दैनिक भास्कर , रांची, शुक्रवार, 03 मार्च, 2023

राजभवन में नैक की स्टेट वाइज एनालिसिस रिपोर्ट जारी

बेहतर ग्रेड पाने वाले विवि को जाकर करेंगे सम्मानित: गवर्नर

एजुकेशन रिपोर्टर | रांची

राज्यपाल सह कुलाधिपति सीपी राधाकृष्णन ने कहा कि अच्छी बिल्डिंग व इंफ्रास्ट्रक्चर जरूरी है, लेकिन इससे अच्छे विश्वविद्यालय की पहचान नहीं बनती है। एक अच्छे विश्वविद्यालय के लिए पठन-पाठन और रिसर्च जरूरी है। राज्य के सभी विश्वविद्यालय नैक की तैयारी करें। नैक से बेहतर ग्रेड पाने वाले विवि में स्वयं जाकर सम्मानित करूंगा। वे मंगलवार को राजभवन में नैक की स्टेट वाइज एनालिसिस रिपोर्ट जारी के बाद कुलपतियों, विवि और विभागीय अधिकारियों को संबोधित कर रहे थे। इससे पहले नैक के असिस्टेंट एडवाइजर डॉ. डीके कामले ने गवर्नर की उपस्थिति में एनालिसिस रिपोर्ट जारी की। इस अवसर पर प्रिंसिपल सेक्रेटरी नितिन मदन कुलकर्णी, आरयू के वीसी प्रो. अजीत कुमार सिन्हा, डीएसपीएमयू के वीसी प्रो. तपन कुमार शांडिल्य, रजिस्ट्रार डॉ. मुकुंद मेहता, केमिस्ट्री की टीचर डॉ. स्मृति सिंह, नैक के डॉ. नीलेश पांडेय और श्रीकांत स्वामी समेत अन्य थे। यह रिपोर्ट वर्ष 2020 में तैयार किया गया था, जिसमें डॉ. स्मृति सिंह का अहम योगदान रहा था। इस पुस्तक को राज्य के निजी विवि और दूसरे राज्यों के विश्वविद्यालयों में वितरीत की जाएगी। पुस्तक के माध्यम से नैक की तैयारी करने में मदद मिलेगी।

राजभवन में एनालिसिस रिपोर्ट जारी के दौरान राज्यपाल, नैक के अधिकारी।

शिक्षक-कर्मियों के रिक्त पद शीघ्र भरे जाएंगे :पुरवार

उच्च शिक्षा सचिव राहुल पुरवार ने कहा कि सभी विवि को डिजिटलाइज किया जा रहा है। शिक्षकों-कर्मियों के रिक्त पदों पर नियुक्ति के लिए शीघ्र विज्ञापन जारी किया जाएगा। राज्य के विवि में 50 प्रतिशत पद रिक्त हैं।

क्वालिटी एजुकेशन पर विवि को दिए गए निर्देश

कुलाधिपति सीपी राधाकृष्णन ने कुलपतियों को क्वालिटी एजुकेशन को लेकर भी दिशा-निर्देश दिए। कहा कि राष्ट्रीय शिक्षा नीति लागू करने, वर्क कल्चर बेहतर करने, नॉलेज सेंटर के रूप में परिवर्तित करने के लिए कहा गया है।

एग्जाम बोर्ड का निर्णय : डीएसपी सीटों पर एडमिशन के लिए अप्रै

रांची | डॉ. श्यामा प्रसाद मुखर्जी यूनिवर्सिटी (डीएसपीएमयू) में दो साल बाद पीएचडी कोर्स में एडमिशन के लिए प्रवेश परीक्षा होने जा रही है। प्रवेश परीक्षा मार्च के अंतिम सप्ताह में आयोजित करने को लेकर सैद्धांतिक सहमति बन गई है। गुरुवार को वीसी प्रो. तपन कुमार शांडिल्य की अध्यक्षता में एग्जाम बो हुई, जिसमें पीएचडी आयोजित करने का गया। पीएचडी के लिए में कुल 436 अभ्यर्थि आवेदन जमा किए अभ्यर्थी नेट-जेआर जिन्हें प्रवेश परीक्षा

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State-wise Analysis of Accreditation Reports - Jharkhand

