 3 | 13 | 0 | 0 |

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| ENGI NEERI NG | & MATERIA LS ENGG (IN NANOTE CH) | | | | | | | | | | | | | | |
|---|---|-----|------|-----|-----|---------|-----|-----|----|----|-------------|--------|---------|---|---|
| CIVIL ENGI NEERI NG | INT B. TECH. AND M.TECH. IN CIVIL ENGINEE RING (IN WRE/TE) | 43 | 280 | 42 | 7 | 35 | 18 | 24 | 6 | 3 | 1 0 | 4 | 19 | 0 | 0 |
| COM PUTE R SCIEN CE AND ENGI NEERI NG | INT B. TECH.& M.TECH. IN COMPUT ER SCIENCE & ENGINEE RING (IN ML AND DS) | 60 | 1171 | 63 | 19 | 44 | 21 | 42 | 8 | 4 | 1 6 | 6 | 25 | 0 | 4 |
| EDUC ATIO N | INT B.A. B.ED. | 50 | 262 | 49 | 30 | 19 | 20 | 29 | 6 | 3 | 1 3 | 5 | 22 | 0 | 0 |
| EDUC ATIO N | INT B.SC. B.ED. | 50 | 249 | 44 | 26 | 18 | 20 | 24 | 1 | 3 | 1 3 | 5 | 22 | 0 | 0 |
| | Grand Total | 773 | 5479 | 666 | 302 | 36 4 | 294 | 372 | 57 | 36 | 1 7 8 | 6 0 | 32 6 | 0 | 9 |
| | | | | | | | | | | | | | | | |

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1.3 Establishment Details:

| Sl. No. | Establishment Details | |
|---------|---|---------------|
| 1 | Year of establishment | 2009 |
| 2 | The statutory body through which recognised | UGC |
| 3 | Year of Affiliation with University and Nature of Affiliation | 2009, 12B, 2f |

1.4 Accreditation Details:

1.4.1 NAAC accreditation and UGC autonomy

| | Date of Application (LOI & SSR submitted) | Date on which accreditation was received | Grade | Valid till |
|-----------------------|---|--|-------|------------|
| 1 st Cycle | | 2019 | В | 2024 |
| 2 nd Cycle | | | | |
| 3 rd Cycle | | | | |

Date of submission of the Annual Quality Assurance Report for the current year: NA.

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1.5 Faculty Status

| Faculty | | Present Status : Number in Position by | | | | | | | | | | | | | | |
|------------------------|--------------------|--|---|-------|-----|--------------------------|--------|--------|-------------|----------------------------|-------|----------------------|----|--|-----------------|--|
| Rank | osts | | | | Hig | ghest | t Qua | lifica | tion | | | | | n | | act |
| | lar Po | Doct | oral D | egree | | Ma | ster's | 5 Deg | ree | Bac | chelo | r Degi | ee | egula | | contra |
| | of Sanctioned Regu | Sc/Arts/Com Disciplines | Sc/Arts/ComDisciplinesDisciplinesDisciplinesDisciplines | | 4 | c/Arts/Com isciplines | | Other | Disciplines | Sc/Arts/Com Disciplines | | Other Disciplines | | Total Number of r faculty in Positior | Total Vacancies | Total Number of c faculty in Positior |
| | No. 0 | R | C | R | С | R | С | R | C | R | С | R | С | | | |
| Professor | 27 | 12 | | | | | | | | | | | | 12 | 15 | |
| Associate Professor | 48 | 26 | | | | | | | | | | | | 26 | 22 | |
| Asst. Prof | 104 | 94 | | | | | | | | | | | | 94 | 10 | 7 |

(Prof = Professor, Asso. Prof = Associate Professor, Asst Prof = Assistant Professor, R=Regular, C=Contract)

• In addition to above 3 UGC-FRP and 1 INSPIRE faculty

1.6 Course and Examination Details:

1.6.1 Courses Offered

| SI. No. | Parameters | Programme Wise | | | | | | | | | |
|------------|---|-----------------------|-------------|----------------------|-------|----------|-------|--|--|--|--|
| | | UG | Diplo ma | PG | MPhil | PhD | Total | | | | |
| 1 | Type of Courses (Traditional/semester/CBCS | SEME STER (NEP) | | SEME STER CBCS | | SEMESTER | | | | | |
| 2 | Examination Pattern (Annual/Semester/CBCS) | SEME STER | | SEME STER | | SEMESTER | | | | | |

1.7 Students' Profile

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1.7.1 Enrolment (**During 2023-24**)

| SI No. | Student Details | UG | UG | UG | PG | PG | Total |
|-----------|--|--------------------|--------------------|--------------------|--------------------|--------------------|-------|
| | | 1 st yr | 2 nd yr | 3 ^{ra} Yr | 1 st yr | 2 nd yr | |
| 1 | No. of students in all programs | 785 | 89 | 125 | 363 | 589 | 1951 |
| 2 | No. of women students in all programs | 370 | 40 | 62 | 183 | 260 | 915 |
| 3 | No. of SC students in all programs | 108 | 6 | 5 | 28 | 55 | 202 |
| 4 | No. of ST students in all programs | 49 | 5 | 5 | 14 | 30 | 103 |
| 5 | No. of Physically Challenged (PC)students in all programs | | 2 | | 3 | 3 | 8 |

* Two programmes admitting students after +2 are 5 year integrated courses leading towards PG course, but students are allowed for a horizontal movement to take admission into PG courses of other institutes after completion of three years.

1.7.1(a) Dropout (2022-23) (Excluding inter-college transfers, jobs etc.,) PG Program Nil

1.7.2 Fellowship/Scholarship/Fee subsidy

| Sl No. | Student Details | UG 1 st yr | UG 2 nd yr | UG 3 rd Yr | PG 1 st yr | PG 2 nd yr | Total |
|-----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| 1 | No. of students receiving govt. fellowships and other resources in general and OBC category | 50 | 27 | 02 | 91 | 51 | 221 |
| 2 | No. of women students receiving govt. fellowships and other resources | 19 | 10 | 1 | 44 | 21 | 85 |
| 3 | No. of students receiving govt. fellowships and other resources in SC category | | 0 | 0 | 20 | 20 | 40 |
| 4 | No. of students receiving govt. fellowships and other resources in ST category | | 0 | 0 | 24 | 24 | 48 |

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| 5 | No. of students receiving govt. fellowships and other resources in PC category | 0 | 0 | 0 | 1 | 1 | |
|---|--|---|---|---|---|---|--|
| | | | | | | | |

1.7.3 Educational Loan (To be filled in)

| 1. | No. of students availing educational loans in general category | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|----|--|---|---|---|---|---|---|---|
| 2. | No. of women students availing educational loans | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. | No. of students availing educational loans in SC category | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. | No. of students availing educational loans in ST category | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. | Students availing educational loans in PC category | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

1.7.4 Placement

| 1. | % of PG students placed | 20 |
|----|---------------------------|----|
| | through campus interviews | |
| | in the year 2022-23 | |
| | | |

*Campus drives are being conducted in regular manner for professional departments like Engineering, Mass Communication, Business administration and Computer science. The above percentage is of these departments.

1.7.5 Other Activities (To be filled in)

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| | No. of students involved in each programme: | |
|---|---|-----|
| 3 | How many women students of the institution participate in self-defence programme offered by the college? | 15 |
| 4 | No. of students participated in the programmes: a) Swachha Bharat Aviyan | 35 |
| | b) Blood Donation | 126 |
| | c) Body/Organ Donation, | 0 |
| | d) Any other, Please specify | 0 |

1.8. Facilities (Lab/Library/Hostel)

A. Laboratory

| SI. | Sl. Parameters No. | | | | | |
|-----|---|-----|--------|-----|----------|--------------------------------------|
| No. | | | PG | PhD | | Total |
| 1 | Does the institute have computer laboratory? | yes | yes | Yes | | |
| | If yes specify the no. of computers. | 3 | 2 | 2 | | |
| 2 | Number of fully functional P-5 and above level computers available for students | 250 | 50 | 32 | | 100 |
| 3 | a) Does the institute have laboratories for each class of UG and PG courses? If yes, | 1 | 3 dept | 6 | de pt | 10 dept accomm odate 50% of |

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| | 1. specify subject-wise student capacity of the lab | | the class in one batch |
|----|---|--|------------------------------|
| | 2.number of subject-wise students enrolled | | |
| b) | Do the laboratories have sufficient equipment available for students? | | |

B. Library

| SI. | Parameters | |
|-----|--|--|
| No. | | Total |
| 1 | Is the library system computerized? (Yes/No) | Yes |
| 2 | Total number of text books and reference books available in library for students in the year | 31808 |
| 3 | Total number of reference books available in library for students in the year | 5050 |
| 4 | Total number of e- books available in library for students in the year | 5784 |
| 5 | Total number of journals and e- journals available in library for students in the year | 6267 |
| 6 | Total number of audio books, CD & Videos available in library for students in the year | 300 |
| 7 | a) Is the library accessible differently able students? | Yes |
| | b) If yes, describe the facilities, provided; | Ramp is available and suitable sitting space is available. Braily based computer facility is also available. |

** RAMP, for visually challenged students with text to speech software to read their text MVDA open source software and Jaws provided

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C. Hostels (boys)

| Sl. | Parameters | | | | |
|-----|---|---|---|---|-------|
| No. | | UG | PG | PhD | Total |
| 1 | Does the college/Institute have Student Hostel(Yes/No) | Yes | YES | Yes | |
| 2 | If Yes, Number of Hostels | 3 | 1 | 1 | |
| 3 | Intake Capacity | 800 | 450 | 150 | |
| 4 | Present students strength | 563 | 400 | 72 | |
| 5 | No. of ST students among sl.no 4 above | 11 | 8 | 4 | |
| 6 | No. of SC students among sl.no 4 above | 15 | 8 | 9 | |
| 7 | No. of differently abled students among sl.no 4 above | | | 1 | |
| 8 | Facilities(Common room, Food, Games & Sports, Reading room etc. | Common room, Food, Games & Sports, Reading room | Comm on room, Food, Games & Sports, Readin g room | Common room, Food, Games & Sports, Reading room | |
| 9 | Hostel accommodation fees per month | | 1800/s em | 1000/m onth | |
| 10 | Hostel mess fees per month | 3300 | 3300 | 3300 | |
| 11 | Mess management (fully by students/fully by college admin/ both) | Students | Studen ts | Students | |
| 12 | Are the hostels accessible to differently able students? | Yes | Yes | Yes | |

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C. Hostels (Girls)

| Sl. Parameters | | | | | |
|----------------|---|-----|--|----------------|-----------|
| No. | | UG | PG | PhD | Tota l |
| 1 | Does the college/Institute have Student Hostel(Yes/No) | YES | | YES | |
| 2 | If Yes, Number of Hostels | 3 | | 01 | |
| 3 | Intake Capacity | 444 | 413 | 66 | 479 |
| 4 | Present students strength | | | 53 | 287 |
| 5 | No. of ST students among sl.no 4 above | 15 | 15 | 3 | 18 |
| 6 | No. of SC students among sl.no 4 above | 14 | 25 | 6 | 31 |
| 7 | No. of differently abledstudents among sl.no 4 above | 0 | 0 | 0 | |
| 8 | Facilities(Common room, Food, Games & Sports, Reading room etc. | | Common room, Food, Games & Sports, Reading room | | |
| 9 | Hostel accommodation fees per month | | 1800/sem | 1000/ month | |
| 10 | Hostel mess fees per month | | | | |
| 11 | Mess management (fully by students/fully by college admin/ both) | | fully by students | | |
| 12 | Are the hostels accessible to differently able students? | | Yes | | |

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1.9 Research and Development

1.9.1 Research Projects (Since 2018)

| Sl.No. | Research Projects | Funding Agency | Amounts | Completed since 2018 | ongoing | Sanctione d | Submitted |
|--------|---|--------------------------------|--------------------|----------------------|---------|----------------|-----------|
| 1 | No. of Major Research Initiatives | SERB- DST, ICSSR ISRO | 6,47,06,334. 30 | | | | |
| 2 | No. of Minor Research Initiatives | SERB- DST, ICSSR ISRO | 71,89,592.7 0 | | | | |
| 3 | Interdisciplin ary Projects | ICSSR | 4,50,000 | | | | |
| 4 | Industry Sponsored | | | | | | |
| 5 | Projects sponsored by University and College | | | | | | |
| 6 | Student Research Projects | | | | | | |
| 7 | Any other,specify | | | | | | |
| 8 | Total | | | | | | |

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1.9.2 Patent (Since 2019)

| Sl No. | Details | Type of Patent | | | | |
|--------|---------------------------------------|----------------|---------------|------------|--|--|
| | | National | International | Commercial | | |
| 1 | Number of patents obtained since 2012 | 4 | 0 | 0 | | |
| 2 | Number of patents filed since 2012 | 0 | 0 | 0 | | |

1.9.3 Innovation/Incubation

| SI | Details | Type of Innovation Process/ Incubation Centre | | | | |
|-----|-----------------------|---|---------------|------------|--|--|
| NU. | | National | International | Commercial | | |
| 1 | Number of | | | | | |
| | a) Innovation Process | | 0 | 0 | | |
| | b) Incubation Centre | 0 | 0 | 0 | | |
| | completed by 2012 | | | | | |
| 2 | Number of | | | | | |
| | a) Innovation Process | 0 | 0 | 0 | | |
| | b) Incubation Centre | | 0 | 0 | | |
| | started since 2012 | | | | | |

1.9.4 Seminar Conference Organised (since 2019)

| SI No | Level | International | National | State | University | Funding agency with amount |
|----------|------------------------|---------------|----------|-------|------------|----------------------------|
| 1 | Number | 02 | 8 | | | Online |
| 2 | Sponsoring Agencies | 0 | 0 | 0 | 0 | 0 |

1.9.5 Teachers' Participation in Seminars/Conferences

| SI | Level | International | National | State | University | Funding |
|----|-------|---------------|----------|-------|------------|---------|
| No | | | | | | agency |
| | | | | | | with |
| | | | | | | amount |
| | | | | | | |

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| 1 | Number | 40 | 75 | 6 | | |
|---|--------------------|----|----|----|---|--|
| 2 | a) Participated | 65 | 33 | 9 | 1 | |
| | b) Presented paper | 31 | 74 | 13 | 2 | |
| | | | | | | |

1.9.6 Research Publications (2022-23)

| Sl No. | Details on Research Publications | Scopus Indexed | Web of Science Indexed | Internationa National | ıl/ |
|--------|--|-------------------|------------------------------|--------------------------|-----|
| 1 | Peer Review Journals | 40 | 40 | | |
| 2 | Books | | | | |
| 3 | Chapters in Books | | | 74 | |
| 4 | Non-Peer Review Journals | | | | |
| 5 | e – journals | | | | |
| 6 | Conference Proceedings | | | | |

1.9.7 Consultancy (Since 2019)

| Sl No. | Organisation/Agency | No. of consultancy | Revenue generated | Completed | Ongoing |
|-----------|------------------------------|-----------------------|----------------------|-----------|---------|
| 1 | Central Govt. | 1 | | | |
| 2 | State Govt. | 2 | | | |
| 3 | Industry | | | | |
| 4 | Others, (Business Sector) | 2 | | | |

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1.9.8 Research Programs (Since 2012)

| Sl No. | Research | Number |
|--------|--|--------|
| 1 | PhD awarded from the institution | 104 |
| 2 | PhD student enrolled | 309 |
| 3 | Research scholars receiving fellowship | 113 |
| 4. | Self-sponsored research scholars | 03 |
| 5. | Teachers recognised as guides | 12 |
| 6. | Teachers acquired Ph. D. | 3 |
| 7. | Teachers acquired M. Phil. | |

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1.10. Sports and Culture

| Sl No. | | State/University Level | National level | International Level |
|--------|---|--|---------------------|------------------------|
| 1 | A) Does the college have quota for admission of students with sports/culture background? (Yes/No) B) If yes, mention the level of participation. | Yes | Yes 5% | Yes 10% |
| 2 | If yes, how many students came in through such quota? | - | - | - |
| 3 | Is there any Sports Scholarship given to students | NO | - | - |
| 4 | Broadly, what are the fields of sports/culture pursued by students in the institutions? | INTER COLLEGE | INTER UNIVERSITY | |
| 5 | Does the college have any infrastructure to support sports and games of the students? | Yes | | |
| 6 | Does the college have any trainer to support the students? | Yes, Temporary for Coaching Camp | Inter University | |
| 7 | No. of students participated in Sports, Games and other events | | | |
| 8 | No. of students participated in cultural events | | | |
| 9 | Is there a Cultural Club? | Yes | | |
| 10 | Does the college have open Field facilities to support the students? | YES | | |
| 11 | Does the college have Indoor game facilities to support the students? | YES | | |
| 12 | Does the college have Gym facilities to support the students? | YES | | |

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| 13 | No. Of students won medals in sports | | |
|----|---|--|--|
| 14 | No. of students participated in annual sports | | |