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

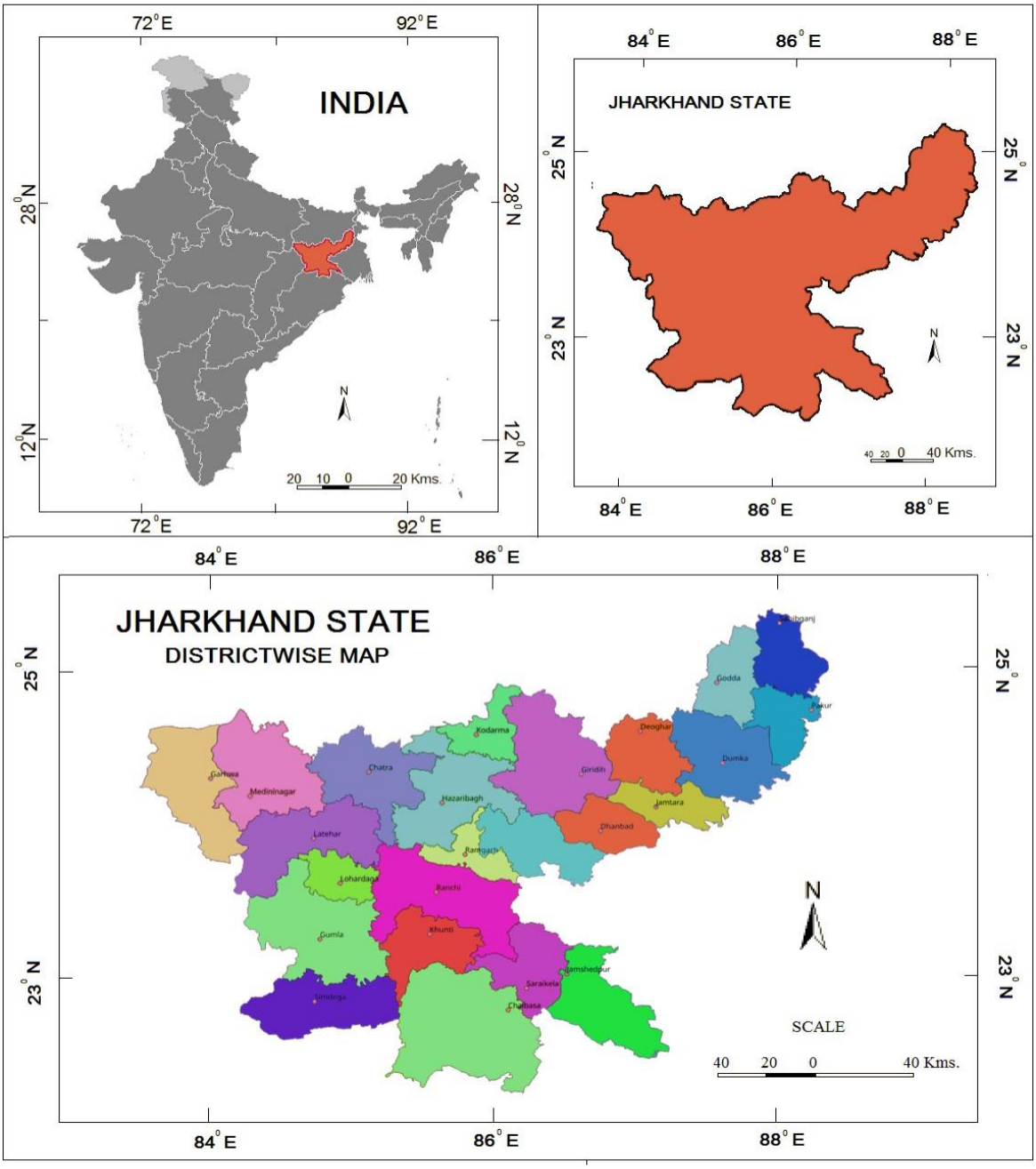
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Post Box No.1075, Nagarbhavi, Bengaluru - 560 072, India

JHARKHAND STATE ACCREDITATION REPORT



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

VISION:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION:

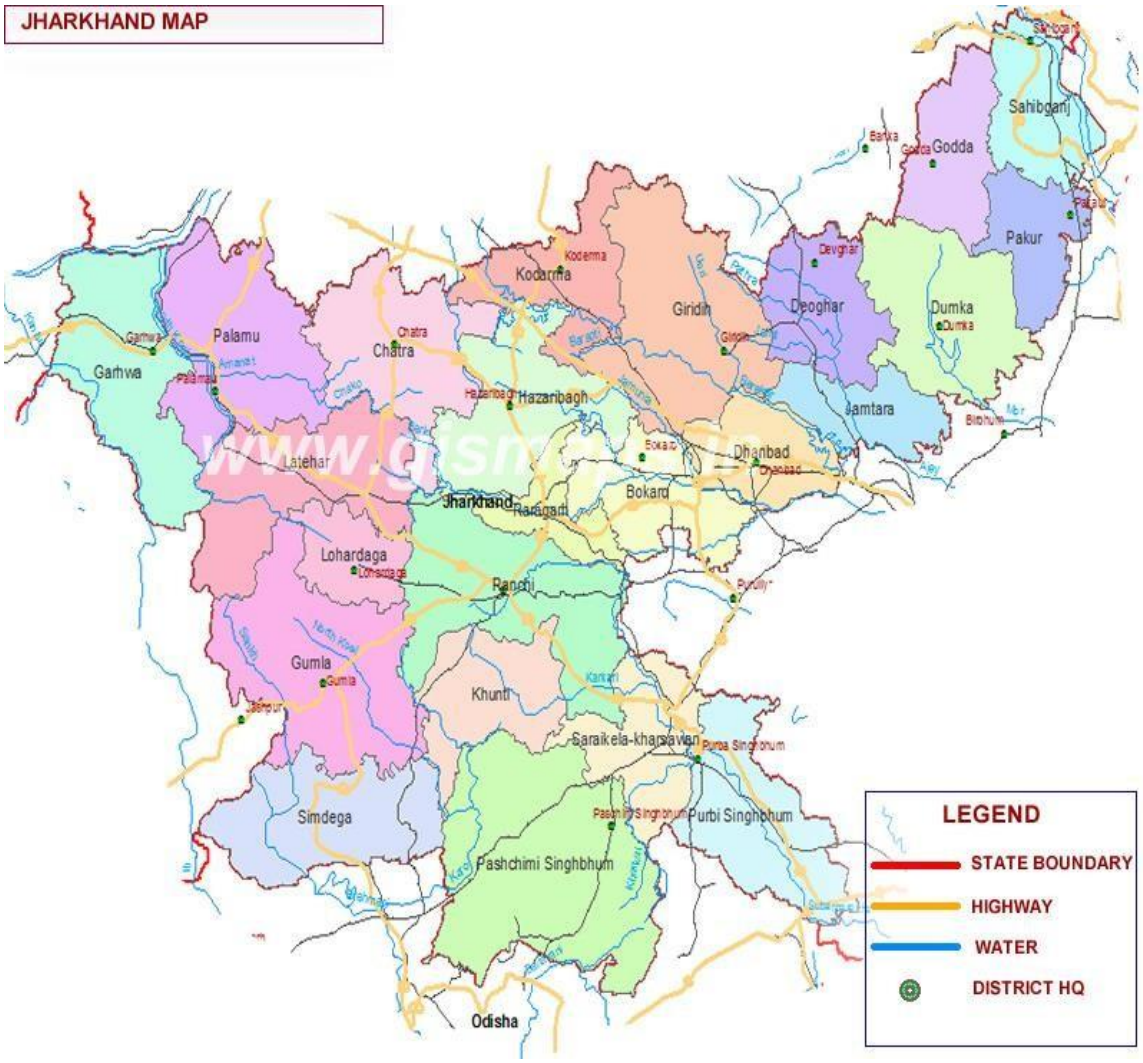
- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self - evaluation, accountability, autonomy and innovation in higher education.
- To undertake quality related research studies, consultancy and training programmes.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK:

To promote the following core values among the HEIs of the Country

- Contribution to National development
- Fostering Global Competencies among students
- Inculcating a value System among students
- Promoting the Use of Technology
- Quest for Excellence

JHARKHAND STATE ACCREDITATION REPORT



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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An Autonomous Institution of the University Grants Commission

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Foreword

PREFACE

Quality Higher Education has proved to be the major tool for socio-economic transformation. This is particularly true in case of developing nations.

The core values of NAAC expect Higher Educational Institutions of the country to contribute for national development, foster global competencies among students, inculcate a value system in students, promote the use of technology and develop a quest for excellence. Maintaining Quality at the Institutional level depends on internal as well as external factors. Stake holders of higher education also have greater responsibility to join hands with government, policy makers and funding agencies to develop a quality education system. NAAC through its Assessment and Accreditation process has created greater awareness among higher educational Institutions to commit themselves to provide quality education based on various quality parameters. The Internal Quality Assessment Cell (IQAC) has specific objectives and action plan for Quality Assurance programs at the Institutional level. Similarly, the Peer Teem as an external expert plays a significant role in the Assessment and Accreditation of institutions and gives a lot of feedback for Institutions to bring positive changes and holistic development of the Institutions. It is worthwhile to note that the assessment and accreditation process, initiated by NAAC, has helped meeting such challenges and has resulted in tremendous quality consciousness in institutions.

The State Level Quality Assurance Cell (SLQAC) is primarily under the Commissioner/Director of Higher Education of the State. The SLQAC of a state is acting as the nodal agency between the HEls of the state and the NAAC. The NAAC has conducted awareness programmes as well as preparatory activities in most of the States in collaboration with State Level Quality Assurance Cells and Universities to reach out to the geographically scattered Higher Education Institutions across India. This has helped many HEls for undergoing the Assessment and Accreditation process. NAAC will continue to provide financial as well as academic support to institutions

for Awareness Programmes to motivate and facilitate the HEls to undergo the process of Assessment and Accreditation.

NAAC is celebrating Silver jubilee year of its meaningful existence in Higher education sector in the country. On this occasion, series of seminars have been conducted by inviting renowned academicians, bringing out several publications including state-wise analysis of accreditation reports, publications on best practices and publication on state wise analysis of Annual Quality Assurance Reports etc.

Every year NAAC assesses hundreds of Universities and Autonomous / Affiliated Colleges all over the country, through its assessors and the reports of peer team members. These reports contain information about the Institution and also specific information about the Criteria used for assessment. Keeping the rich content and applicability of the peer teem reports, NAAC has published many State-wise Analysis of Accreditation reports.

I take this opportunity to thank all the Universities and colleges of Jharkhand that underwent the process of assessment and accreditation, which formed the sample for this analysis. On behalf of NAAC and on my personal behalf, I compliment and congratulate the authors Dr. D. K. Kamble, Assistant Adviser, NAAC for bringing out this analysis. I sincerely thank Experts Prof. Jyoti Kumar, Professor & Head PG dept of Botany, Director, UGC HRDC, Ranchi University, Ranchi, Jharkhand, Dr. C.R.Karisiddappa, Prof & Chairman (Rtd), UGC Emiritus Fello, Dept of Lib & inf. Science, Karnatak University, Dharwad, Dr. A.Y. Asundi, Retired Professor, Dept of Lib & inf. Science, Bangalore University Bangaluru, Dr. Smriti Singh, Asst. Professor, Dept of Chemistry, Coordinator Inst. Of Foreign Language Studies, Ranchi University, Ranchi, Jharkhand, as an external experts for providing valuable advice in finalising this report. My heartfelt gratitude to all my colleagues and staff of NAAC, who have consently motivated in bringing out this report as intended.

Prof. S.C. Sharma
Director, NAAC, Bengaluru

ACKNOWLEDGEMENT

First, I sincerely bow to God for blessing me confidence and peace during the course of this study.