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2. NEED ASSESSMENT

2.1. Curriculum Excellence (Only Sl.no.4 be filled by government and aided colleges)

Nodal Officer: Dean Academic Affairs

| Sl. No. | Describe | | |
|------------|--|---|---|
| | | Existing | Need |
| 1 | When the curriculum was updated last? | Year:2022-23, Implementation of NEP- Implemented and continuing at present | More courses to be included under the umbrella of Value addition, Skill development, Minors. |
| 2 | How frequently (time duration) the updating is done? | In general, once in 3 years, but presently reviewed every semester | |
| 3 | Does the curriculum help the students in A. Skill development B. Enhancing Employability C. Generating interest among students for learning higher courses D. Any other, Please Specify. | Yes | It will be more helpful when the curriculum will be finalized as per point-1. |
| 4 | State the learning outcome in terms of a. Exam result (2023-24, in %) I. Above 75% of marks II. 51% - 75% of marks III. Pass and upto50% of marks IV. Failed % b. Placement (2022-23) I. % of students employed after completion of course | a. 98% I. 26% II. 55% III. 11% IV. 2% b. 52% of Professional Courses I. 14% U 42% | a. To improvise the conversion of %age of students more than 75% b. Enhancing the percentage of students |

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| | II. % of Students progressing to Higher Studies III. Self-employed and others | III. 44% | placement immediately after completion of the course. c. Encouraging students to become enterpreuner |
|---|---|--|--|
| 5 | No. of application received during last three years for each programme: a. 2022-23 b. 2023-24 | 958 (1:7) | |
| 6 | No. of students applied per seat for each programme | Maximum : 39 Minimum : 02 Average : 14.5 | |
| 7 | Mention the top five programmes opted by the students | PG in Physics, Chemistry, Mathematics, Business Administration, Energy Engineering, Civil Engineering, Education | To attract more students for other courses |
| 8 | What is the students' progression rate for higher studies? | 42% | |

2.2. Pedagogical Excellence

| Sl.No. | Describe | | |
|--------|--|--|--|
| 1 | What is the teaching-learning systems currently followed in the institution? (for example, IT enabled learning, traditional method, Experiential method, Team Problem solving, etc) | IT enabled learning, traditional method, Experiential method, Team Problem solving, case studies, field exposition. | |
| 2 | Whether practical orientation in relation to teaching- learning system is given to students? | Yes, project based learning | More project based learning to be introduced |
| 3 | Is an introductory lecture given on the practical utility of the | Yes, programme outcome | |

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| | subject for each paper? | | |
|---|--|---|---|
| 4 | What are the pedagogical tools (Presentation, Demonstration, Field study, Survey, Role Play, Case Study, and Simulations etc.) used for teaching students? | Presentation, Demonstration, Field studies, Survey, Case Study, Simulations, Assignments | To be extended to more subjects and introduction of new courses. |
| 5 | Does the institution conduct regular industry-academia interface? If yes, Mention the number during 2022-23 | 7 | 15 per year |
| 6 | What are the innovative teaching practices (like- smart classroom, conferencing etc.,) adopted in the institutes? | Smart classroom, conferencing, case studies, Caselets, GD and Mentoring. | More infrastructure to be made available for efficient implication |
| 7 | a. Does the Institute have the practice of collecting feedback from students? | Yes | |
| | b. Does the institute implement the suggestions from students' feedback for improving pedagogy? | Yes | |

2.3. Academic Administration

| Sl.No. | | |
|--------|--|-----|
| 1. | Does the institute have academic calendar for the year? | Yes |
| 2. | Does it follow academic calendar strictly? | Yes |
| 3. | Does the institute have following systems: a. Mentoring system b. Proctorial system c. Tutorial system | Yes |

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| | d. Counseling system | |
|----|---|--|
| 4. | Whether detailed lesson plans are given to students? | Yes |
| 5. | If yes, Is the lesson plan followed strictly? | Yes |
| 6. | What type of monitoring system is followed for completing course within set timeframe? | Regular review in teacher council to take the stock of course completion by the faculty members, student interaction by HOD |
| 7. | What type (monthly, quarterly, biannually, annually) of attendance management system is followed in the institute? What is the method of intimation? | Monthly, Letter to parents and also oral communication i.e. over telephone |
| 8. | What type of feedback system is used for appraising the performance of faculty members? a. 360 degree b. Students' feedback c. Self-appraisal d. CCR | Students' feedback/Self-appraisal Every semester student feedback is being taken for each subject taught to them. It is analaysed and communicated to the respective teachers if needs improvement. |
| 9. | Is the rating communicated to teachers for improvement? | Yes, through Deans and Heads and conducting workshops |

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2.4. Examination Reforms

| Sl.No. | Describe | | |
|--------|---|--|---|
| 1 | What type of examination pattern followed in the institution? a. Annual b. Semester c. Any other, Please specify | Semester and continuous | Online examination and hence require digital infrastructure |
| 2 | What is the question patterns followed for examinations? a. Objective b. Subjective c. Any other, Please specify | Both | To be online |
| 3 | Whether practical examinations are integrated with the examination system? | Yes | More on recent advancements adopting green technology and society oriented practical's to be designed and implemented |
| 4 | Whether Case study/ presentation are part of the examination system? | Yes | |
| 5 | What types of reforms are required in the present examination system? | Rigorous moderating Reforms in question pattern On line evaluation | Automation of the examination system is in the pipeline in order to make it more efficient |

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| 6. | Is the examination system a continuous one? If yes, Please mention in detail | Yes, Surprising class test, Assignments, mid-term test, end term test and seminar | |
|-----|---|---|--------------------------------------|
| 7. | Is the evaluation system computerised? | presentation etc. At present evaluation is being done on traditional pattern. University has the plan to go for the computerized evaluation system | Digital infra-structure is required. |
| | | when complete networking of the campus being done. | |
| 8. | What is the days' gap between completion of examination and publication of result? | 45 days | To reduce it to 15 days. |
| 9. | Should the gap be reduced? | Yes. Once it will adopt computer based evaluation system it can be published within 15 days. | |
| 10. | If Yes, Please suggest how? | Through Automation of examination and evaluation | |

More than 75% Placement & developing future entrepreneurs of the Country.

Time-line plan for curriculum development & Placement

XQ:

Curriculum Development & Placement orientation Finalization of the Curriculum & Interactions with Companies for placement Review of the Curriculum laid down Enriching the students with industry oriented skill & enhancement of placement to 50%. Nurturing students to become entrepreneur 1-2 years

3-4 Years

5-6 years

7-8 years

2.5. Infrastructural Development & Maintenance

The institute development plan (IDP) proposes the development controls given below in the table which need to be correlated to the existing development controls as per provisions of development controls prescribed through Master Plans of various cities and for Greenfield campuses.

The campuses are entities of social, economic, cultural, and physical inclusion having a contemporary character with a global outlook in the 21st century. Some of the dimensions which essentially need to be considered for greenfield campuses also find great relevance for brownfield campuses which can be achieved through redevelopment initiatives. The vision of Honorable Prime Minister under the cluster of world class universities the development of the universities are planned taking into consideration the historic importance, social impact etc.. The campuses act as an oasis and act as green lungs within the dense urban fabric of Indian Cities. This phenomenon can be identified as a common thread across the globe that needs to be recognized as an instrument for the integration of campuses within the structure of our cities which synergize with their immediate surroundings to co-exist by complimenting their mutual interdependencies. Some of the strategies are described below which should guide the planning and development of our campuses of the future.

1. The IDP suggests that for enrolment of 10, 000 students, the maximum land area shall be 200 to 300 acres for a residential campus with 70% residential facilities for students, 70% residential facilities for staff, sports, and recreational areas along with the academic and research infrastructure.

2. The IDP suggests that the existing brownfield campuses shall engage in capacity building and retrofitting through redevelopment initiatives to optimally and efficiently utilize the real-estate assets of the campus appropriately which shall be governed by the existing development controls as per the Master plans. The redevelopment should consider the interdisciplinary approach with provision for expansion in a phased manner. Such campuses will engage in the preparation of comprehensive master plans to guide future growth and development in a planned manner, which should emphasize the integration of ICT infrastructure, campus services, and utilities, besides creating shared central facilities as an approach towards the capacity building with emphasis on sustainable development and green architecture with appropriate retrofitting strategies.

Campus Planning Strategies For Greenfield and Brownfield Campuses

Learning from the tradition of Campus Development in India in response to our socio-cultural values, our campuses manifested in the physical form and are required to be developed around strong themes which drive the planning process in response to context. The invigorating interactions need to happen beyond the classroom and an enabling environment has to be created around appurtenant spaces, transition spaces, and outdoor spaces which facilitate interactions between students and faculty or between students themselves translating into a lifelong learning experience on the campus. The social and co-working spaces within the campuses should be created and reinforced where possible to transform the learning process from highly structured instructions to unstructured interactions.

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| Proposed Development Controls for University Campuses | | | | |
|--|-----------------------------|-----------------------------|-------------------|--|
| Zone | % Zonal Area Required | Existing | Need | |
| Academic | 45% | 50% of 45% | 50% more | |
| Residential: For students: For Faculty & Staff: | 25% | 10% of the required 0 | 90% 100% | |
| Sports & Recreation | 15% | 25% | 75% | |
| Park & Landscape | 15% | 0 | To be prepared | |
| Parking – (to promote public transport): To be developed | | | | |

Sustainable development of Universities & Technology integration - Green Initiatives

Universities in the era of globalisation have a position to be globally competitive and need to be knowledge destinations sought for by the stakeholders in their quest for knowledge through an inherent holistic model builtin towards achieving excellence in higher education through an innovative academic environment duly supported by physical infrastructure utilizing enabling technologies. An investment in quality physical infrastructure is meant to achieve academic and research excellence as it facilitates quality outcomes. Apart from the above, the integration and utilization of digital technologies as part of teaching-learning processes and the creation of virtual campuses recognizing the transformation from personal computers to palmtops is the way forward. Alongside, there is an absolute need to envision a pioneering model of 'Sustainability' which is ingrained in its vision and ethos. CUJ is also aiming to demonstrate that academic and financial sustainability can go hand in hand with environmental sustainability and is centric to all its campus development.

| Sl.No. | Describe | | | |
|--------|--|---------------------------|--|--|
| | Facility | Existing | Required | |
| 1 | What type of expansion work is required for existing infrastructure? Is own land | Own land is available. | New infrastructure for Academic, Research, New academic blocks, research laboratories, Central | |

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| | available for this? | Two Academic Blocks One Administrative Block | computation facilities, Central Instrumentation facilities, laboratories for commerce and management students |
|------|--|--|--|
| 1(a) | Are men and women hostel adequate as per demand? If expansion required, is own land available? | No. Own land available for expansion. One Girls Hostel Two Boys Hostel | One Girls Hostel Minorities Hostel (Both Boys and Girls) Research Scholar Hostel *Both Boys & Girls) |
| 1(b) | Are men and women toilet block adequate as per demand? If expansion required, is adequate space available? | Expansion required; adequate space is available. | More number of Men and women toilets to be built for the demand in future with the new academic and research units |
| 2 | What type of modernisation/renovation works are needed for existing infrastructure? (Laboratories, Library, hostels, Networking, Smart class rooms etc) | Space for Laboratories, Smart Class Rooms | Wi-Fi Campus, Automation in all aspects, Waste Treatment Facility |
| 3 | Whether creation of a laboratory / centralized computing / instrumentation facility is required? | Yes | Development of Laboratories for Research, Central Instrumentation Facility, Central Computational Facility Central Instrumental Facilitiy is aimed at having high end equipment which can be utilized for the research analysis across the departments. |
| 4 | What type of sophisticated equipment's relevant to growth of different specializations are required by the institution? | UV-VIS spectrophotometer (5L) IR spectrophotometer (8L) Rotary evaporator (5L) Cyclic voltameter (3L) Flame photometer | Guoy balance (8L) Digital polarimeter (2L) EPR spectrophotometer (20 L) Field Emission Scanning Electron Microscope with Energy Dispersive Spectroscopy (FESEM) : 140 Ellipsometer for spectroscopic thin film measurement at varying temperatures: 30 Cryogen free Physical Properties (AC/DC susceptibility and transport) |

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| | | (1L) | Measurement System: 200 |
|---|---|---|---|
| | | | Atomic Force Microscope (AFM): 50 |
| | | | High Resolution Transmission Electron Microscope (HRTEM): 400 |
| | | | X-Ray Photoelectron Spectroscopy (XPS): 200 |
| | | | Nuclear Magnetic Resonance (NMR): 500mHz |
| | | | Liquid chromatography-mass spectrometry (LC MS): 130 |
| | | | Automated DNA Sequencer: 60 |
| | | | RT PCR: 30 |
| | | | GC MS :35 |
| | | | Flow cytometer: 80 |
| | | | Particle Size Analyzer: 30 |
| | | | Electrochemical analyzer: 20 |
| | | | Gas Adsorption instrument (Surface area pore size analyzer): 50 |
| | | | |
| | | | Total : 5000 Lakhs |
| 5 | What type of infrastructural | | Total : 5000 Lakhs Staff & Faculty Quarters |
| 5 | What type of infrastructural development work required for non-academic area for the | | Total : 5000 Lakhs Staff & Faculty Quarters Multipurpose sports complex for students. |
| 5 | What type of infrastructural development work required for non-academic area for the institution (parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, | | Total : 5000 LakhsStaff & Faculty QuartersMultipurpose sports complex for students.State of art Student and Faculty Canteen |
| 5 | What type of infrastructural development work required for non-academic area for the institution (parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, girls' common room, etc.) | | Total : 5000 LakhsStaff & Faculty QuartersMultipurpose sports complex for students.State of art Student and Faculty CanteenLandscaping of the university |
| 5 | What type of infrastructural development work required for non-academic area for the institution (parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, girls' common room, etc.) | | Total : 5000 LakhsStaff & Faculty QuartersMultipurpose sports complex for students.State of art Student and Faculty CanteenLandscaping of the universityMulti floor parking facility |
| 5 | What type of infrastructural development work required for non-academic area for the institution (parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, girls' common room, etc.) | | Total : 5000 LakhsStaff & Faculty QuartersMultipurpose sports complex for students.State of art Student and Faculty CanteenLandscaping of the universityMulti floor parking facility2000 seater Auditorium |
| 5 | What type of infrastructural development work required for non-academic area for the institution (parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, girls' common room, etc.) | | Total : 5000 LakhsStaff & Faculty QuartersMultipurpose sports complex for students.State of art Student and Faculty CanteenLandscaping of the universityMulti floor parking facility 2000 seater AuditoriumState of art Utlity services |
| 5 | What type of infrastructural development work required for non-academic area for the institution (parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, girls' common room, etc.) What type of infrastructural development work is needed for making them accessible for differently-abled students? | Ramps available in all academic buildings, Lift available at administrative building | Total : 5000 LakhsStaff & Faculty QuartersMultipurpose sports complex for students.State of art Student and Faculty CanteenLandscaping of the universityMulti floor parking facility2000 seater AuditoriumState of art Utlity servicesLifts, and wheel chair facilities in all buildings |

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| | infrastructure areas? | | maintenance |
|---|---|--|---|
| 8 | What are the monitoring mechanisms followed for maintenances? | A dedicated technical unit (Dev.III) is responsible for maintenances headed by an Assistant Executive Engineer. | More man power is required for monitoring |

| Infrastructure Developmer | nt Plan | More Infrastructure for Research, Utility Centre, International Student house, Staff & Faculty Quarters | Hostels for Minorities, Research Scholars Hostel (For Both Boys & Girls), Transit Hostels, Guest House, Parking Space, Bus Stops for Public Transport |
|--|---|---|---|
| Construction of Academic Block Guest House, Instrument | Student Hostel (Girls), Auditorium, Staff Quarter, Instruments for CIF, Sports Facility | | |
| Provisions for Provisions for persons with disabilities | 3-4 Years | 5-6 years | 7-8 years |

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| Physical Enablers | hysical Enablers Phase 1 Phase 2 | | Phase 3 | | |
|--|--|---|--|--|--|
| | (Essential Infrastructure) | (Desirable Infrastructure) | (Aspirational) | | |
| Academic Buildings | Complete construction of classrooms and lecture halls | Renovation of existing buildings Upgrade existing buildings, construct new ones as needed | Construction of specialized research centers | | |
| Laboratories Equipped with modern tools and technology | Establishment of basic science labs | Upgrade equipment in existing labs | Setup advanced research facilities | | |
| Libraries Enhance collection, digital resources, and accessibility | Purchase essential books and journals | Digitalization of library resources | Expansion of library space and collection | | |
| Classrooms Renovation and modernization for interactive learning | | | | | |
| Sports Facilities | Basic sports grounds setup | Construction of indoor sports complex | Development of stadium and sports academy | | |
| Administrative Offices Streamlined layout for efficient operations | | | | | |
| Residential Quarters | Construction of staff quarters | Expansion of student hostels | Construction of luxury residential complex | | |
| Administrative Block | Setup administrative Smart Campus offices | Upgrade IT systems for administration | Construction of iconic administrative building | | |

| PHYSICAL ENABLERS | Exiting | PHASE 1 | PHASE 2 |
|-------------------|----------|--------------------------|-----------------------|
| | Infrastr | Essential Infrastructure | Desirable Infrastruct |
| | | (1-3 Years) | (4-6 Years) |
| | | | |
| | | | |