I Dr. D K Kamble, Asst Adviser NAAC, am ever grateful to **Prof. S.C. Sharma, Director, National Assessment and Accreditation Council, Bangalore,** for his continuous support in bringing out this State-wise Analysis of Accreditation report of Jharkhand State.

We owe our immense debt of gratitude to Higher Education Council of Jharkhand and Department of Higher Education and Technical Education, Government of Jharkhand, for providing the necessary information of higher educational Institutions in Jharkhand.

We are grateful to Experts Prof. Jyoti Kumar, Professor & Head PG dept of Botany, Director, UGC HRDC, Ranchi University, Ranchi, Jharkhand, Dr. C.R.Karisiddappa, Prof & Chairman (Rtd), UGC Emiritus Fello, Dept of Lib & inf. Science, Karnatak University, Dharwad, Dr. A.Y. Asundi, Retired Professor, Dept of Lib & inf. Science, Bangalore University Bangaluru, Dr. Smriti Singh, Asst. Professor, Dept of Chemistry, Coordinator Inst. Of Foreign Language Studies, Ranchi University, Ranchi, Jharkhand, as external experts for their hard work, support, analysis of the data and valuable inputs. Without their guidance and help this report would not have been possible.

Dr. D. K. Kamble
Asst. Adviser, NAAC

EXECUTIVE SUMMARY

The National Assessment and Accreditation Council (NAAC) was established as an autonomous institute under University Grants Commission, in the year 1994 as a result of the strategic plans and policies of the National Education Policy (1986) and Programme of Action (1992) which advocated the establishment of an independent National Accreditation Agency. NAAC is empowered to make a qualitative assessment of Higher Education Institutions and Universities throughout the Country and accredit them with prescribed designated grades. The NAAC office was located in Bangalore the hub of Higher Education in Karnataka and also known as the Silicon City of India.

Since its inception it has set out some grading system of its own and has modified them time and again. In 2017 it came out seven criterions as Revised Accreditation Framework and also Cumulative Grade Point Average (CGPA). This has reasons to create state-wise assessment reports in order to evaluate the NAAC's assessment outcomes and if need be make some amendments in order to make very objective study of its work. Hence it has set out a programme known as Vision -2020. This resulted into preparation of this detailed Report on Analysis of Universities, Institutions and Colleges of Jharkhand State higher educational system which have been accredited in different cycles. A SWOC analysis of the higher educational institutions is also made for the Universities and Colleges and the analysis was also made for the Seven Criterions prescribed in the Revised Accreditation Format in July 2017 and the analysis provides the strength and lacunas in each of the seven criterions which provide an objective analysis of the status of quality in the institutions under assessment.

The Jharkhand State was formed in November 2000 bifurcating from the State of Bihar deriving 24 districts of that state. Like in many other states, even in Jharkhand there are State Universities (Affiliating), Private Universities, Deemed Universities, Central University, Professional Universities (Affiliating)

and Institutions/Universities of National Importance. In the state there are 308 Colleges, comprising Government, Grant-in-aid, Private Unaided, Private Aided, University Constituent Colleges, Autonomous Institutions, colleges under Local Body which is a unique class in the state. Besides these there are 91 Stand-alone Institutions offering diploma and vocational courses. The colleges are further classed under Women, Co-education, Rural and Urban and Tribal Colleges. The status of accreditation of these educational institutions, the Universities and Colleges, in two phases, namely, Pre-RAF and RAF is provided in this report.

This Report includes the analysis of 6 and 3 universities accredited by pre-RAF and RAF methods respectively. It also found that 96 colleges out of 308 colleges have been accredited before the introduction of Revised Accreditation Format (RAF). Only 14 Colleges are accredited in the RAF. It has also analysed the accredited colleges under different affiliating universities. The study categorized the colleges by courses and programmes of study offered, like the Undergraduate, Post-graduate and then by Rural, Urban and Tribal settings. Further analysis is made on the source of finance, grant in aid, government or self financed colleges and then women and coeducation colleges with different Grades assigned by their CGPA scores.

The Report highlights not many HEIs have been able to obtain B+ and B grades and most of them are awarded C Grades. Two institutions have also been placed under D grade amounting to non- accredited.

The Report provides both quantitative and qualitative analysis and has critically examined the Peer Team Reports for the qualitative evaluation and also enumerated the recommendations of the Peer Teams visits to the respective universities and colleges.

It is hoped that this report will provide some guidance to the Colleges on the methods and modes of evaluation and also status of accreditation and grades obtained by the colleges and an eye opener for improving their performances in the next cycle of assessment and accreditation. The report is supported by a comprehensive list of all the HEIs in the state of Jharkhand categorised as, State, Private, Central, Institutions of National Importance, Research and Development Institutions.

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CHAPTER - I

INTRODUCTION

1.1 Introduction:

Human Resource Development, in any country is constitutionally empowered human rights and so it is an important factor in the progress of any country. It is accomplished through providing adequate educational facilities- from pre-primary to doctoral programmes. The philosophy of development since long time has identified education as a cornerstone of democratic institutions and nation-states. India as a powerful sustaining democracy with enormous human resources has given uppermost priority to 'education' for its overall development. The higher education has become an important item on our national agenda. It is high time to review the qualitative assessment of our higher education system rather than a quantitative one.