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| 1. | Smart Campus: | 1. Solar | Action | Proposed | Action |
|----|--|--------------------|-----------------|---------------|----------------------------|
| | A supert second and added an interneted | Panel | | Dudaat | |
| | A smart campus embodies an integrated | and | | Budget | |
| | approach towards optimizing resources and | wind | | | |
| | enhancing user experience within the university | turbines | | | |
| | environment. It leverages advanced technologies | for | To invest in | 396.74 | Modular convention centre |
| | such as for (internet or mings), data analytics, | reducin | the | crore for all | of 1500 capacity |
| | and automation to create an encient, sustainable, | g | implementati | the items | |
| | and user-centric campus ecosystem. A small | greenho | on of | | Specialized laboratories |
| | campus aims to proactively address operational | use gas | advanced | | for special research work |
| | challenges by delecting and resolving issues in | emissio | technologies | | Animal Llauran |
| | maximizing productivity for students faculty and | ns | that facilitate | | Animai House |
| | staff By fostering connectivity and interoperability | 2 | seamless | | Sports indoor stadium |
| | among various systems and facilities a smart | z. Cyber | communicati | | |
| | campus not only enhances operational efficiency | Security | on and | | International Guest house |
| | but also promotes innovation sustainability and | softwar | coordination | | |
| | resilience in the university environment | | between | | Digital Infrastructure |
| | | C | various | | Hostols for hous and girls |
| | Action required: | 3. | campus | | Tiostels for boys and gins |
| | • | Upgrad | systems. | | |
| | For Central University of Jharkhand (CUJ) to | е | This entails | | |
| | transition into a smart campus, several necessary | existing | deploying | | |
| | actions must be taken. | facilities | sensor | | |
| | Adapt Danawahla Energy Sources, Invest in | in | networks | | |
| | Adopt Renewable Energy Sources. Invest in | academ | and IoT | | |
| | wind turbings. This not only holps in reducing | ic and | devices to | | |
| | areanhauna and amingiana but also provides a | adminis | gather real- | | |
| | buffer against fluctuating energy prices | tration | time data on | | |
| | builer against nucluating energy prices. | building | energy | | |
| | Enhance Building Automation: Upgrade to | | consumption | | |
| | smart building technologies that optimize heating, | | , building | | |
| | ventilation, air conditioning (HVAC), lighting. This | | occupancy, | | |
| | improves the performance of buildings on demand | | and | | |
| | and ensures uptime. | | environment | | |
| | | | al conditions. | | |
| | | | | | |
| | Additionally integrating these data sources with | | | | |
| | smart analytics platforms will enable predictive | | | | |
| | maintenance allowing the university to | | | | |
| | preemptively address infrastructure issues before | | | | |
| | they escalate | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | Furthermore, CUJ should prioritize the | | | | |
| | development of robust cyber security measures to | | | | |
| | safeguard sensitive information and ensure the | | | | |

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| | integrity of its smart systems. | | | |
|-----|---|--|---|--|
| | Overall, by taking these proactive steps, CUJ can create a smart campus environment that enhances operational efficiency, sustainability, and the overall student experience. | | | |
| | | | | |
| CSD | Green/ Sustainable building: The Central University of Jharkhand (CUJ) benefits from its location in an open area outside Ranchi city, boasting clean air and good environmental quality. Ventilated classrooms with ample sunlight, offering a conducive learning environment. However, the campus faces challenges, notably the lack of trees leading to elevated temperatures during summers. To enhance its green and sustainable building status, CUJ should prioritize: | | Water Harvesting Tree Plantation | |
| | 1. Tree Plantation: Urgently increase tree plantation across the campus to provide shade, reduce heat island effect, and improve air quality. | | | |
| | 2. Energy Efficiency Measures: Implement energy-efficient technologies and practices to minimize energy consumption in buildings, including LED lighting, efficient HVAC systems, and insulation. | | | |
| | 4. Water Harvesting and Recycling: Install systems for rainwater harvesting and greywater recycling to conserve water resources and | | | |

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| | minimize dependence on external sources. | | |
|----|--|--|--|
| | 6. Sustainable Transportation: Promote sustainable transportation options such as cycling, walking, and electric vehicles to reduce carbon emissions from commuting. | | |
| | 7. Waste Management: Implement comprehensive waste management practices, including segregation, recycling, and composting, to minimize landfill waste and promote a circular economy. | | |
| | By addressing these priorities, CUJ can significantly enhance its green and sustainable building status, fostering a healthier and more environmentally responsible campus community. | | |
| JB | Infrastructure to commute: To address the limited accessibility for Persons with Disabilities (PwD) and improve commuting infrastructure at the Central University of Jharkhand (CUJ), a comprehensive action plan is needed. Firstly, prioritize the creation of accessible pathways and ramps across the campus, ensuring seamless mobility for PwD students and faculty. Implement clear signage on streets to guide navigation and designate separate spaces for commuting, particularly bicycle paths and lanes for battery-powered vehicles. Additionally, enhance the quality of motorways and roads to facilitate safe and efficient transportation. This holistic approach will not only enhance accessibility for PwD but also promote sustainable commuting options for the entire campus community, aligning with the objectives outlined in the UGC IDP guidelines. | | Ramps in all academic and administrative blocks Street sign for Navigation Separate space for commuting Bicycle Path Road Gradient |

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| JB | Administrative Block (Admission & Counseling Area): To address the space constraints and ensure adequate facilities for administrative and academic activities at the Central University of Jharkhand (CUJ), several strategic measures are proposed. Firstly, while the space for admission and counseling activities is sufficient, the focus should shift towards providing dedicated buildings with sufficient space for each department, considering the 24 departments at CUJ. Allocation should be based on the specific needs and size of each department. This will facilitate effective departmental operations and academic activities, enhancing the overall quality of education and research. | Existing departm ent 24 and 133 faculty member s | | 1.Separate department with adequate space2.Faculty cubicles for all faculty (133) |
|----|---|--|--|--|
| | Additionally, prioritizing the construction of faculty cubicles in adequate numbers is crucial to provide faculty members with their own workspace, promoting productivity and conducive environments for teaching and research. Moreover, restructuring existing spaces to accommodate faculty rooms and ensuring equitable distribution of space among departments will address the current imbalance. | | | |
| JB | Library/ Digital resource centre To enhance the academic resources and support services at the Central University of Jharkhand (CUJ), a strategic plan for establishing departmental libraries alongside the existing central library and digital resource center is imperative. Over the next few years, CUJ should prioritize the establishment of dedicated libraries within each department, tailored to their specific needs and | | | 1. Departmental libraries (Phase wise) |

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| | academic focus. | | |
|----|--|--|---------------------|
| | These departmental libraries should be adequately sized to accommodate at least one hall and two reading rooms (one for students and one for faculty/research scholars). Stock areas for books and journals, and equipped with facilities for online information access. The libraries should also incorporate modern technologies to facilitate seamless access to | | |
| | capabilities. This decentralized approach will not only provide | | |
| | students and faculty with easier access to relevant resources but also foster a sense of academic community within each department. | | |
| | By investing in these departmental libraries, CUJ can significantly enhance its academic infrastructure and support the diverse needs of its students and faculty. | | |
| JB | Lecture Complex, Classrooms: | | 1.Smart Class rooms |
| | Over the next decade, CUJ should focus on transforming all existing classrooms () into smart classrooms equipped with modern technology to enhance the teaching-learning experience. | | |
| | This initiative involves0 upgrading infrastructure, installing audio-visual equipment, and integrating digital learning tools to facilitate interactive and engaging sessions. Simultaneously, CUJ should plan for the future by constructing additional classrooms () to accommodate the potential expansion of departments and the increased demand for classes following the implementation of the National Education Policy (NEP). | | |
| | | | |

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| JB | Tutorial rooms: To align with the Institutional Development Plan (IDP) and enhance the teaching-learning experience at CUJ, it's imperative to equip tutorial rooms with video recording facilities. These facilities will enable instructors to record tutorial sessions, allowing for the creation of valuable educational resources that can be accessed by students for review and reinforcement of concepts. Moreover, video recording facilitates remote learning by providing flexibility for students who may miss classes or require additional support. | | 1. Tutorial rooms with video recording facilities |
|----|--|--|---|
| | Additionally, recorded tutorials can serve as a repository of knowledge for future reference and can support faculty professional development initiatives. By integrating video recording facilities into tutorial rooms, CUJ can embrace modern pedagogical practices, foster student engagement, and promote continuous learning and knowledge sharing within the academic community. | | |
| SC | Examination branch: To further elevate the efficiency and security standards of CUJ's Examination Branch, a strategic plan leveraging advanced technology is proposed in alignment with the Institutional Development Plan (IDP). Initially, integrating digital examination management systems will streamline processes, significantly reducing paperwork while ensuring precision in handling confidential documents and examination materials. The adoption of secure online platforms for exam registration, scheduling, and result processing will not only enhance administrative efficiency but also promote transparency and accessibility for students. Additionally, investing in advanced security measures like biometric access controls and CCTV surveillance will fortify the strong room, thwarting unauthorized access to sensitive documents. By embracing these technological advancements, CUJ can modernize its examination operations, uphold the integrity of | | Integrating digital examination management systems software. Biometric Strong room |

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| JB | assessment processes, and deliver a seamless experience for both students and faculty, thereby fulfilling the objectives set forth in the IDP. Facilities to Faculty and Staff (There should be an adequate number of well-equipped faculty chambers to accommodate all permanent faculty members, visiting faculty members, part-time faculty members, research scholars, etc. (Basic | | | |
|----|---|--|--|--|
| | Requirements) • The Campus shall have 2-3 bedroom facilities/ quarters for the resident faculties/ staffs. (Desirable Requirements)) | | | |
| | Meeting rooms: To enhance meeting room facilities at CUJ, it's crucial to address existing gaps and meet diverse needs. While the Administration building currently have three large meeting rooms, it's advisable to add two or three more well-equipped, large-sized meeting rooms to accommodate various functions. Additionally, each department should have a small meeting room that doubles as a seminar space. Prioritize renovating existing meeting rooms with modern technology, including audiovisual equipment, video conferencing capabilities, and interactive whiteboards, to facilitate effective collaboration. | | | Three large size meeting room Renovation of Existing meeting rooms |
| | Office Rooms: Each department should have office rooms which has to be developed | | | |
| SC | Laboratories and Research Centres In the phased distribution of CUJ's Laboratories and Research Centers, the second phase will prioritize the modernization of existing laboratories in Science departments to meet basic requirements. This entails upgrading equipment and infrastructure to align with modern standards. Simultaneously, the establishment of advanced | All science departm ent have laborato ries | | Modernization of existing laboratories Upgrade equipment in existing labs |

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| | super specialty research centers across diverse scientific and technological fields will be initiated, addressing both basic and aspirational needs. In subsequent phases, emphasis will be placed on establishing additional research centers dedicated to addressing pressing global challenges. | | | |
|----|--|--|--|--|
| JB | Computer Centre/ Multimedia Studios: | One multime dia studio has been develop ed. | | |
| SC | Cafeteria/Dining Room/ Mess Facility: To enhance the dining facilities at CUJ, the next phase will focus on addressing the existing shortcomings. Firstly, the plan involves establishing 3 to 4 small cafeterias or snack spaces across the campus to provide convenient food options for students and staff. These spaces will offer a variety of snacks and beverages in a well-structured environment. Additionally, attention will be directed towards improving the existing cafeteria by upgrading its facilities and amenities to ensure a more comfortable and efficient dining experience. Furthermore, all hostel dining rooms with mess facilities will undergo renovation and enhancement to provide advanced facilities and cater to the needs of the growing student population. By implementing these measures, CUJ aims to create a dining environment that promotes convenience, variety, and quality, enhancing the overall campus experience for its community members. | Total cafeteri a= Total Mes s= | | 1. Three to four small cafeterias or snack spaces |
| | Games & Sports facility: In response to the current lack of sports infrastructure, CUJ is committed to prioritizing the expansion and enhancement of its Games and | | | 1.Construction of indoor sports complex having facilities for all indoor games along with Archery |
| | | | | |



| | Sports facilities in the upcoming development phase. Recognizing Jharkhand's potential in the field of sports, the university aims to foster physical well-being and holistic development among students by constructing sports complexes and outdoor playing fields. These facilities will cater to various sports and recreational activities, aiming to tap into the state's rich sporting talent pool. Moreover, existing facilities will undergo upgrades with modern equipment and amenities to cater to the diverse needs of students and faculty. Specialized training facilities will be established to support competitive athletes and promote a culture of excellence in sports. Additionally, initiatives will be launched to encourage student participation in intramural and intercollegiate sports competitions, fostering teamwork, leadership, and sportsmanship. Through these investments in Games and Sports facilities, CUJ endeavors to create a vibrant and inclusive campus environment conducive to physical fitness, mental well-being, and overall student success. | | |
|----|---|--|--|
| SC | Auditorium add conference rooms CUJ acknowledges the need to enhance its auditorium and conference facilities to better serve its growing student and faculty population. In response, the university will prioritize the construction of a large auditorium capable of accommodating 2000 students, providing a centralized venue for major events, ceremonies, and academic gatherings. Additionally, plans include the establishment of 8 to 10 conference rooms equipped with modern amenities to facilitate smaller meetings, seminars, and workshops. These facilities will offer versatile spaces for academic, cultural, and professional engagements, fostering collaboration and knowledge exchange within the campus community. By investing in these infrastructure upgrades, CUJ aims to create a conducive | | 1.large auditorium conference rooms (8- 10) Exhibition halls |
| | upgrades, CUJ aims to create a conducive environment for learning, innovation, and | | |

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| | scholarly discourse. | | |
|----|---|--|--|
| SC | Hostels CUJ recognizes the pressing need to expand its hostel accommodations to meet the increasing demand from students. With the current capacity of 1000 students across four hostels, the university aims to fulfill at least 60% of the total accommodation requirement. In response, CUJ will prioritize the construction of additional hostel buildings to accommodate the growing student population adequately. These new hostels will offer comfortable and modern living spaces, ensuring the well-being and convenience of students. By expanding hostel facilities, CUJ is committed to providing a supportive residential environment that promotes academic success and student satisfaction. | | 1.new hostel for 4 for Girls and boys2. Renovation and modernization of Hostels |
| JB | Parking: CUJ acknowledges the pressing need to improve its parking infrastructure to accommodate the increasing number of vehicles on campus. With the current parking facilities experiencing congestion and limited space, the university aims to prioritize the expansion and enhancement of parking facilities. Plans include the construction of additional parking lots and multi-level parking structures to accommodate the growing demand. Additionally, measures will be implemented to streamline traffic flow and improve accessibility, including designated drop-off zones and shuttle services. By investing in parking infrastructure, CUJ aims to create a more convenient and efficient transportation experience for students, faculty, staff, and visitors, enhancing overall campus accessibility and mobility. | | 1.Construction of Parking space (Academic building wise) |
| JB | Exhibition Hall: CUJ recognizes the importance of having an Exhibition Hall to showcase academic achievements, research findings, and cultural events. In response to the current lack of such a facility, the university plans to prioritize the | | 1.Construction of Exhibition Hall |

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| | construction of a dedicated Exhibition Hall. This hall will serve as a versatile space for hosting exhibitions, seminars, workshops, and other events. Equipped with modern amenities and flexible layouts, it will provide a platform for students, faculty, and external stakeholders to showcase their work, exchange ideas, and engage with the wider community. By investing in an Exhibition Hall, CUJ aims to foster creativity, innovation, and collaboration, enriching the academic and cultural experience for its campus community as well for poster presentation. | | |
|----|--|--|--|
| JB | Guest Accommodation: Guest houses and transit houses has to be constructed to accommodate guest, newly joined faculty members, resource persons, visiting professors | | |
| SC | Commercial Shops/ centers Recognizing the need to enhance campus amenities and provide convenience to students, faculty, and visitors, CUJ plans to develop commercial shops and centers within its premises. These establishments will offer a variety of services and amenities, including food outlets, bookstores, stationery shops, and other essential retail options. Additionally, spaces will be allocated for banks, ATMs, photocopying centers, and other service providers to cater to the diverse needs of the campus community. The development of commercial shops and centers aims to create a vibrant and self-sustaining ecosystem within the campus, promoting convenience, accessibility, and a sense of community. By providing these facilities, CUJ endeavors to enhance the overall campus experience and support the well-being and productivity of its stakeholders. | | |
| JB | Health and well being: CUJ prioritizes the health and well-being of its students, faculty, and staff, recognizing the integral role it plays in fostering a supportive and thriving academic community. To address this, the university plans to establish comprehensive health | | health center Fitness Center Yoga Center |