Since independence higher education in India has received greater attention as it has been receiving now. Both the Central and States Governments have been undertaking several initiatives to bring reforms in higher education. Two important commissions were appointed first under the Chairmanship of noted educationist, Dr. S. Radhakrishnan (1948-1949) and then under the Chairmanship of Dr. D.S.Kothari (1964-1966). However the proposals of introducing reforms in higher education posed several challenges. The National Educational Policy (1986 amended in 1992) brought issues of assessment and accreditation and this triggered the establishment of National Assessment and Accreditation Council (NAAC) as an autonomous body of UGC under the directions of MHRD. The NAAC is preparing a road map to continue the reforms towards a clear-cut plan of work in furtherance of the commitments to accomplish the mission with a comprehensive vision of higher education for the youth of this country.

1.2 Quality Assurance in Higher Education: A Review : By 2025, the projected global demand for higher education could reach 263 million students, which is an increase from a little less than 100 million students in 2000 (Karaim, 2011, p.551). This could represent an increase of163 million students in 25 years (Karaim, 2011). As the demand for quality education increase, there is a growing demand for quality assurance for national international universities where there is increased mobility of students, faculty, programs, and higher education institutions in global networks (Hou.2012:Varonism, 2014). Quality assurance can be a driver for institutions to achieve excellence in higher education. However ensuring that the quality of educational programs meets local and international standards simultaneously has become a great challenge in many counties (OECD and World Bank 207). In higher education comprise several areas. As such, the aim of this study is to examine the literature surrounding quality assurance in global higher education. It provides an overview of accreditation as a mechanism to ensure quality in higher education, examines models of Quality assurance, and explores the concept of quality

1.3The concept of Quality Assurance in Higher Education: Internationalization in higher education has resulted in "a growing demand for accountability and transparency in turn led to a need to develop a quality culture while addressing the challenges of globalized higher education" (Smidt 2015 p.626). In a practical sense, quality assurance reviews provide external, third party, independent, objective insights. Such reviews offer observation about partner institutions, products, programs, services and process, and they provide recommendations for improvement. Nonetheless "the perception of quality assurance in very multi-dimensional and contextual and a gap exists in the view between professionals in quality assurance and academic staff and students" (Smidt 2015, p.626). Several key dimensions of quality in higher education include excellence, value consistency, and meeting needs and expectations, yet

a single quality assurance framework cannot address all aspects of quality, so choices are made about what kinds of quality are assessed (Harvey, 2014: Wilger, 1997).

A common framework for a quality assurance model would provide consistent assessment of learning design, content, and pedagogy (Puzziferro & Shelton, 2008). However, there are many disparate ways to characterize quality in education. According to Barbett (1992), there are two conceptions of quality in higher education. The first is tacit conceptions of value and intellectual property in academia. It is the character and quality of the contributions of higher education's members that are at issue rather than outcomes. The other conception of quality is the performance conception, in which higher education is seen as a product with inputs and outputs. In this view, the quality of higher education is measured in terms of performance as captured in performance indicators. Another conceptions of quality in higher education is of faculty-student interaction (Lundberg & Schreiner, 2004: Vincent, 1987).

1.4 Accreditation: Quality Assurance of Higher Education Institutions: According to the Council for Higher Education Accreditation (CHEA, 2007), there factors influence the quality assurance trends in international higher education. First, quality assurance is more competitive and rigorous than ever before. Second, quality assurance is becoming recognized regionally. Third, there is a need for an international quality assurance framework with acknowledgement and reciprocity across countries. Program offerings across international boundaries require students to enroll in multiple jurisdictions as part of their degree programs. These innovative approaches to higher education demand greater awareness of the attributes and requirements of quality assurance organization worldwide Wong (2012) expressed the importance for institutions to demonstrate value and performance and states that higher

education organizations apply principles for private industry to assess quality initiatives.

"Accreditation is a review of the quality of higher education institutions" (CHEA, 2014, para1). An institution is granted accreditation for meeting minimum standards of quality. One common accreditation theme is quality assurance assessment and continuous improvement. Accrediting agencies have developed standards and procedures to guide institutions in the process of voluntary commitment to continuous improvement, by ways of application for accreditation. These standards are used by review committees as the basis for judgment and to make recommendations and decisions.

Department of Higher, Technical Education & Skill Development, Government of Jharkhand shares state government's plans to improve the technical and higher education scenario of Jharkhand.. The major challenge for the state, at this moment, is the access to higher and technical education. Against the national average of 26.3 Gross Enrolment Ratio (GER), Jharkhand is only 19.1 GER in the state.

1.5 HIGHER EDUCATION:

The Government is making all out efforts to improve Gross Enrolment Ratio (GER) in higher education track. It is currently 19.1 against the national average 26.3. The Government has set the target of 32 to achieve by 2022. The GER is low because there are very less number of educational institutes in the State. The population of 18-23 age group people is approx 37.9 lakh which is expected to touch 42.6 lakh by 2022. The State has total 33 Universities – 15 Private, and 10 State, 01 Deemed,01 Central and 06 Institute of National Importance and total institutions/colleges 442. Additional colleges will be required to meet the State's GER vision and meet national density of 26 colleges per lakh population 692.

Presently, the State has 16 Engineering Colleges and 32 Polytechnic Institutes in the State. Additional 26 Engineering Colleges need to be opened to achieve national density of 1 per 7.7 lakh. Meanwhile, additional 80 polytechnic institutes will be required to achieve national density of one per three lakh.