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| | and wellness facilities on campus. This includes the development of a modern health center equipped with medical professionals, diagnostic services, and basic treatment facilities to address immediate healthcare needs. Additionally, CUJ aims to provide access to mental health services, counseling, and wellness programs to support the holistic well-being of its community members. Furthermore, initiatives such as fitness centers, yoga studios, and recreational spaces will be developed to promote physical activity and stress management. By investing in health and well- being initiatives, CUJ aims to create a nurturing environment that supports the overall health and happiness of its campus community. | | |
|----|--|--|---|
| JB | Student recreation facilities Recognizing the importance of student recreation in promoting holistic development and well-being, CUJ is committed to enhancing its recreation facilities on campus. Plans include the development of recreational spaces such as sports fields, indoor gyms, and outdoor leisure areas to encourage physical activity and relaxation. Additionally, the university aims to establish dedicated spaces for student clubs and organizations to organize cultural, social, and recreational events. Furthermore, CUJ will provide access to amenities such as game rooms, theaters, and music studios to cater to diverse interests and hobbies. By investing in student recreation facilities, CUJ seeks to create a vibrant and inclusive campus environment that fosters personal growth, social connections, and overall student satisfaction. | | 1.Sports fields, indoor gyms, and outdoor leisure areas |
| JB | International student centres To support the diverse needs of international students and foster a welcoming and inclusive campus environment, CUJ plans to establish International Student Centers. These centers will serve as hubs for international student support services, offering assistance with immigration | | |

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| | procedures, housing arrangements, academic advising, and cultural integration. | | | |
|----|--|--|--|--|
| | Additionally, the centers will organize orientation | | | |
| | programs, language classes, and intercultural events to facilitate cross-cultural exchange and | | | |
| | promote understanding among students from | | | |
| | different backgrounds. Furthermore, the centers | | | |
| | will provide resources such as international | | | |
| | amenities and peer mentoring programs to help | | | |
| | international students navigate their academic and | | | |
| | social experiences at CUJ. By investing in | | | |
| | International Student Centers, CUJ aims to create | | | |
| | international students can thrive academically. | | | |
| | culturally, and socially and also student exchange | | | |
| | programs. | | | |
| JB | Incubation centre and Research park: | | | |
| | As part of its commitment to fostering innovation | | | |
| | and entrepreneurship, CUJ plans to establish an | | | |
| | Incubation Center and Research Park. These | | | |
| | promoting industry-academia collaboration and | | | |
| | accelerating technology transfer. The Incubation | | | |
| | Center will provide aspiring entrepreneurs with | | | |
| | mentorship, access to funding, and co-working | | | |
| | spaces to develop their business ideas into viable | | | |
| | ventures. | | | |
| | Additionally, the Research Park will facilitate | | | |
| | collaborative research projects between academia | | | |
| | and industry, providing state-of-the-art | | | |
| | laboratories, testing facilities, and innovation | | | |
| | Research Park will offer networking opportunities | | | |
| | industry seminars, and access to business | | | |
| | support services to foster a thriving ecosystem of | | | |
| | innovation and entrepreneurship on campus. By | | | |
| | investing in these facilities, CUJ aims to drive | | | |
| | economic growth, create employment | | | |
| | development through research-driven innovation. | | | |
| JB | Botanical Park/ Garden | | | |
| | To enhance the natural beauty and promote | | | |
| | | | | |

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| | environmental awareness on campus, CUJ envisions the creation of a Botanical Park or Garden. This green space will serve as a sanctuary for biodiversity, featuring a diverse collection of indigenous and exotic plant species. The Botanical Park/Garden will not only provide a tranquil retreat for students, faculty, and visitors but also serve as a living laboratory for research and education in botany, ecology, and environmental science. Additionally, it will offer opportunities for nature walks, guided tours, and educational programs to raise awareness about the importance of conservation and sustainable living. By investing in a Botanical Park/Garden, CUJ aims to create a harmonious blend of nature and learning, enriching the campus experience and fostering a deeper connection to the natural world. | | |
|----|--|--|--|
| JB | Vocational Education, Training and Skilling infrastructure: To fortify its Vocational Education, Training, and Skilling infrastructure, CUJ is committed to ensuring ample and well-equipped building space. This space will be outfitted with appropriate machinery, tools, and technology labs essential for comprehensive skill development. Moreover, computer labs will be established to integrate technological competencies into vocational education curricula seamlessly. By prioritizing these facilities, CUJ aims to provide students with practical, hands-on learning experiences aligned with industry demands, empowering them with the | | 1.Vocational Training And Skill infrastructure center |
| | skills necessary for success in their chosen vocational fields. | | |

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Digital Infrastructure:

| S. | Types of | Details of | Key Features | with estimated | Budg | Per | Year Rec | urring Co | ost in Lak | hs | |
|-----|--------------------------------------|---|---|---|--------|----------|------------|------------|------------|------------|--------|
| No. | infrastructure | digital | budget in IN | R | et (in | | | | | | |
| | digital | infrastructu | | | Cr) | | | | | | |
| | | re & its | | | | | | | | | |
| | | usage | | | 1 | 11 | | п | T III | IV | V |
| | | ESSENTIAL | | | | Ŭ | | | | | • |
| 1 | Internet usage | Connecting external world through an electronic | Internet Connection : Additional | ₹2,00,000 to ₹5,00,000 ₹2,00,000 to | 0.84 | 1. 69 | 33.8 | 33.8 | 33.8 | 33.8 | 33.8 |
| | | device to | Data: | ₹4,00,000 | | | | | | | |
| | | the stakeholder s | Hardware and Equipment : | ₹50,00,000 to ₹1,00,00,000 | - | | | | | | |
| | | | Software and Services: | ₹20,00,000 to ₹40,00,000 | | | | | | | |
| | | | Maintenan ce and Repairs: | ₹10,00,000 to ₹20,00,000 | | | | | | | |
| 2 | Online Messaging stakeholders' | For vertical and horizontal | Messaging Platform: | ₹5,00,000 to ₹20,00,000 | 0.15 | 0. 43 | 0.085 9 | 0.085 9 | 0.085 9 | 0.085 9 | 0.0859 |
| | groups | communica tion | User Licenses: | ₹2,00,000 to ₹5,00,000 | | | SAMAR | TH | | | |
| | | between Stakeholder s | Integration and Customizat ion: | ₹5,00,000 to ₹10,00,000 | | | | | | | |
| | | | Training and Support: | ₹2,00,000 to ₹5,00,000 | | | | | | | |
| | | | Maintenan ce and | ₹1,00,000 to ₹3,00,000 | | | | | | | |

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| | | | Upgrades: | | | | | | | | |
|---|---|--|---|-----------------------------|-------|----------|-------------|-------------|-------------|-------------|-------------|
| 3 | Website | For providing institutional information | Website Developme nt: | ₹10,00,000 to ₹50,00,000 | 0.16 | .7 5 | 0.15 | 0.15 | 0.15 | 0.15 | 0.15 |
| | | to the public, for | Hosting: | ₹1,00,000 to ₹5,00,000 | | | | | | | |
| | | hosting video lectures and having | Maintenan ce and Updates: | ₹2,00,000 to ₹5,00,000 | | | | | | | |
| | | cloud space | Additional Features: | ₹2,00,000 to ₹10,00,000 | | | | | | | |
| | | | Marketing and Promotion: | ₹1,00,000 to ₹5,00,000 | | | | | | | |
| 4 | Online Blogs & sites for every course | To provide course information and day to | Website Developme nt: (per course) | ₹50,000 to ₹2,00,000 | 0.075 | 0. 31 | 0.062 CR | 0.062 CR | 0.062 CR | 0.062 CR | 0.062 CR |
| | | progress of the students | Hosting: (per course annually) | ₹5,000 to ₹20,000 | | | | | | | |
| | | wno enrolled in the course to stakeholder s and | Maintenan ce and Updates: (per course annually) | ₹10,000 to ₹50,000 | | | | | | | |
| | | publics. | Additional Features: (per course annually) | ₹5,000 to ₹20,000 | | | | | | | |
| | | | Marketing and Promotion: (per course annually) | ₹5,000 to ₹20,000 | | | | | | | |
| 5 | Wi-Fi Campus | To access | Infrastruct | ₹50,00,000 to | 1 | 2. 2 | 0.44 | 0.44 | 0.44 | 0.44 | 0.44 |

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| | | online | ure Setup: | ₹1,00,00,000 | | (2 | CR | CR | CR | CR | |
|---|--------------|--------------|--------------|----------------------|------|---------|---------|----------|------------|------------|---------|
| | | ubiquitous | Equipmont | ₹20.00.000 to | | .8 C | Second | and Thir | d Phace I | (9 to 10 C | |
| | | information | | ₹20,00,000 (0 | | R) | Second | | u Fliase i | 0 10 10 0 | |
| | | in the | | to 1.5 CR | | , | | | | | |
| | | campus | | Backbone of | | Fir | | | | | |
| | | and classes. | | petworking) | | st | | | | | |
| | | | | networking) | | Ph | | | | | |
| | | | Installation | ₹10,00,000 to | | as e | | | | | |
| | | | and | ₹20,00,000 | | C | | | | | |
| | | | Configurati | | | | | | | | |
| | | | on: | | | | | | | | |
| | | | Maintenan | ₹10,00,000 to | | | | | | | |
| | | | ce and | ₹20,00,000 | | | | | | | |
| | | | Upgrades: | | | | | | | | |
| | | | | | | | | | | | |
| | | | ISP Costs: | ₹10,00,000 to | | | | | | | |
| | | | | ₹30,00,000 | | | | | | | |
| 6 | Online Study | Developme | Content | ₹10,00,000 to | 0.27 | 1. | 0.22 | 0.22 | 0.22 | 0.22 | 0.22 CR |
| | material | nt of study | Developme | ₹50,00,000 | | 10 | CR | CR | CR | CR | |
| | | materials | nt: | | | | | | | | |
| | | both in | | | | | | | | | |
| | | audio, | Multimedi | ₹5,00,000 to | | | 1 CR to | 5 CR (As | reported | l by Libra | ry) |
| | | video, and | а | ₹20,00,000 | | | | | | | |
| | | text form | Production | | | | | | | | |
| | | as per the | : | | | | | | | | |
| | | curriculum | Test | TF 00 000 ± - | | | | 1 | 1 | 1 | |
| | | and | Text | ₹5,00,000 to | | | | | | | |
| | | providing | Material | <15,00,000 | | | | | | | |
| | | them to | Creation: | | | | | | | | |
| | | concerned | Digital | ₹2.00.000 to | | | | | | | |
| | | students | Conversion | ₹5.00.000 | | | | | | | |
| | | online as | : | | | | | | | | |
| | | additional | | | | | | | | | |
| | | support to | Distributio | ₹5,00,000 to | | | | | | | |
| | | classroom | n Platform: | ₹20,00,000 | | | | | | | |
| | | teaching – | | | | | | | | | |
| | | learning | | | | | | | | | |
| | | process. | | | | | | | | | |
| | | The study | | | | | | | | | |
| | | material in | | | | | | | | | |
| | | the form of | | | | | | | | | |
| | | a PDF book | | | | | | | | | |
| 1 | | to be | | | | | | | | | |

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| | | stored in a | | | | | | | | | |
|---|-----------------|---------------|-----------------|-------------|------|----|------|------|------|------|---------|
| | | smartphon | | | | | | | | | |
| | | e, tablet, or | | | | | | | | | |
| | | laptop | | | | | | | | | |
| | | computer | | | | | | | | | |
| | | will help | | | | | | | | | |
| | | provide a | | | | | | | | | |
| | | ubiquitous | | | | | | | | | |
| | | reference | | | | | | | | | |
| | | for the | | | | | | | | | |
| | | covered | | | | | | | | | |
| | | portion of | | | | | | | | | |
| | | the course | | | | | | | | | |
| | | subjects | | | | | | | | | |
| | | Subjects. | | | | | | | | | |
| 7 | Digital Library | Developing | Content | ₹20,00,000 | 0.47 | 2. | 0.46 | 0.46 | 0.46 | 0.46 | 0.46 CR |
| | | and | Acquisition: | to | | 3 | CR | CR | CR | CR | |
| | | updating | | ₹1,00,00,00 | | | | | | | |
| | | digital | | 0 | | | | | | | |
| | | library and | | | | | | | | | |
| | | providing | Digital Library | ₹10,00,000 | | | | | | | |
| | | digital | Platform: | to | | | | | | | |
| | | library | | ₹50,00,000 | | | | | | | |
| | | membershi | | | | | | | | | |
| | | p to every | Database | ₹5,00,000 | | | | | | | |
| | | stakeholder | Management: | to | | | | | | | |
| | | of the | | ₹20,00,000 | | | | | | | |
| | | university | Infrastructure | ₹15.00.000 | | | | | | | |
| | | for | · Initial setup | to | | | | | | | |
| | | ubiquitous | · ······ | ₹70.00.000 | | | | | | | |
| | | access of | | (, 0,00,000 | | | | | | | |
| | | books, | Training and | ₹2,00,000 | | | | | | | |
| | | periodicals, | Support: | to | | | | | | | |
| | | study | | ₹10,00,000 | | | | | | | |
| | | materials, | | | | | | | | | |
| | | magazines, | | | | | | | | | |
| | | annual/yea | | | | | | | | | |
| | | r books of | | | | | | | | | |
| | | organizatio | | | | | | | | | |
| | | ns, journals | | | | | | | | | |
| | | in digital | | | | | | | | | |
| | | form is the | | | | | | | | | |
| | | responsibili | | | | | | | | | |
| | | ty of | | | | | | | | | |
| | | University | | | | | | | | | |
| | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | |

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| | | digital library. For this purpose, the University digital library can collaborate with national digital libraries and Global digital libraries, research journals | | | | | | | | | |
|---|------------------------|--|--|---|------|-----|-----------|-----------|--------|-----------|--------|
| 8 | Digital Publication | The university should have its own publication for books, 8newslette rs, magazines, journal proceeding s, and printing question papers for examinatio ns. Online digital | Publication Development: ₹10,00,000 to ₹50,00,000 Software and Tools: ₹5,00,000 to ₹20,00,000 Distribution Platform: ₹10,00,000 to ₹50,00,000 | Publication Developme nt: ₹10,00,000 to ₹50,00,000 Software and Tools: ₹5,00,000 to ₹20,00,000 Distribution Platform: ₹10,00,000 to ₹50,00,000 | 0.32 | 1.5 | 0.3 CR | 0.3 CR | 0.3 Cr | 0.3 CR | 0.3 Cr |
| | | publication as open access publication globally is the best practice. | Services: ₹5,00,000 to ₹20,00,000 Marketing and | Services: ₹5,00,000 to ₹20,00,000 Marketing and | | | | | | | |

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| | | | Promotion: | Promotion: | | | | | | | |
|----|------------------|--------------|-----------------|-------------|------|----|-------|------|------|------|---------|
| | | | ₹2,00,000 to | ₹2,00,000 | | | | | | | |
| | | | ₹10,00,000 | to | | | | | | | |
| | | | | ₹10,00,000 | | | | | | | |
| | | | | | | | | | | | |
| 9 | Paperless office | Ву | Software | Software | 0.95 | 4. | 0.84 | 0.84 | 0.84 | 0.84 | 0.84 CR |
| | | developing | Development: | Developme | | 2 | CR | CR | CR | CR | |
| | | academic | ₹50,00,000 to | nt: | | | | | | | |
| | | administrat | ₹2,00,00,000 | ₹50,00,000 | | | | | | | |
| | | ive | | to | | | | | | | |
| | | software | | ₹2,00,00,00 | | | | | | | |
| | | the | | 0 | | | | | | | |
| | | university | | | | | | | | | |
| | | , should | Software | Software | | | SAMAR | RTH | | | |
| | | provide an | Licensing and | Licensing | | | | | | | |
| | | online | Tools: | and Tools: | | | | | | | |
| | | office | ₹10,00,000 to | ₹10,00,000 | | | | | | | |
| | | environme | ₹50,00,000 | to | | | | | | | |
| | | nt to cater | | ₹50,00,000 | | | | | | | |
| | | the services | | | | | | | | | |
| | | of | Infrastructure | ₹25,00,000 | | | | | | | |
| | | otakabaldar | : Initial setup | to | | | | | | | |
| | | stakenoluer | | ₹1,20,00,00 | | | | | | | |
| | | 5. | | 0 | | | | | | | |
| | | | | | _ | | | | | | |
| | | | Training and | ₹5,00,000 | | | | | | | |
| | | | Support: | to | | | | | | | |
| | | | | ₹20,00,000 | | | | | | | |
| | | | Integration | ₹10,00,000 | _ | | | | | | |
| | | | and | to | | | | | | | |
| | | | Customization | ₹50,00,000 | | | | | | | |
| | | | : | | | | | | | | |
| | | | | | | | | | | | |
| 10 | Paperless | Adopting a | Software | ₹50,00,000 | 0.95 | 4. | 0.84 | 0.84 | 0.84 | 0.84 | 0.84 CR |
| | exams | digital | Development: | to | | 2 | CR | CR | CR | CR | |
| | | examinatio | ₹50,00,000 to | ₹2,00,00,00 | | | | | | | |
| | | n system | ₹2,00,00,000 | 0 | | | | | | | |
| | | eliminates | | 705 00 005 | - | | | | | | |
| | | the | Hardware and | ₹25,00,000 | | | | | | | |
| | | wastage of | Infrastructure | to | | | | | | | |
| | | papers in | : Initial setup | ₹1,20,00,00 | | | | | | | |
| | | the | | 0 | | | | | | | |
| | | examinatio | Coftwore | ₹10.00.000 | - | | | | 1 | 1 | |
| | | n process. | Soltware | <10,00,000 | | | | | | | |
| | | | Licensing and | | | | | | | | |
| | | | I OOIS: | ₹50,00,000 | | | | | | | |
| 1 | | I | | 1 | Î | 1 | 1 | 1 | 1 | 1 | 1 |

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| | | | Training and Support: Security Measures: | ₹5,00,000 to ₹20,00,000 ₹10,00,000 to ₹50,00,000 | - | | | | | | | | |
|----|---|--|--|--|------|-----|------------------------|------------------------|----------|------------------|------------|------------|---------|
| | Online Evaluation | Automated & digitized online evaluation system eliminates the wastage of time of evaluators & speeds up the evaluation process. | Software Development: ₹50,00,000 to ₹2,00,00,000 Hardware and Infrastructure : Initial setup Software Licensing and Tools: Training and Support: Security Measures: | Software Developme nt: ₹50,00,000 to ₹2,00,00,00 0 ₹25,00,000 to ₹10,00,000 to ₹50,00,000 to ₹50,00,000 to ₹20,00,000 | 0.9 | 4.2 | 0. 8 4 C R | 0. 8 4 C R | 8.0 | 34 CR | | 0.84 CR | 0.84 CR |
| 12 | Website based result announcement | Ubiquitous reachability | Software Development: Website Development: Hardware and Infrastructure : Initial setup Security | <pre>₹20,00,000 to ₹1,00,00,000 0 ₹10,00,000 to ₹50,00,000 to ₹7,00,000 to ₹30,00,000 to ₹5,00,000 to</pre> | 0.42 | | 1. 95 | 0.33 CR SAN | 9 MAR | 0.39 CR TH | 0.39 CR | 0.39 CR | 0.39 CR |

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| | | | Measures: | ₹20,00,000 | | | | | | | |
|----|----------------|--------------|------------------|------------------|-------|-----|--------|-----|-----|-----|--------|
| | | | Training and | ₹2,00,000 | | | | | | | |
| | | | Support: | to | | | | | | | |
| | | | | ₹5,00,000 | | | | | | | |
| | | | | | | | | | | | |
| 13 | NAD | А | Software | ₹50,00,000 | 0.92 | 4. | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 CR |
| | markscards | convenient | Development: | to | | 0 | CR | CR | CR | CR | |
| | Facility | and | | ₹2,00,00,00 | | | | | | | |
| | | completely | | 0 | | | | | | | |
| | | secure |) A / a la a ita | ₹10.00.000 | | | CANAAD | | | | |
| | | digital | Nepsile | <10,00,000 | | | | П | | | |
| | | academic | Development: | το ₹ΓΟ 00 000 | | | | | | | |
| | | depository | | <50,00,000 | | | | | | | |
| | | solution. | Hardware and | ₹25,00,000 | | | - | | | | |
| | | | Infrastructure | to | | | | | | | |
| | | | : Initial setup | ₹1,20,00,00 | | | | | | | |
| | | | | 0 | | | | | | | |
| | | | | | | | | | | | |
| | | | Security | ₹10,00,000 | | | | | | | |
| | | | Measures: | to | | | | | | | |
| | | | | ₹50,00,000 | | | | | | | |
| | | | Training and | ₹2,00,000 | | | | | | | |
| | | | Support: | to | | | | | | | |
| | | | | ₹5,00,000 | | | | | | | |
| | | | | | | | | | | | |
| 14 | Online | A | Software | ₹50,00,000 | SAMAF | RTH | | | | | |
| | admission test | ubiquitous | Development: | to | | | | | | | |
| | | facility for | | ₹2,00,00,00 | | | | | | | |
| | | global | | 0 | | | | | | | |
| | | admission | Website | ₹10.00.000 | | | | | | | |
| | | | Development: | to | | | | | | | |
| | | | ' | ₹50,00,000 | | | | | | | |
| | | | | | | | | | | | |
| | | | Hardware and | ₹25,00,000 | | | | | | | |
| | | | Infrastructure | to | | | | | | | |
| | | | : Initial setup | ₹1,20,00,00 | | | | | | | |
| | | | | 0 | | | | | | | |
| | | | Security | ₹10,00,000 | | | | | | | |
| | | | , Measures: | to | | | | | | | |
| | | | | ₹50,00,000 | | | | | | | |
| | | | | | | | | | | | |
| | | | Training and | ₹2,00,000 | | | | | | | |
| | | | | to | | | | | | | |

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| | | | Support: | ₹5,00,000 | | | | | | | |
|----|---------------------------------|--|--|--|-------|----------|------------|------------|------------|------------|---------|
| 15 | Education ERP | To integrate various department s of the university for timely exchange & access of information | Support: Software Licensing or Development: Implementati on and Integration: Training and Support: Hardware and Infrastructure | <pre>\$5,00,000 to \$2,00,000 0 \$20,00,000 to \$20,00,000 to \$1,00,00,00 0 \$\$5,00,000 to \$\$20,00,000 to \$\$20,00,000 to \$\$20,00,000 to \$\$25,00,000 to \$\$25,00,000 to \$\$25,00,000 to \$\$34,00,000 to \$\$34,000,000 to \$\$35,000,000 to \$\$35,0000 to \$\$35,000,000 to \$\$35,000,000 to \$\$35,000,000 to \$\$35,000,000 to \$\$35,000,000 to \$\$35,000,000 to \$\$35,0000 to \$\$35,000,00</pre> | SAMAR | RTH | | | | | |
| 16 | Plagiarism software facility | A software facility available to | : Initial setup Software Licensing and Tools: Software Licensing or Subscription: | ₹1,20,00,00 0 ₹10,00,000 to ₹50,00,000 to ₹20,00,000 | 0.17 | 0. 70 | 0.14 CR | 0.14 CR | 0.14 CR | 0.14 CR | 0.14 CR |
| | | every stakeholder to check plagiarism content in the documents. | Implementati on and Integration: Training and Support: | ₹5,00,000 to ₹20,00,000 ₹2,00,000 to ₹10,00,000 | | | | | | | |
| | | | Hardware and Infrastructure : Initial setup | ₹5,00,000 to ₹20,00,000, +0.02 to 0.10 | | | | | | | |
| 17 | Online digital magazine & | In online publication. | Content Creation and | ₹10,00,000 to | 0.24 | 1. 05 | 0.21 CR | 0.21 CR | 0.21 CR | 0.21 CR | 0.21 CR |

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| | Student | Digital | Editing: | ₹50,00,000 | | | | | | | |
|----|---|--|---|---|------|----------|------------|------------|------------|------------|---------|
| | | through University | Website Development: | ₹5,00,000 to ₹20,00,000 | - | | | | | | |
| | | | Software and Tools: | ₹5,00,000 to ₹20,00,000 | | | | | | | |
| | | | Marketing and Promotion: | ₹2,00,000 to ₹10,00,000 | | | | | | | |
| | | | Training and Support: | ₹2,00,000 to ₹5,00,000 | - | | | | | | |
| 18 | Online placement (Project, internship, & final) | Online ubiquitous support. | Software Development or Licensing: | ₹50,00,000 to ₹2,00,00,00 0 | 0.87 | 3. 82 | 0.76 CR | 0.76 CR | 0.76 CR | 0.76 CR | 0.76 CR |
| | | | Website Development: | ₹10,00,000 to ₹50,00,000 | | | | | | | |
| | | | Hardware and Infrastructure : Initial setup | ₹20,00,000 to ₹1,00,00,00 0 +0.05 to 0.20 | | | | | | | |
| | | | Training and Support: | ₹5,00,000 to ₹20,00,000 | | | | | | | |
| | | | Marketing and Promotion: | ₹2,00,000 to ₹10,00,000 | | | | | | | |
| 19 | Video documentation of each course & each College | For open information access from globally | Video Production: | ₹20,00,000 to ₹1,00,00,00 0 | 0.39 | 1. 85 | 0.37 CR | 0.37 CR | 0.37 CR | 0.37 CR | 0.37 CR |
| | | | Infrastructure : Initial setup | ₹15,00,000 to ₹70,00,000, | | | | | | | |

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| - | | | | | | | | | | | | | | |
|----|---|--|--------------------------------|--------------------------------------|------|--------|----------------|------|-------|------------|-----------------------|------------|---|--|
| | | | Website Development: | ₹5,00,000 to ₹20,00,000 | | | | | | | | | | |
| | | | Training and Support: | ₹2,00,000 to ₹5,00,000 | | | | | | | | | | |
| | | | Marketing and Promotion: | ₹2,00,000 to ₹10,00,000 | | | | | | | | | | |
| 20 | Video documentation on online public platforms | For open information access from globally | Video Production: | ₹20,00,000 to ₹1,00,00,00 0 | 0.29 | 1 4 | 0.2 8 CR | 0.2 | 28 CR | 0.28 CR | 0 2 8 C R | 0.28 CR | 3 | |
| | | | Platform Fees: | ₹5,00,000 to ₹20,00,000 | | | Inho | ouse | | | | | | |
| | | | Promotion and Marketing: | ₹2,00,000 to ₹10,00,000 | | | | | | | | | | |
| | | | Maintenance and Updates: | ₹2,00,000 to ₹5,00,000 | | | | | | | | | | |
| 21 | Social Media based promotions | Information access & Brand building | Content Creation: | ₹5,00,000 to ₹20,00,000 | 0.19 | 1 4 | 0.2 8 CR | 0.2 | 28 CR | 0.28 CR | 0 2 8 C R | | | |
| | | promotions | Social Media Advertising: | ₹5,00,000 to ₹50,00,000 | | | | | | | | | | |
| | | | Community Management: | ₹2,00,000 to ₹10,00,000 | | | | | | | | | | |
| | | | Analytics and Tools: | ₹2,00,000 to ₹10,00,000 | | | | | | | | | | |

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| | | | Influencer | ₹5,00,000 | | | | | | | | | |
|----|------------------|--------------|-----------------|--------------------|------|----|------|------|-------|------|----|------|---------|
| | | | Partnerships: | to | | | | | | | | | |
| | | | . areneren per | ₹50.00.000 | | | | | | | | | |
| | | | | | | | | | | | | | |
| 22 | Use of ICCT | Adopting | Software | ₹50,00,000 | 1.04 | 4 | 0.9 | 0.9 | 92 CR | 0.92 | 0 | 0.92 | 2 |
| | underlying | present | Development | to | | . | 2 | | | CR | | CR | |
| | technologies | technologie | or Licensing: | ₹2,00,00,00 | | 6 | CR | | | | 9 | | |
| | like AI, BA, CC, | s in | | 0 | | 0 | | | | | 2 | | |
| | DS, MB, OC, VR | automating | | | | | | | | | R | | |
| | & AR | the services | Hardware and | ₹25.00.000 | | | | | | | | | |
| | | | Infrastructure | to | | | | | | | | | |
| | | | : Initial setup | ₹120.00.00 | | | | | | | | | |
| | | | | 0. | | | | | | | | | |
| | | | | -, | | | | | | | | | |
| | | | Training and | ₹2,00,000 |] | | | 1 | | | | | |
| | | | Skill | to | | | | | | | | | |
| | | | Development: | ₹10,00,000 | | | | | | | | | |
| | | | | 700.00.00 | - | | | | | | - | | |
| | | | Integration | ₹20,00,000 | | | | | | | | | |
| | | | and | to | | | | | | | | | |
| | | | Implementati | ₹1,00,00,00 | | | | | | | | | |
| | | | on Services | 0 | | | | | | | | | |
| | | | Security | Security | - | | | | | | | | |
| | | | , Measures: | , Measures: | | | | | | | | | |
| | | | | ₹10.00.000 | | | | | | | | | |
| | | | | to | | | | | | | | | |
| | | | | ₹50,00,000 | | | | | | | | | |
| | | | | | | | | | r | | | | |
| 23 | Studio for video | Studio for | Studio Setup | ₹20,00,000 | 0.60 | 2. | 0.4 | 8 | 0.48 | 0.48 | 0. | 48 | 0.48 CF |
| | online classes | digitization | | to | | 4 | CR | | CR | CR | CI | 3 | |
| | | of sound | | <1,00,00,00 | | | | | | | | | |
| | | and scene | Audio-Visual | ₹10.00.000 | | | Inh | ouse | 2 | | | | |
| | | | Equipment | to | | | | | _ | | | | |
| | | | | ₹50,00,000 | | | | | | | | | |
| | | | Editing | ₹5,00,000 |] | | | | | | | | |
| | | | Software and | to | | | | | | | | | |
| | | | Workstations | ₹20,00,000 | | | | | | | | | |
| | | | | T 20.00.000 | - | | | | | | _ | | |
| | | | Studio Staff: | ₹20,00,000 | | | | | | | | | |
| | | | | ₹50 00 000 | | 1 | | | | | | | |
| | | | Maintenance | ₹5.00.000 | 1 | | | | | | + | | |
| | | | and Upkeep: | to | | 1 | | | | | | | |
| | | | c precp. | ₹20,00,000 | | | | | | | | | |
| 24 | Video | For global | Video | ₹5,00,000 | 0.32 | 1. | 0.3 | | 0.3 | 0.3 | 0. | 3 | 0.3 CR |
| | conference | information | Conferencing | to | | 50 |) CR | | CR | CR | CI | 7 | |

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| | facility | exchange in | Software | ₹20,00,000 | | | | | | | |
|----|--------------------------------------|---|--|--------------------------------------|------|---------------|------------|------------|------------|------------|---------|
| | dig for | format | Hardware | ₹10,00,000 to ₹50,00,000 | | | | | | | |
| | | | Network Infrastructure | ₹5,00,000 to ₹20,00,000 | | | | | | | |
| | | Integration and Implementati on Services: | ₹10,00,000 to ₹50,00,000 | | | | | | | | |
| | | | Training and Support: | ₹2,00,000 to ₹10,00,000 | | | | | | | |
| 25 | Online open Publication system | For exchange of new knowledge | Publication platform and development | ₹20,00,000 to ₹1,00,00,00 0 | 0.57 | 2. 3 | 0.46 CR | 0.46 CR | 0.46 CR | 0.46 CR | 0.46 CR |
| | | generated to everybody through open access system | Hosting and infrastructure (Initial setup) | ₹15,00,000 to ₹70,00,000 | - | | | | | | |
| | | | Content management system | ₹5,00,000 to ₹20,00,000 | | | | | | | |
| | | | Editorial staff and Peer reviews | ₹20,00,000 to ₹50,00,000 | | | | | | | |
| | | | Marketing and promotions | ₹2,00,000 to ₹10,00,000 | | | | | | | |
| | TOTAL | | 1 | 14 | .12 | 58 .5 5 | | | | | |

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2.6. Collaboration / Partnering with Knowledge and skill Hubs

Nodal Officer: Dean, Research & Development

| Sl.No. | | |
|--------|--|--|
| 1 | What steps have been taken by the institute to enrich the intellectual Capitals | Faculty Development programme and Orientation Programmes for college Teachers. MOUs with institutions for research on current and relevant research problems. |
| 2 | What steps have been taken to acquire best and improved administrative and technical acumen for the institution? | Account automation, WiFi campus, E- admission and web management. Library automation |
| 3 | What type of institutional/departmental collaborations the institution has with others? | Collaboration with CSIR laboratories & NISER Bhubaneswar as knowledge partners Social out reach programme through Technology collaboration with BARC, Dept. of Tribal Cultural Studies, Far East Language department with Korea, Inflibnet, Sodh Ganga etc |
| 4 | Does the institution have Faculty Exchange Programme (National & International)? | Yes |
| 5 | Does the institution have student exchange programme (National & International)? | Yes |

2.7. Effective institutional governance

Nodal Officer: Registrar

- Society, global variables and knowledge-based factors are considered while accounting for and accelerating progress of any institution. A well-coordinated and cooperative approach to managing change in the wake of globalizing competition for internationalization and effective governance needs to be addressed more professionally. Skill based modern management tools and a proactive management to cater to well-equipped and welcoming administrators are the need of the hour for Central University of Jharkhand.
- In achieving effective governance and internationalization mission, vision and goals of Central University of Jharkhand should be aligned and well documented to the outcomes in each and every aspect of institutional governance. A timely endeavor to initiatives taken, progress assessment and achieving goals therein to accommodate and attract public funds could remove bias and be the determining factors for a more autonomous, accountable, decentralized and transparent internal governance of Central University of Jharkhand
- In order to be at par with competing HEIs for a regulated self dependency, Central University of Jharkhand should advocate self governance coupled with ethical leadership in order to enthuse

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institutional development. The Major activities for this could be a Three-level phased system of graded autonomy and degree-granting power; Mandatory accreditation; IDP as measurable parameters for monitoring IoE performance; ERP management; Robust Grievance Redressal Mechanism at Institution level; and Leadership training and Continuous Professional Development.