We are opening new private universities as per the notified guidelines. Recently, many private universities like Amity, AISECT and Pragyan have been set up which are running many Technical and regular courses. The Government of Jharkhand also initiated enabling Wi-Fi campuses for college/institutions to promote ICT-based education. In the era of global economy and education and technology, the world scenario is changing rapidly. Now students can connect worldwide with any university of repute through Internet.

As a first step towards solving some of the serious problems in this sector, the government is giving opportunities and incentives to private universities to come and invest in Jharkhand. In Jharkhand, there are several advantages in the higher education and skill development sectors. The state has been ranked as 5th Foreign Direct Investment (FDI) destination in India. It has also been ranked as No. 3 State, by DIPP, in terms of doing business is concerned. The state has recorded 10.5 per cent GSDP growth rate-second fastest in eastern India.

To have technology-enabled quality education, the department of higher education and skill development, has already taken several initiatives for making the colleges and university campus Wi-Fi enabled.
In the first phase, as many as five university and 30 colleges will come under this project.

Initiatives in Higher Education:

1. Opening New Universities

2. Setting up of Wi-Fi campuses and Digital library in all universities
3. Setting up of Industry promoted Centre of Excellences
4. Establishing campuses of foreign universities/technical institutions

Initiatives in Technical Education:

1. Opening New Engineering / Polytechnic colleges
2. Management of colleges on PPP mode
3. Development of COEs and t-SDIs for Skill Development

Initiatives in Skill Development:

1. Forging partnership for Skill Development Centers in existing institutions
2. Setting up of 50 Mega Skill Development Centres

3 Setting up of Entrepreneurship Development Fund (EDF)

Industry-friendly education is also a big challenge in Jharkhand. “There is a huge gap between industry requirements and what is being taught in colleges. Students securing degrees are not getting jobs,”.
To overcome the problem, the department of higher, technical education and skill development has taken initiatives of changing the course curriculum. “Department of Higher Education has instructed varsities to change the curriculum so that the gap between industry and academic can be bridged and tie-ups between universities and industries are being encouraged. Significantly, the state government has already signed MoU with some of the prominent private companies including Cisco, Oracle, Tata. These companies will be bringing new software, technology and solutions to provide better education in the state.

“It will enable students to get immediate jobs after completing their courses,” The department is also incorporating skill development certificate courses in the colleges. “These courses will get integrated in the education system so that

students studying in regular courses can get relevant hands on experience to help them while working in industry," In the last budget, the Jharkhand government announced to incorporate skill education in the syllabus of class 9th and 10th standards to ensure students are skilled from early age and don't face problems to get a job. To give an impetus to the several initiatives taken by the department of higher, technical and skill development, the present leadership has initiated a vigorous movement named Momentum Jharkhand– the investment destination.

The government, according to the officials, has already received several proposals in the field of higher education and skill development. It has already given approval to eight private universities whereas three more are in the pipeline including Arka Jain University Capital University and JIS University.

Recently, these three universities have also written to the higher education department seeking necessary and required approvals.
By setting the ball rolling in the higher education and skill development sector. Inspite of several challenges, the Jharkhand government is determined to bring a U-turn in its higher, technical education and skill development sector. The state, which is lagging far behind vis-à-vis national average, has taken several initiatives to boost up this promising sector of higher, technical education and skill development.

Higher education and skill development are the two major sectors, of great concern. But the Govt. is trying to overcome these problems by opening new colleges and universities in the state. In fact, in the last one to two years many new private universities including Amity, Pragyan and ISEC have been set up. We have decided to give skill development training to over 20 lakh people in the state in the last five years," claimed officials of Higher Education. Against the national average of 26.3 Gross Enrollment Ratio (GER),

Jharkhand register only 19.1 GER. In terms of higher education colleges, the state has college population index of 8 against the national average of 23. "For us, at present, the biggest challenge is to increase the GER. the State needs to take it to 32 by 2022," stated official of Dept. of Higher, Technical Education and Skill Development. To match the national average, Jharkhand requires 692 national colleges. Similarly, the state requires 80 polytechnic colleges and 26 engineering colleges to match the national average. The state government, thus, has planned to construct and open over 100 new engineering, degree and polytechnic colleges in near future and set some notified model guidelines to lure private participation in the sector.

Jharkhand state one of the innovating states in the country has ever been introducing reforms in higher education, and being consciously aware of the manpower needs of the state has pursued in the preparation of the vision document '*Higher Education in Jharkhan,*. The document aims at presenting a picture of how the NAAC has envisioned the status of Higher Education in Jharlkhand by 2020 and how through the proposed road map we are going to achieve the goals that have been set-out for ourselves in this context?

Instead of giving a short term plan on the future tasks to be handled, NAAC has desired to present a perspective plan for future development of higher education in Jharkhand, an outcome of the serious deliberations on core areas and on the contemporary issues of the education system in the state in general.

1.6 Objectives:

The following are key objectives of this proposal:

i. To study geographical setting of the Jharkhand state
ii. To analyze the dimensions of Human Resource needs and HEIs in Jharkhand.
iii. To Study the Status of Higher Education Institutes in Jharkhand
iv. To Know the SWOC of Higher Education Institutions

v. To analyse the Quantitative profile of the NAAC Assessment and Accreditation processes applied to the HEIs
vi. To analyse the Qualitative aspects of the NAAC Assessment and Accreditation processes

1.7 Methodology:

The present study has made an attempt to assess the various HEIs in Jharkhand state and to delineate spatial variation of Accreditation status of various Universities, undergraduate Institutions including professional institutions in the state.