- Any higher education institution which aims at effective governance and internationalization must be prepared with their own yardstick for address and upgrade faculty shortage, administrative staff, ICT, physical infrastructure for teaching-learning, continuous professional development, student support.
- Encouragement of effective Academic collaborations with supporting staff need to be encouraged which provide smooth ways of teaching and learning as is much a necessity and requirement that must come under the care of effective governance.
- Effective governance should not just be aimed at the institutional level that serve the purposeful growth of Central University of Jharkhand but must have scope for accommodating and harnessing local support system in and around the campus.
- National Education Policy 2020 (NEP-2020) has emphasized upon making India an attractive educational destination for the foreign students, and upon promoting India as a global educational destination offering premium as well as unique education in an affordable manner.
- Internationalization come with a hefty demand that banks on the basic necessities for carrying out routine rituals of teaching, learning and recreation such as the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses for recreation. Every classroom shall have access to the latest educational technology that enables better learning experiences and remote access.
- Considering our Central University of Jharkhand augmenting its geographic boundary with even more culturally rich states 'Atithi Devo Bhava' could not be more familiar a term to vouch for at the global stage. This attribute can be significantly helpful in attracting foreign students to study at our Central University of Jharkhand who have considered India a treasure trove of education for thousands of years with the centers of spirituality, knowledge to wisdom; all within and along the peripheral states and counting. Education India initiative is already in place rejuvenating the HEIs internationalization ecosystem.

Some of the recent policies and regulations for internationalization that are changing the facets and dynamics of education system in India and are serving to attract more foreign nationals could be adopted by Central University of Jharkhand as well. Some of the likely policies/regulation/initiatives are:-

- University Grant Commission (UGC) Regulation is offering Twinning, Joint, and Dual Degree Programmes through collaboration between Indian universities and foreign universities.
- Upcoming regulations by UGC (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Draft Regulations, 2023 (ongoing public consultation), will allow foreign universities to have physical campuses in India- with the freedom to devise their admission process and fee structure.
- National Education Policy (NEP) 2020 stipulates various measures, which include facilitating research/teaching collaborations and faculty/student exchange with high-quality foreign higher

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educational institutions (HEI) and signing of relevant mutually beneficial MOUs with foreign countries; setting up of an International Student Office at each HEI for welcoming and supporting students arriving from abroad.

- Scheme for Promotion of Academic and Research Collaboration invites talented foreign academics to improve the competitiveness of the Indian Education system.
- Global Initiative of Academic Networks aims to increase the footfall of reputed international faculty in the Indian academic institutes, and further invite international academic excellence into India's higher education institutions.
- Leadership for Academicians Programme facilitates partnerships with foreign universities to provide training for Indian academics.
- One of the successful models of change in this direction has been set up by IFSCA (International Financial Services Centres Authority) GIFT City (Gujarat International Financial Tech) has allowed top foreign universities with QS (Quacquarelli Symonds) 500 ranking to set up offline centres in GIFT City, Gujarat in selected subjects.

According to the AISHE report, foreign students come to India from 168 different countries across the globe. The top 10 countries comprise 63.9% of the total foreign students enrolled. These are Nepal (28.1%), Afghanistan (9.1%), Bangladesh (4.6%), Bhutan (3.8%) and Sudan (3.6%). These are followed by the United States of America (2.7%), Nigeria (3.1%), Yemen 2.9%), Malaysia (2.7%) and UAE (2.7%).

Student visa process, enhancing coordination among government agencies, and keeping international students and the global academic community better informed about pertinent rules and regulations at not just the national level but also minutely at state level would reap far more rewards in seeking internationalization of education of Central University of Jharkhand.

A holistic approach for Central University of Jharkhand would be to showcase the student support systems, upgraded laboratories and libraries in order to provide a common platform to foreign students; To attract more foreign students to study in the state rich with natural and rich mineral resources with tremendous linguistic richness and cultural diversity.

| Sl.No. | | |
|--------|---|---|
| 1 | Does the institution have duly constituted governing body? a. If yes, has it been approved? b. How frequently the Governing body meets? Yearly Biannually As and when required | Yes. As per periodicity required by acts and statutes Biannually |
| 2 | Does the institution have E-Governance project (ERP & MIS) implemented? | Only partially implemented. Examination and assessment plus administrative MIS is not yet |

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| | | implemented |
|---|---|--|
| 3 | How record keeping and data management is done in the institute? | Mostly Manual Filing. Partially Computerised |
| 4 | What type of library management system is there in the institute? | e-granthalaya to monitor and accession, registration, NIC |
| 5 | What type of financial management and accounting system is followed in the institute? | Accounting Automation through custom built software |
| 6 | Does the institute have its own active website? If yes, mention web address | Yes, www.cuj.ac.in |

2.8. Stakeholders Involvement

| Sl. No. | | |
|---------|--|--|
| 1 | Does the institute have any mechanism of participatory management in academic, administrative and financial affairs by involving teachers and staff? | Yes 1. Executive Council 2. Academic council 3. School Board 4. Boards of Studies 5. Finance Committee 6. SRC,TC, and other statutory committees |
| 2 | Does the institute have any mechanism for enhancing participatory management in academic, administrative and financial affairs by involving Parents? | Yes, through Advisory Committee and Feedback mechanism Being fully implemented at the department level like PMIR and Economics |
| 3 | Does the institute have any mechanism for enhancing participatory management in academic, administrative and financial affairs by involving Alumni? | At present operative at the Department levels. Being fully implemented at the department level like PMIR and Economics |
| 4 | Does the institute have any mechanism for enhancing participatory management in academic, administrative and financial affairs by involving Students? | Yes, in all departments. |
| 5 | Does the institute have any plan for enhancing participatory management in | Yes |

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| academic, administrative and financial affairs | |
|--|--|
| by involving local authorities? | |

2.9. Manpower Management

Nodal Officer: Registrar

| Sl.No. | Describe | |
|--------|--|--|
| 1 | Does the institute have adequate and skilled manpower (both teaching and non-teaching) | Inadequate due to delays in sanction and recruitment |
| 2 | What type of promotion system practiced in the institute? | As per UGC Norm (Not Regular) for teaching and as per statute/state Govt. For non teaching |
| 3 | Does the institute have a grievance redressal mechanism? Do they represent all the stakeholders? Specify. | Yes |
| | a. For Staff b. For Students | Yes |
| 4 | What type of staff engagement practices (academic, behavioural &organisational) are followed in the institute? | |
| | a. Regular time-bound promotion | All are adopted and implemented. |
| | b. Regular training | |
| | c. Counseling on Performance | |
| | d. Any other. Please specify | |

2.10. Legal Compliances

Nodal Officer: Legal Officer (Vacant)

| Sl.No. | Describe | |
|--------|--|--|
| 1 | How the institute deals with legal issues? | We have a legal panel to deal with legal issues. |
| 2 | Does the institute have any legal cell? | Yes |

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| 3 | Does the institute have any designated officer to deal with legal issues? | Yes |
|---|---|--|
| 4 | Whether the institution is having the following: a. Equal Opportunity Cell b. Sexual Harassment Cell c. Anti-ragging Cell d. Disciplinary Committee e. Any other, Please specify | Yes |
| 5 | Does the institute manage RTI and Intellectual Property Right? | Yes for RTI . IPR Policy is being formulated |
| 6 | Has the institute made mandatory disclosures? If yes, how does it display? a. In website b. At college notice board c. Any other | Yes |

2.11. Creating Institutional Brand Image

| Sl.No. | Describe | |
|--------|--|---|
| 1 | What steps taken by the institute for building brand image? | Honouring eminent Alumni and personalities of the country during foundation, convocation and other departmental Celebrations. |
| | | Maintaining standards of Education delivered |
| | | Maintaining quality of research and outreach |
| | | Taking leadership in edu-innovations in the state and the country |
| | | Showcasing Alumni Achievement |
| 2 | Has the institute adopted any innovative practices to build the institutional brand image? | Accreditations by national Agencies like NAAC, NIRF. |
| 3 | Does the institute have any centre of excellence? | Yes, GEET |

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| 4 | What steps are adopted for promoting the institute as Centre of Excellence? | The university is creating proposals for few more centres of excellence |
|---|---|---|
| 5 | Whether multi disciplinary approach is followed to build and nurture effective brand image? | Yes |

2.12. Research & Development

| Sl.No. | Describe | | |
|--------|---|--|--|
| 1 | What are the research initiatives taken by the institute? | Seed money for young teacher of the PG department. | |
| | | Annual research conclave to develop competitive and collaborating attitude among young researcher or innovative research. | |
| | | Adopting UGC guidelines for Ph.D. and M. Phil. | |
| | | New Guidelines for D. Litt. and D. Sc. Formulated | |
| | | Departments are being encouraged to apply for infrastructure and development grants from funding agencies | |
| | | Theme meetings are being conducted both in science and social sciences to generate proposals | |
| | | MOU with Institutes and Industries for research fellowships to work on real life problems | |
| | | Encouraging Ramanujam, Inspire and Recharge Faculty to work with Utkal University | |
| | | Participating in national megaprojects | |
| | | International and National Collaborations | |
| 2 | Have the institute identified the thrust areas for research work in the institutes? | The Institute has identified the following major interdisciplinary thrust areas for intensive funding and research effort : | |
| | If yes, Please mention the areas | a. Centre of excellence in high energy, cosmology and condensed matter research including functional Nanomaterials, Material Science, Battery Technology | |
| | | b. Centre of excellence in linguistics, endangered language, literature and | |

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| | | translation studies c. Centre of excellence in tribal studies. d. Centre of Excellence in Life Sciences for the generation of new knowledge through OMICS based interdisciplinary and translational research including environment beneficiation e. Centre of Excellence in entrepreneurship studies and incubation centres |
|---|---|--|
| 3 | How does the institute facilitate the project funding, from sources like: (UGC/AICTE/ICSSR/CSIR/DBT/DST etc.) | R & D cell which facilitated for funding, planning, monitoring the execution of research projects. Some minor funding from own resources |
| 4 | Has the institute handled Inter disciplinary project? | Yes. The Rural Technology Out Reach project is being executed by multiple Departments. |
| 5 | Has the institute worked on student research project? | Departmental wise initiative at PG and Ph.D. level. Needs to expand further. |
| 6 | Has the institute measured the growth in research and development through participation and contributions in International/ National Conferences, Seminars, Symposiums, Workshops, and initiation of academic exchange programs? If yes, give details. | Yes. There has been a substantial increase in presentations in conferences during last five years There is a need however, for expanding Exchange programs |
| 7 | What type of facilities and incentives are provided to faculty members to manage the research work after getting the funding? | Laboratory space, utility services, Library etc. There is need for independent laboratory for each faculty. |

2.13. Social Outreach Programmes

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Introduction Social Outreach Due to contemporary social, political, and economic landscapes, the role of public institutions, particularly Higher Education Institutions (HEIs), has become significantly more challenging, and expectations are soaring. HEIs are now expected to transcend their traditional boundaries and anchor themselves in the contemporary challenges of national and international interest, finding amicable solutions to them. In this context, they are looked upon to advance the purposes of public service through teaching, research, and service provision. The Central University recognizes its social responsibilities in the current tapestry of social obligations for HEIs. At the Central University of Jharkhand, we espouse the belief that education reforms one's way of living. Higher education acts as the gateway to understanding society, as it provides diverse training, especially regarding our social outlook. With the recent launch of UGC guidelines for Institutional Development Plans for Higher Education Institutions, there is a notable emphasis on both the social and academic aspects of HEIs. In this segment, our focus will be on the social aspect, which emphasizes providing students with access to high-quality education and training them for various professions they wish to pursue. Community outreach necessitates the co-existence of both social and academic missions, especially considering the pivotal role HEIs play in shaping the future of the nation. The IDP defines HEIs as institutions that exist 'by the society and for the society'. With a focus on aspects like inclusion, employability, and equality, we observe how the goal of education is increasingly directed towards practical application, calling for action and introspection regarding the events occurring around us. The use of multiple enablers repeatedly emphasizes the imperative action required when discussing HEIs; we need to grow together with our surroundings. This growth looks forward to sensitization, especially via the curriculum, to develop empathy, environmental understanding, and create inclusive spaces for people with disabilities and other sections of society. Furthermore, the emphasis on industry as well as research adds to the community outreach aspect, improving resource availability and enhancing the ecosystem accordingly. Moreover, methods like the SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis and other strategies take us to the roots of the community and act accordingly. Community outreach serves as a crucial step towards achieving the goals outlined in the IDP. The Central University of Jharkhand, under the aegis of NSS, Ek Bharat Shrest Bharat, and NCC, has organized and engaged in various programs, events, and workshops that have been a source of change and motivation for local community members. Over the next decade, our aim is to bridge the gap between HEIs and the local community, positioning ourselves as a strong intermediary. We aim to address and overcome the challenges faced by the local community. The university has diligently fulfilled its social responsibilities over the years. Programs such as plantation drives, gender sensitization workshops, programs on contemporary social issues, street plays, health camps, computer training programs for locals, and free education for local students have been organized. Our aim is to contribute to societal well-being and actively support development, focusing on welfare, education, health, and awareness. The university, with its diverse objectives, will undertake the following efforts to engage with the local community. By involving the students and CUJ members in the following programs, we envision creating a cadre of citizens who will be a source of social change and nation building. This will serve as a means of capacity-building for the students and researchers, aligning their professional work with societal responsibilities and sensitivity

Educational Sphere

o In line with its initiative of 'Unnayan' at the Brambe Campus, there will be an effort to impart supportive education to the local students from higer grades in subjects like Mathematics,

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English and Science by the students, who will choose to volunteer for this . National Service Scheme too can help in this initiative.

o Computer training programme for locals

o Career counseling for students o Teachers' training programes for teachers from local school (Value Addition)

o Bettering the schools: Students from B.Ed from the university will be motivated to choose schools which are relatively in the vicinity of the university. They will be required to understand the issues and challenges that the teachers and the students are encountering. The university shall try to facilitate select schools to overcome these issues and challenges by understanding policy interventions and existing schemes.

o Awareness about various schemes and fellowship o NEP awareness PROGRAMES o Vocational Training

✤ Health

o Health camps: Regular health camps will be organized

o Awareness Programmes: Programmes to sensitize locals about preventive measures to curb and contain diseases. Awareness events to sensitize people about schemes pertaining to health like 'Aysuhman Bharat Card', COVID 19 Vaccination etc.

o Sanitary Napkin distribution o Generate awareness around drug abuse and alcoholism

♦ Agriculture

o Helping the peasants and farmers with use of technology in production and storage. o Mushroom Cultivation o Helping with buttressing livestock.

o Use of AI in agriculture

Awareness Programmes

o Organizing various awareness programmes to bring about a change in superstition and social evils.

o Training Programs on Water Management

o Significance of education o Disability

o Women Empowerment o Mobile as a tool for empowerment

o Alcoholism o Self Help Groups (for entrepreneur skills)

o Adoption of trees at the department level with engagement from local students

o Collaborate with NGOs o Disaster Management

Cultural Cauldron

o Organization of Tribal Festival

o Retrieving Cultural Heritage

o Documentation and Preservation of lesser known languages and cultures

o Nukkad Natak for awareness Programes

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o Open air theatre for local artist

o Story Telling Events (Folk Programmes): Giving the local artist a platform to hone and exhibit their creative cultural expressions. The Department of Performing Arts can collaborate with local artist. Note: CUJ will formulate a mechanism to integrate social outreach programs with Credits systems.

CUJ stands with the following Philosophy to strengthen its social outreach:

• Outreach: CUJ engages in outreach efforts beyond campus, including awareness campaigns, community service, health check-ups, free education, and partnerships with local organizations.

• Diversity: CUJ celebrates diversity, welcoming individuals from varied backgrounds and cultures to create a vibrant learning community.

• Inclusivity: CUJ ensures an inclusive environment where all feel respected and empowered, providing equal opportunities and support for students from diverse backgrounds.

• Affirmative Action: CUJ promotes social justice through special provisions and scholarships, aiming to bridge educational gaps for marginalized communities.

• Gender Sensitization: CUJ fosters gender equality and safety through awareness programs, encouraging women's participation and leadership.

• Cultural Inclusivity: CUJ respects and supports local cultures, languages, and traditions, providing opportunities for cultural expression.

• Collaborations: CUJ collaborates nationally and internationally to enhance diversity and cultural exchange in academic programs.

| Sl.No. | Describe | |
|--------|--|--|
| 1 | What are social outreach activities the institute is involved with? Provide details. | NSS, Swach Bharat, SSG activities, Blood Donation, Red Cross |
| 2 | Is there any community/peripheral development programme organised by the institute? If yes, mention details. | Visit and help to the nearby villagers with respect to Cancer, educating the school children through Unayan, Swatch Bharat Abhiyan. |
| 3 | Does the students participate in sports activities (State/National/International)? Provide details. | Yes, Badminton, Cricket, Volleyball, Table Tenis, Football, Chess, Kho Kho etc. |
| 4 | Does the students involve with organisations like NSS/NCC/Red Cross? | Yes |
| 5 | Are the students given training on self-defence, Yoga & Meditation to augment their physical and mental fitness? | Yes |

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2.14. Monitoring and Evaluation

| Sl.No. | Describe | |
|--------|---|---|
| 1 | Does the present administration, academic and financial system need monitoring and development for flawless implementation? | They need to be automated. |
| 2 | Does the institute have IQAC cell? If yes, State the major functions of the cell. | Yes, Academic monitoring |
| 3 | Give details of number of meetings held by IQAC for last 3 years. | 08 |
| 4 | Does the institute conduct the followings: | |
| | a. Academic Audit | Yes |
| | b. Energy Audit | No |
| | c. Green Audit | No |
| | d. Financial Audit | Yes |
| | e. Administrative Audit | |
| 5 | Mention the audits last done: | |
| 6 | What type of decision mechanism adopted by the institute(Centralised/Decentralised)Elaborate | Follows a well defined acts and statute, financial manual and recruitment process. Clearly defined hierarchy beyond the statute and act. |
| 7 | Does the present system have clarity of control mechanism of the system? Elaborate | Yes, Clearly defined hierarchy beyond the statute and act. |

2.15. Employment

| Sl.No. | Describe | |
|--------|---|------------------------------------|
| 1 | What are the most important industries in the geographical area of the institute? | HINDALCO, Tata Steel, CCL |
| 2 | Which industries employ the most college graduates? | GRK Laboratory, Godrej Agro, ICICI |

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| | | and HDFC Bank |
|---|---|--|
| 3 | Which industries provide the best jobs? | Banks |
| 4 | Please give similar details with respect to self- employment (agriculture/manufacturing/services sectors)a.Currently, what jobs are most available in the area?b.What skills do these jobs require?c.Please give similar details with respect to self-employment (agriculture/manufacturing/services sectors) | A) Jobs in Software, Accounts, CRM, Sales, NGO, banking etc B) Technical skills, Inter- personal skills, Communicative skills, IT, etc C) Not Available |
| 5 | a. What jobs are seeing growth in the area? b. What will be the jobs of the future? c. Please give similar details with respect to self-employment (agriculture/manufacturing/services sectors) | A) IT, CRM, manufacturing etcB) R&D, E-commerce etc.C) MSMEs; service sector |
| 6 | a. What specific skills or attributes are local employers seeking in their employees? b. What skills do they need, but do not get in local hire? c. For self-employment, besides skills, what are the other constraints that youth may face? d. What kind of support do they need? | A) Communication, Technical competency, Positive Attitude, Dedication, etc B) Communication, problem solving, trending technical knowledge, etc C) Awareness, finance, Manpower, Market, etc D) Motivation, Capacity Building, Bank linkage, Identification of new Markets, etc |
| 7 | Has the college organised campus placement for 2015-16. If yesa. No. Of companies attendedb. No. Of students recruited on-campus | Yes A) |
| 8 | Does the college train students on interview skills like CV preparation, Group discussion, soft skills etc.,? | Yes |

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Which of the following were conducted to arrive at these needs? (Only mark 'Yes' if the minutes of the proceedings are on record)

| Surveys of students: | Yes | |
|-----------------------------|-----|-----|
| Surveys of local industry: | | Yes |
| Consultation with industry: | Yes | |
| Consultation with students: | Yes | |
| Workshop on IDP: | | Yes |

2.16. Supporting Students from Disadvantaged Backgrounds

| Sl. No. | Describe the particular needs of your female, and Scheduled Caste/Tribe/Other Backward Caste students by answering the following questions: | | |
|---------|--|--|--|
| 1 | a. What academic programs are female students currently enrolling in?b. What academic programs are seeing | In all PG and PhD Programme | |
| | growth in female enrolment? | In all PG, and PhD Programme | |
| 2 | What are the employment outcomes for female students after passing out of the institution? | Employed at different sectors like Banks, PSVs, Govt. Organisation and Higher Studies. | |
| 3 | What is the academic/skill training support that female students may need for improving employability? | Communication skill development ,Personality Development and subject related skill training. | |
| 4 | Do all women students wanting hostel accommodation get it on priority from 1 st year onwards? | NO, Day scholars who are residents of Ranchi prefer stay at home. | |
| 5 | a. What academic programs are Scheduled Caste/Tribe students currently enrolling in? | All PG,PhD programmes. | |
| | b. What academic programs are seeing growth in Scheduled Caste/Tribe enrolment? | Commerce & Business Studies, Economics, Sociology, Psychology, Public Administration, Anthropology, Women's Studies etc. | |
| 6 | What are the employment outcomes for Scheduled Caste/Tribe after passing out of | PSUs, PSU banks, Govt. Sectors. | |

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| | the institution? | |
|----|--|--|
| 7 | What is the academic/skill training support that SC/ST students may need for improving employability? | |
| 8 | Do all SC/ST students wanting hostel accommodation get it on priority from 1 st year onwards? | Yes |
| 9 | c. What academic programs are differently-abled students currently enrolling in? | All PG, and Ph.D. programme. |
| | d. What academic programs are differently-abled students seeing growth in enrolment? | All programme as mentioned above. |
| 10 | What are the employment outcomes for differently-abled students after passing out of the institution? | Govt. Sectors |
| 11 | What is the academic/skill training support that differently-abled students may need for improving employability? | Communication skill personality Development Samarthya in Psychology |
| 12 | Do all differently-abled students wanting hostel accommodation get it on priority from 1 st year onwards? | Yes |

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3. STRATEGIC GOALS

- Build a balanced and customized portfolio of academic programmes,
- Develop skill embedded course curriculum (Programme Outcome Aligned to mission)
- Develop digital instructional and study materials
- Develop appropriate and adaptable pedagogical excellence
- Strengthen Research and Development with policy and structure
- Develop Institutional Employability Strategy
- Develop Digital & physical infrastructure & Resources
- Strive for different identity in social outreach and empowerment
- Societal impact & branding strategy
- Creating a Teacher-Driven Professional Development Program
- Creating a student-Driven Professional Development Program
- Building of Indian Knowledge System
- Implementation of Index based appraisal process
- Balanced Portfolio: Hospital & Health Management
- Deployment of Employ welfare & HR strategy/management
- Building of green Infrastructure sustainability
- Concept to designing Schools into Institute
- Building a capacity to enhance the industry-academia linkages
- Creation of Rural Technology Incubation Centre

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4. DEVELOPMENTAL OBJECTIVES

4.1 Goal: Embedding of course curriculum with skill based courses

Nodal Officer: Dean, Academic Affairs

The central university of Jharkhand is a teaching intensified university with a considerable value of research contribution to the nation. The existing course curriculum needs to be enriched with a skill enhancing courses in accordance to the NEP, which will impart a comprehensive specialization among the students at various segments. To add it in curriculum will provide the cutting-edge technology and societal upliftment through employment generation with following objectives

- Development of communication skills at both major and unit levels through curriculum design, pedagogy and assessment practices;
- Overall design of the skill development component along with the job roles which leads to a comprehensive specialization in one or two domains.
- Mobility between technical and general education
- Ensure worldwide opportunity of the students in the academic, Industry and Professional jobs

4.2 Goal: Implementation of skill development aspect with respect to NEP 2020

In line of the National Education Policy (NEP) 2020, the university is in a process of the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of students.

- Designing of student centric course structure
- Reforming curricula through enhanced content of skills knowledge, better course alignment with skill standards and interdisciplinary content connections.
- Opportunity for stakeholders (students) to align themselves as per their carrier choice
- Phase-wise integration of skill based programs into mainstream education
- Convergence curriculum with knowledge system

4.2 Goal: Employability enhancement strategy

4.3 Nodal Officer: Professor I/C Placement

The University's strategy for student employability aims to create a stronger framework in which the career development of students is seen as an integral part of their time at CUJ; with clearly articulated provision that is high profile, professional and relevant to their career aspirations. Employability support will always be a mixture of embedded provision offered through departments, centrally coordinated support and student-led activity, set within the wider context of CUJ's external relationships; the aim of the Strategy is to ensure that these strands cohere for maximum impact and are monitored effectively. The strategy below outlines specific objectives relating to some of the university central activity strands, the expectations of Schools and departments, and some areas of targeted support for specific cohort of students

- University will establish a clearly articulated and prominent framework which identifies career development and employability as intrinsic to the student experience at University.
- Engage and support students with a diverse range of needs and ambitions in managing their employability development throughout the student journey and beyond.

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- Integrating employability skills at all stages in curriculum.
- Integrating new technologies for preparing students for Industry 4.0.
- Introducing courses on new and emerging skill demands of the industry, such as Artificial Intelligence, Robotics, Internet of Things (IoT), Bioinformatics, and Medicinal Chemistry will be introduced and enterprise education will be promoted.
- Employer relations and community engagement
- Provision and promotion of extra-curricular work opportunities for students to apply their knowledge and develop relevant skills and experience and careers guidance
- Developing student destinations and employer engagement data; working with alumni to increase aspirations and knowledge of progression and career pathways
- Opportunities for collaboration with Industries and other partners or organisations

4.4 Goal: Development of digital infrastructures & Resources Nodal Officer: Professor I/C Technical Cell

Digital infrastructure has emerged as an equally or arguably a more significant infrastructure necessity, as compared to the traditional infrastructure necessities such as power, water, and roads. The COVID-19 pandemic has not only shuffled the global order, but it has also provided an impetus to the ever-expanding digital infrastructure. It has become indispensable to the functioning of a society and the quality of life of its citizens. The successful implementation of e-learning in any field of study depends largely on the development and deployment of learning materials using the right infrastructure. In education, there is the need to grant and have access to resources for enhanced learning that would lead to acquisition of the right type of knowledge for gainful employment in industries. The following necessary steps needs to be taken

- Creation of ICT enabled class room
- High speed network facility
- Automation of academic and administrative process
- Enabling students to complete tasks such as class registration, transcript requests and financial aid requests on their own through self-service capabilities
- Automating cross-departmental workflows to complete tasks faster and more accurately

4.5 Goal: Societal impact & branding strategy The mission of Central University of Jharkhand is to foster the journey "From Knowledge to Wisdom" by embracing the profound Indian philosophy of education that states, "That which liberates is knowledge Vishnu-Purana (1.19.41)." Our institution is dedicated to providing a transformative educational experience that goes beyond the mere acquisition of knowledge and aims to empower students with wisdom, critical thinking, and a holistic understanding of the world.

We are committed to nurturing students who not only excel academically but also develop a broader perspective on life, ethical values, and a sense of social responsibility. We aim to instill in our students a deep appreciation for the rich cultural heritage of India and the wisdom it embodies.

• Academic Excellence: CUJ focuses on providing high-quality education and fostering academic excellence across various disciplines. The university strives to create a vibrant learning environment

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that encourages critical thinking, innovation, and interdisciplinary collaboration. Through its rigorous academic programs, distinguished faculty, and research initiatives, CUJ aims to cultivate a perception of being an institution of academic excellence.

- Research and Innovation: CUJ places a strong emphasis on research and innovation. The university promotes a research culture among its faculty and students, encouraging them to engage in cutting-edge research projects that contribute to knowledge creation and address real-world challenges. The perception of CUJ as a research-intensive institution helps in building its brand as a hub of innovative ideas and solutions.
- Faculty Expertise: The expertise and reputation of the faculty members at CUJ play a significant role in shaping the perception of the university. CUJ attracts and retains accomplished faculty members who are experts in their respective fields. The knowledge, research contributions, and academic achievements of the faculty members contribute to the overall perception of CUJ as an institution with a strong intellectual foundation.
- Infrastructure and Facilities: The infrastructure and facilities provided by CUJ contribute to its brand image. State-of-the-art laboratories, well-equipped libraries, modern classrooms, and other facilities create a conducive learning environment. CUJ strives to continuously upgrade its infrastructure to meet the evolving needs of students and faculty, thus enhancing the perception of the university as a place that offers excellent resources for learning and research.
- Alumni Success: The achievements and success of CUJ alumni reflect positively on the university's brand. CUJ aims to equip its students with the necessary knowledge and skills to excel in their chosen fields. When alumni succeed in their careers or make significant contributions to society, it strengthens the perception of CUJ as an institution that produces capable and accomplished professionals.
- Partnerships and Collaborations: Collaborations with other reputed institutions, research organizations, and industries enhance the perception and brand value of CUJ. Engaging in strategic partnerships, joint research projects, and academic collaborations with renowned organizations helps to establish CUJ as an institution with a wide network and a reputation for fostering meaningful collaborations.
- Communication and Outreach: Effective communication and outreach strategies are vital for building the brand image of CUJ. The university engages in active communication through various channels, including its website, social media platforms, and publications, to showcase its achievements, research breakthroughs, and contributions to society. Regular updates, success stories, and highlighting the unique features of CUJ help in shaping a positive perception of the university.
- Social Impact and Community Engagement: CUJ's involvement in social impact initiatives and community engagement programs contributes to its brand building. By addressing societal challenges,

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working with local communities, and contributing to sustainable development, CUJ establishes itself as an institution that is socially responsible and committed to making a positive impact on society.

4.6 Goal: Creating a faculty-driven Professional Development Program

In current scenario, the role and functioning of universities are changing and the expectation from the faculties is growing day by day. The faculties are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks. University systems therefore seek to provide faculties with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality faculty workforce.

- Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with student ts, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.
- Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching,
- To facilitate exchange programmes for the teachers and students for better academic inputs and deliveries.

4.7. Goal: Building of Indian Knowledge System

आ नों भुद्राः क्रतंवो यन्तु विश्वतोऽदंब्धासो॒ अपंरीतास उुद्धिदंः । द्वेवा नो॒ यथा॒ सदुमिद्वृधे असुन्नप्रांयुवो रक्षिृतारों द्विवेदिवे ॥ आ नो भद्राः क्रतवो यन्तु विश्वतोऽदब्धासो अपरीतास उद्भिदः । देवा नो यथा सदमिद्वृधे असन्नप्रायुवो रक्षितारो दिवेदिवे ॥

"May auspicious works, unmolested, unimpeded, and subversive (of foes), come to us from every quarter; may the gods, turning not away from us, but granting us protection day by day, be ever with us for our advancement."

The preservation and promotion of India's cultural traditions must be considered a high priority for the country, as it is truly significant for building our unique identity worldwide. The importance of Indian cultural heritage is being recognised at the international forums and enabling strategic geo-

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political ties abroad. The promotion of Indian arts, culture knowledge and value system is paving way for broader global roles for country. Therefore, integrating Indian Knowledge System into the academic curriculum shall develop strong sense of national identity and further enhances the creative and cognitive skills rooted in our rich cultural traditions among the students. It can effectively nurture human resources capable of imparting our Knowledge System all over the world.

The "Jharkhand" being a tribal state, our thrust has been to create an Indigenous knowledge system focused research activities in the university encompassing tribal culture, languages, arts and aesthetics promoting regional sustainable development. The University is also planning to create an Indian knowledge system-based research and development strategy by involving following steps:

- Preservation and documentation of classic text and manuscripts related with Indian Knowledge System to increase their access for researchers and students, Creation of audio-visual database shall provide broader outreach to these e-contents.
- Facilitate and collaborate with various institutions in India and abroad including universities, institutions of national importance, R&D laboratories, different ministries having expertise in Indian knowledge system based/related inter and transdisciplinary research. We aim to inspire and partner with private sector organizations for such activities.

Establish, guide and monitor interdisciplinary research groups comprising of researchers from institutes, centers and individuals within and beyond University with expertise/interest in IKS related with their areas of knowledge across disciplines like Humanities and Social Studies, Sciences, Technology, Engineering, Management etc.

Goal 4.8 Goal: Implementation of Index based appraisal process Nodal Officer: Director, IQAC

Effective human resource evaluation is paramount to the development of any organization. An automated method is needed to remove the limitations and facilitate the duties of human resource management. The essence of evaluating employees' performance in any university/institution is to realize the goals of the institution by measuring the contribution of each employee. Faculty performance evaluation is one of the most practiced tools in quantifying the quality of service of teaching personnel in terms of instruction, research, extension, and other academic and administrative responsibilities.

- Periodic evaluation of the performance intends to assess the competence, commitment, learning management, and teaching skills of faculty members
- Implementation of automated and value based appraisal process
- Pre-Indexing of all working parameters such as teaching, research publications/projects, Cocurricular extension activity, and other academic and administrative responsibilities, etc.