The required data for the analysis of the present study have been obtained from various sources, like NAAC ICT Unit and statistical section, Higher Education Council of Jharkhand, Department of Higher Education in Jharkhand and the respective University websites.

To know the present status of HEIs in Jharkhand state, university level and undergraduate level institutional differences of Higher education system in the study region are taken into consideration. HEIs have been taken as a spatial unit for the assessment and accreditation data analysis.

The data collected from the stated sources, are classified, processed and presented in the form of charts, maps and graphs by applying statistical tools and appropriated cartographic abilities. The present study has also used well established statistical and quantitative methods of which, some have been modified according to suitability of the study and to provide more accurate results in the present analysis.

The information and data are pertaining to various aspects of HEIs at grass root level of the study area. The study is purely based on secondary source of data, the data generated have been processed and tabulated with the help of computer and results have been mapped cartographically and some have been

interpreted in the study. NAAC need to assess our present standing in the field of higher education in order to diagnose some serious challenges that need addressing.

1.8 Chapters Planned:

The first chapter gives a brief introductory description of Jharkhand state Higher education. It includes objectives and methodology of the study area. Second chapter gives the Geographical profile of the Jharkhand state. It includes the Location and extent, Origin of the state, physiographical details, secondary and tertiary activities of the state and so on.

The Third chapter titled "Overview of Higher Education Institutions in Jharkhand" presentsa matrix of higher education in terms of statistical account of institutions of higher learning, development of university education. The Higher Education Institutions in the state are distinguishable in terms of their types, number and scope (by subject and management etc.). While preparing the document NAAC needed a diagnostic assessment, which could tell, how to proceed further. The forth chapter represents Strength Weakness Opportunities and challenges (SWOC) of Higher Education Institutions. It identifies very vital issues and there is need to play attention to and some challenges posed by the present system. An attempt has been made in the chapter to suggest certain solutions and recommendations to address the ensuing problems. The fifth chapter presents the Quantitative Analysis of NAAC Assessment and Accreditation process of Jharkhand State HEIs: Vision 2020. This chapter focuses on establishment and development of institutions of higher education, governance, financing, academic and intellectual environment, strategic initiatives, student admission and progression for academic development, research and publications, networking and clustering of institutions, industry and education interface,

community and stakeholder linkages. Sixth Chapter highlighted that, Qualitative and Criteria wise analysis of Higher Education institutes in Jharkhand. Last chapter deals with the Study findings and the Concluding remarks on the study core – Jharkhand State Higher Education.

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Chapter- II

PHYSICAL FEATURES OF JHARKHAND STATE

2.1. Introduction:

Jharkhand, "The Land of Forest" is the 28th state of the Indian Union located in the northeastern part of the country. Jharkhand is bordered by the states of Bihar to the north, West Bengal to the east, Odisha to the south, Chhattisgarh to the west, and Uttar Pradesh to the northwest. Its capital is Ranchi.

Jharkhand, one of India's newest states, was carved out of the southern portion of Bihar in 2000. Statehood was the culmination of a long struggle carried on primarily by the Adivasis, or Scheduled Tribes (an official term applied primarily to indigenous communities that fall outside the predominant Indian caste hierarchy). Indian independence brought relatively little socioeconomic benefit to the people of the Jharkhand area, which led to widespread discontent with the Bihar administration, particularly among the tribal peoples. The tribal groups initiated a call for independence from Bihar, and in the 1980s they became militant in their demand. In the 1990s, the separation movement spread to nontribal communities, ultimately precipitating the creation of a new state.

2.2 History

Prior to the arrival of the British in Chota Nagpur, the area was ruled by chiefs of various indigenous groups. The area came under the British in 1765 as part of Bihar. As the British gradually expanded their authority over the plains to the north of present-day Jharkhand during the second half of the 18th century and the beginning of the 19th, revolts against them occasionally erupted in Chota Nagpur. The most important of these uprisings were the Ho revolt (1820–27) and the Munda uprising (1831–32).

Jharkhand – state in eastern India carved out of the southern part of Bihar on 15 November 2000. The state shares its border with the states of Bihar to the north, Uttar Pradesh and Chhattisgarh to the west, Odisha to the south, and West Bengal to the east. It has an area of 79,710 km^2 (30,778 sq.mi.). The city of Ranchi is its capital while the industrial city of Jamshedpur is the most populous city of the state. *Jharkhand* is located between 83˚-22' - 87˚-57' *Latitude* and 21˚-58' - 25˚-18' *Longitude*. The Tropic of CANCER at 23½˚north passes through Ranchi district at a place called ORMANJHI. The *State* is situated at on average height of 1000 ft.

Jharkhand Hindi pronunciation meaning "The land of forests" is a state in eastern India. The state shares its border with the states of Bihar to the north, Uttar Pradesh to the northwest, Chhattisgarh to the west, Odisha to the south and West Bengal to the east. It has an area of 79,710 km2 (30,778 sq mi). It is the 15th largest state by area, and the 14th largest by population. Hindi is the official language of the state. The city of Ranchi is its capital and Dumka its sub capital. The state is known for its waterfalls, hills and holy places; Baidyanathham, Parasnath and Rajrappa are major religious sites.