Goal 4.9 Goal: Balanced Portfolio:

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- Framing various departments into institutes
- Opening new departments such as Material Science with an emphasis on battery technology
- Focus on hospital and health management which is essential looking to the backwardness of the state.
- Enriching the medicinal aspects of the flora and fauna of the tribal state Jharkhand

Goal 4.10 Goal: Deployment of Employee welfare & HR strategy/management Modal Officer: Registrar

- Healthy life and environment is must for each and everyone of the University. Thus, various plans available as per the GoI norms will be established to provide utmost safety and well-being of the employes of the University.
- Learning and training is always a process for development. To bring about holistic development of personality of all the employes, employes will be encouraged to go for advanced training process in order to learn and implement various rules and regulations developed from time to time in order to grow this university into a world-class university.
- Supporting each other is the strength of any healthy work culture. Efforts will be taken to develop centralized database for the smooth functioning of the work.

Goal 4.11 Goal: Building of green Infrastructure sustainability Nodal Officer: Executive Engineer

Central University of Jharkhand is taking initiatives in creating a sustainable built environment and eco-conscious campuses with an objective to conserve Energy, Water, and Natural Resources. It is desirable to design near net zero campuses and buildings using detailed scientific analysis for adequate design strategies and subsequent post-occupancy performance evaluation. Some desirable strategies needs to be taken.

- Protecting the ecological footprint by adopting a natural preservation and conservation strategy
- Preserving natural resources and water conservation
- Installation of PV module as an alternative energy utilization resources
- Environmental awareness and sensitivity
- Minimizing fossil fuel consumption through transport demand management strategies
- Use of recycled materials and products
- Retaining the Natural topography of the Land

Goal 4.12 Goal: Concept to designing Schools into Institute

The central University of offering various innovative PG/PhD courses in the interdisciplinary area such as Nanotechnology, Energy Engineering, Water engineering and Management, and Transport Science and Engineering. These innovative courses require various disciplines faculty supports. The University also introduces the integrated programmes in various disciplines in line of the NEP 2022. In view of the maximum utilization of the resources, university is in planning to design a concept of Institute rather school.

Goal 4.13 Goal: Building a capacity by enhancing the industry-academia linkages

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Industry-academia linkages can play a crucial role in technological catch-up for developing university. University can improve their financial position and gain first-hand technological experience. Through these linkages, university can become more entrepreneurial and play an active role in the economic development process. However, several barriers have to be overcome before successful Industry-academia linkages by implementing the followings.

- Establishment of training centres and providing the entrepreneurship teaching facilities,
- Establishment of the cooperative education centres and small business training centres such as consulting units/ consulting practice plans, and industry liaison offices, etc.
- Implementation of Industrial outreach programmes
- Opening of cooperative research centres and interdisciplinary research institutes
- Opening of Technology councils, which carry out primarily policy and coordination functions between universities, the government, and the productive sector.

Goal 4.14 Goal: Creation of Rural Technology Incubation Centre

The Central University of Jharkhand is a teaching intensified University. University focus on delivering high standard basic scientific (science departments) and industrial (engineering departments) exposure to our students. However, our vision is not to create job seekers but to train our students to become innovators and job creators. CUJ, in the coming years, will evolve and emerge as a major Technology Incubator in this underdeveloped tribal dominated state to support the process of entrepreneurship. The students, alumni, inventors, and the local community with indigenous ideas will be sponsored/ nurtured in a protective environment by the professors/ academicians at CUJ.

- Faculties from engineering and applied sciences (information technology/computer, nanotechnology, energy engineering, water resources, and geo-informatics), basic sciences (physics, chemistry and life sciences) and management/ commerce will counsel the stakeholders. They will also recognize the opportunity and resource acquisition to materialize the ideas. Once the experts approve it, the stakeholders will be provided with startups by the CUJ. This will include workspace, seed funding, and mentoring and deliver training. The faculties from management/commerce will assist these stakeholders in marketing and other financial matters.
- The technology incubation centre will deal with every possible aspect of our education. However, its primary focus will be on engineering, renewable energy, information technology, nanotechnology, agriculture and food, health sciences, biotechnology and chemical sciences. Recently, democratizing the field of experimental laboratory work and bringing scientific research to one and all, we have proposed the Core instrumentation facility (CIF, CUJ), Computer Facility (CF, CUJ) and Centre for Innovations (CI, CUJ). All these will join hands to fulfil and to achieve our far-reaching goal. With support from funding agencies (like UGC, DBT & DST), our CIF, CF and CI will foster technology incubation activities at CUJ. Our instruments/ facilities will be freely available (with adequate supervision) to the innovators for translating their ideas into products.
- Finally, our incubation support will assist the researchers, startups, and entrepreneurs in carrying out their trials and going to market for commercialization. This will also provide the other value-added, technical, analytical and marketing services. Our fair policy may develop new inventions and benefit our students/ innovators/ citizens to improve their global competitiveness and living standards.

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5. Metrics & Targets

| Provide the targets against the deliverables as listed below Indicator | Present Rating | Target Rating (after 5 years) |
|--|-------------------|---------------------------------------|
| GOVERNANCE QUALITY INDEX - | | |
| % of Faculty Positions vacant | | Minimum |
| % of Non-teaching staff to teaching Staff | | 1:1.1 |
| Total no of under graduation programs | 23 | 35 |
| Total no of post graduate programs | 23 | 35 |
| Total no of doctoral programs | | |
| Faculty appointment - turn around/ cycle time in months | | |
| Delay in payment of monthly salary payment of faculty | | |
| ACADEMIC EXCELLENCE INDEX - | | |
| Delay in exam conduction and declaration of results * | 45 | 30 |
| Plagiarism Check * | 100% | 100% |
| Accreditation | В | A+ |
| Teacher Student ratio | 1:18 | 1:10 |
| % of Visiting professors * | 0 | 10 |
| % of students passing out with 60% or more marks | 95 | 99 |
| % of graduates employed by convocation | 54 | 75 |
| % Number of students receiving awards at National and International level | 0 | 10 |
| % of expenditure on Library, cyber library and laboratories per year | 1 | 10 |
| % of faculty covered under pedagogical Training | 2 | 20 |
| % of faculty involved in "further education" | 1 | 10 |

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| Dropout rate | 1% | 0 |
|---|------------|------------|
| No of foreign collaborations | 0 | Maximum |
| Subscription to INFLIBNET | | Maximum |
| EQUITY INITIATIVE INDEX - | | |
| SC Student% | 1 | 20 |
| ST Student% | 10 | 20 |
| Gender Parity | | |
| Existence of CASH (Committee Against Sexual Harassment) | | Yes |
| Existence of Social Protection Cell | | Yes |
| Language assistance programs for weak Students | | Yes |
| REASERCH AND INNOVATION INDEX | | |
| Per-faculty publications | 1 per year | 2 per year |
| Cumulative Impact Factor of publication | 1.82 | 2.7 |
| H Index of scholars | | |
| % of staff involved as principal researcher | | 20 |
| % of research projects fully or more than 50% funded by external agencies, industries etc., | | 10 |
| Total no of patents granted | 1 | 5 |
| % of faculty receiving national/ international awards | 0 | 10 |
| % of research income | 0 | 2 |
| Doctoral degrees awarded per academic Staff | 1 | 2 |
| % doctoral degrees in total number of degrees awarded | 1 | 10 |
| % expenditure on research and related Facilities | 1. | 10 |

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| Digitization of Masters and Doctoral thesis | 0 | Yes |
|---|---|-----|
| UPE/CPE | | |
| % of Income generated from non-grant | | 2 |
| Sources | | |
| STUDENT FACILITIES - | | |
| | | |
| No of new professional development | | Yes |
| Programs | | |
| Existence of Placement Cells and Placement | | Yes |
| Plan | | |
| % of expenditure on infrastructure | | 15 |
| maintenance and addition | | |
| Availability of hostel per out-station female | | Yes |
| student | | |
| Availability of hostel per out-station male | | Yes |
| student | | |
| Student Experience Surveys | | Yes |
| Infrastructure and Others - | | |
| | | |
| %Income generated from training courses | | 2 |
| % Income generated from consulting | | 1 |
| Computer coverage | | Yes |
| | | 105 |
| Internet connectivity of Campus | | Yes |

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6. Institutional Project Budget (Rs. in Crore)

| Sl. | Activities | tion | Financial year | | | | | | |
|-----|---|------------------------|----------------|---------|---------|---------|---------|--|--|
| No | | Project LifeAllocat | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | | |
| 1 | Infrastructure | | | | | | | | |
| | 1. Modernization and strengthening of laboratories | | 10 | 5 | 3 | 2 | 1 | | |
| | 2. Establishment of new laboratories for existing UG and PG programs and for new PG programs | | 10 | 5 | 3 | 2 | 1 | | |
| | 3. Modernization of classrooms | | 5 | 3 | 2 | | | | |
| | 4. Updation of Learning Resources | | 5 | 2 | 1 | 1 | | | |
| | 5. Procurement of furniture | 10 | 2 | 2 | 1 | 1 | | | |
| | 6. Establishment/Upgradation of Central and Departmental Computer Centres | | 20 | 5 | 5 | 2 | 2 | | |
| | 7. Modernization/improvements of supporting departments | | 2 | 2 | 1 | 1 | 1 | | |
| | 8. Modernization and strengthening of libraries and increasing access to knowledge resources | | 5 | 3 | 2 | 1 | | | |
| | 9. Refurbishment (Minor Civil Works) | | 5 | 3 | 2 | 1 | 1 | | |
| | Research and development support | | | | | | | | |
| | Providing Teaching and Research Assistantships to increase enrolment in existing and new PG programmes in Engineering disciplines | | 2 | 2 | 2 | 2 | 2 | | |
| | Provision of resources for research support | | 5 | 5 | 5 | 5 | 5 | | |
| | Enhancement of R&D and institutional consultancy activities | | 1 | 1 | 1 | 2 | 2 | | |
| 3 | Faculty Development Support | | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | | |

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| | Faculty and Staff Development (including faculty qualification upgradation, pedagogical training, and organising/participation of faculty in workshops, seminars and conferences) for improved competence based on TNA | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
|---|--|-----|-----|-----|-----|-----|
| 4 | Institutional reforms | | | | | |
| | Technical assistance for procurement and academic activities | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| | Institutional management capacity enhancement | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| 5 | Academic support | | | | | |
| | Creation of new departments/courses | 10 | 5 | 3 | 2 | 1 |
| | Enhanced Interaction with Industry | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| | Temporary faculty engagement | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| | Student support activities | | | | | |
| 6 | Others | | | | | |
| | TOTAL | | | | | |

6. Institutional Project Budget (Rs. in Crore)

| SI. | Activities/Item | ion | Finar | Ref. (object. | | | | |
|-----------------|------------------------|------|---------|------------------|---------|---------|---------|----------------|
| No of obj | | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | & activity) |
| 4.1 | Curriculum Excellence | | | | | | | |
| | a) Survey | 0.10 | .05 | | | .05 | | |
| 4.2 | Pedagogical Excellence | | | | | | | |
| | a) Developing modules | 0.10 | .05 | | | .05 | | |

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| | b) Initiative external experts | .25 | .05 | .05 | .05 | .05 | .05 | |
|-----|--|-----|-----|-----|-----|-----|-----|--|
| | c) Video lectures | .40 | .20 | | | .20 | | |
| 4.3 | Academic Administrative | | | | | | | |
| | a) Training in Financial Admn. | .04 | .02 | | | .02 | | |
| 4.5 | Infrastructure | | | | | | | |
| | a) Recurring grant for maintenance | 15 | 15 | 15 | 15 | 15 | 15 | |
| | b) Strengthening Development Staff | 1 | 1 | 1 | 1 | 1 | 1 | |
| | c) Rainwater harvesting & LED all buildings | 1 | 1 | | | | | |
| | d) Solar panel all buildings | 2 | 2 | | | | | |
| | e) Multiple Sports Complex | 5 | 5 | | | | | |
| | f) Central Exam Hall | 5 | 5 | | | | | |
| | g) Multipurpose Convention Centre | 15 | 15 | | | | | |
| | h) Ramp, Lift etc. For PWD | 10 | 10 | | | | | |
| | i) Public convenience Centre | .05 | .05 | | | | | |
| | j) Garbage Mgt. System | 1 | 1 | | | | | |
| 4.6 | Partnering with Knowledge hubs | | | | | | | |
| | a) Facilitation Centre | 2 | 2 | | | | | |
| 4.7 | Automation & IT | | | | | | | |
| | a) E-governance | 5 | 5 | | | | | |
| | b) Training on e-governance | .5 | .5 | | | | | |
| | c) Establishment of work station with equipment | 1 | 1 | | | | | |
| | d) Recognition of IQAC cell | .25 | .25 | | | | | |
| | e) Conducting workshops for college teachers | .25 | .25 | | | | | |
| | f) Conducting various audits | .25 | .25 | | | | | |
| | g) Development of IT system for manpower planning Recruitment & selection | .5 | .5 | | | | | |

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| 4.8 | Stakeho | olders Involvement | | | | | | | |
|------|----------|---|-----|------|----------|----------|----------|----------|--|
| | a) | Creation of Alumni Secretariat | 1 | 1 | | | | | |
| | b) | Regular meetings | .15 | .15 | | | | | |
| | c) | Alumni Newsletter | .01 | .01 | | | | | |
| | d) | Organising faculty conclave | .10 | .02 | .02 | .02 | .02 | .02 | |
| 4.9 | Manpov | wer Management | | | | | | | |
| | a) | Training of University & College teachers on academic leadership etc. | .25 | .05 | .05 | .05 | .05 | .05 | |
| | b) | Continuous motivational training for non- teaching staff | .10 | .02 | .02 | .02 | .02 | .02 | |
| | c) | Implementation of TQM | .10 | .02 | .02 | .02 | .02 | .02 | |
| | d) | Development of manpower management manual | .25 | .25 | | | | | |
| 4.10 | Legal Co | ompliances | | | | | | | |
| | a) | Legal Officer | .30 | .06 | .06 | .06 | .06 | .06 | |
| | b) | Internship of students | .03 | .006 | .00 6 | .00 6 | .00 6 | .00 6 | |
| | c) | Dedicated IT Systam | .05 | .05 | | | | | |
| | d) | Training of officials, teachers & law students | .25 | .05 | .05 | .05 | .05 | .05 | |
| 4.11 | Creatin | g Institutional Brand Image | | | | | | | |
| | a) | Creating Nodal Centres for Entrance Tests outside Odisha | .10 | .10 | | | | | |
| | b) | Opening of Alumni Chapters | .25 | .125 | | | .12 5 | | |
| | c) | Purchase of Printing machines for press | 1 | 1 | | | | | |
| | d) | Develop skills of manpower of press | .01 | .01 | | | | | |
| | e) | Regular publication from press | .02 | .02 | | | | | |

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| | f) | Establishment of Incubation, Innovation centre | .25 | | | | | | |
|------|--------|--|-----|-----|-----|-----|-----|-----|--|
| | g) | Innovation seed grant for your faculty | 1 | 1 | | | | | |
| | h) | | | | | | | | |
| | i) (| EO | | | | | | | |
| | | ii) | | | | | | | |
| | | iii) | | | | | | | |
| | | iv) | | | | | | | |
| | | v) | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| 4.12 | R & D | | | | | | | | |
| | | | | | | | | | |
| | a) | R & D facilitation centre | .25 | .25 | | | | | |
| | b) | Work shop/ training for teacher & scholars | .25 | .05 | .05 | .05 | .05 | .05 | |
| | c) | Awarding best Research Papers | .50 | .50 | | | | | |
| | d) | Research Scholars Conclave (corpus fund) | .50 | .50 | | | | | |
| | e) | Seed money for Start up (corpus fund) | .30 | .30 | | | | | |
| 4.14 | | Monitoring & Evaluation | | | | | | | |
| | | a) Formation of Quality circles | .05 | .01 | .01 | .01 | .01 | .01 | |
| 4.15 | | Employment | | | | | | | |
| | a) | Coordinating with employees | .05 | .01 | .01 | .01 | .01 | .01 | |
| | b) | Development programmes/ pre-planed training | .05 | .01 | .01 | .01 | .01 | .01 | |
| | c) | Pre- examination tests | .05 | .01 | .01 | .01 | .01 | .01 | |
| 4.16 | Suppor | ting | | | | | | | |
| | a) | Construction of ladies hostel 300 seats | 7 | 3 | 4 | | | | |

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| | | b) Special counselling & coaching | .10 | .02 | .02 | .02 | .02 | .02 | |
|------|--------|--|-----|-----|-----|-----|-----|-----|--|
| | | c) Comm. Skill & personality Dev. Of SC/ST | .10 | .02 | .02 | .02 | .02 | .02 | |
| | | d) Special counselling & coaching for PWD | .10 | .02 | .02 | .02 | .02 | .02 | |
| 4.17 | Others | | | | | | | | |
| | a) | Construction of International Hostel | 7 | 3 | 4 | | | | |

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