Jharkhand suffers from what is sometimes termed a resource curse, it accounts for more than 40% of the mineral resources of India, but 39.1% of its population is below the poverty line and 19.6% of children under five years of age are malnourished. Jharkhand like its neighbouring states of Chhattisgarh is primarily rural with about 24% of its population living in cities. Jharkhand is amongst the leading states in Economic growth as compared to the neighborhood states. In 2017–18, the GSDP growth rate of state was at 10.22%.

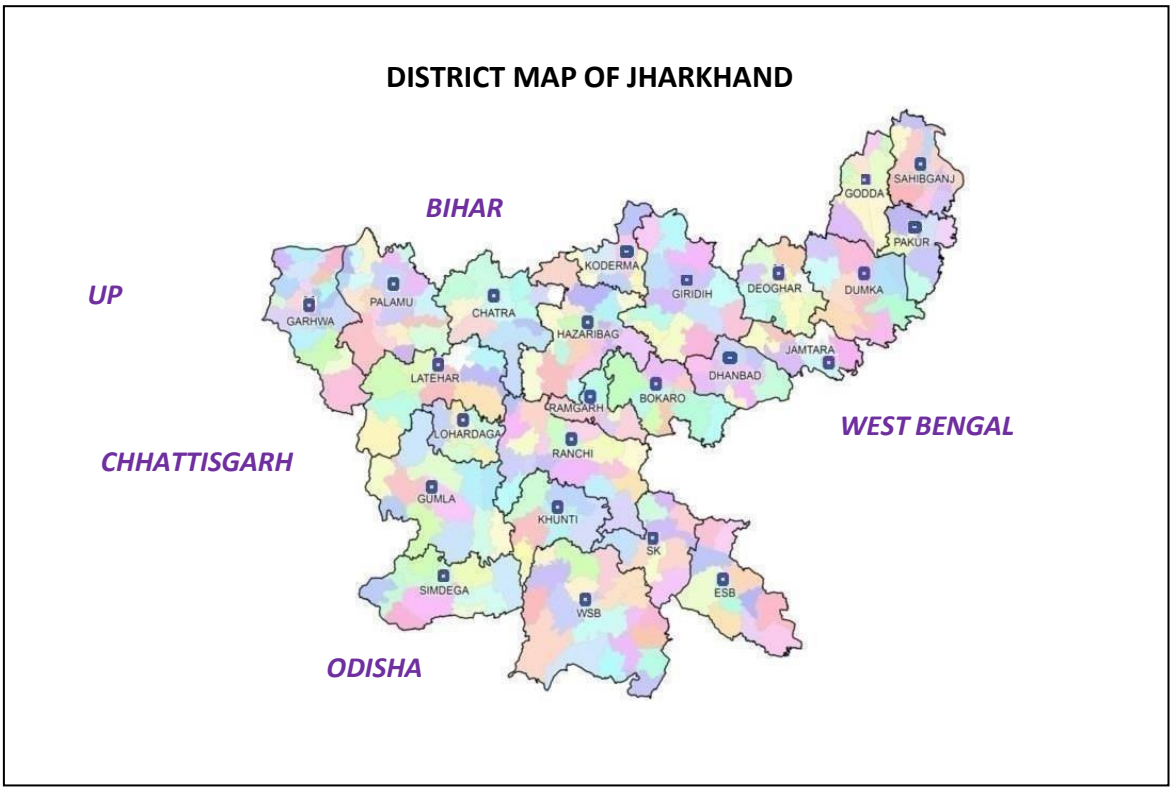

Figure -1: Districts Map of Jharkhand State

2.3 Administrative Divisions & Districts in Jharkhand:

Presently, 24 districts of Jharkhand are grouped in to 5 divisions. These divisions are:

- **Palamu Division** - 3 Districts: Palamu, Garhwa, Latehar - Headquarters: Medininagar
- **North Chotanagpur Division** - 7 Districts: Chatra, Hazaribagh, Koderma, Giridih, Ramgarh, Bokaro, Dhanbad - Headquarters: Hazaribagh
- **South Chotanagpur Division** - 5 Districts: Lohardaga, Gumla, Simdega, Ranchi, Khunti - Headquarters: Ranchi
- **Kolhan Division** - 3 Districts: West Singhbhum, Saraikela Kharsawan, East Singhbhum - Headquarters: Chaibasa
- **Santhal Pargana Division** - 6 Districts: Jamtara, Deoghar, Dumka, Pakur, Godda, Sahebganj - Headquarters: Dumka.

Table No. 2.1 Districts and Sub-divisions of Jharkhand:

There are 24 districts and 45 sub- divisions in Jharkhand.

Sl.	District	Sub-division
1	Deoghar	Deoghar, Madhupur
2	Dumka	Dumka
3	Bokaro	Bermo, Chas
4	Giridih	Giridih, Dumri, Khorimahua, Saria
5	Koderma	Koderma
6	Godda	Godda, Mahgama
7	Chatra	Chatra, Simariya
8	Dhanbad	Dhanbad
9	Gharwha	Gharwha, Nagaruntari, Ranka
10	East-Singhbhum	Dhalbhumgarh, Ghatshila
11	Jamtara	Jamtara
12	Saraikela-Kharsawan	Saraikela, Chandil
13	Ranchi	Ranchi, Bundu
14	Pakur	Pakur
15	Latehar	Latehar, Mahuadand
16	Hazaribagh	Hazaribagh, Barhi
17	Lohardaga	Lohardaga
18	Palamu	Medininagar, Chhatarpur, Husainabad
19	Ramghar	Ramghar
20	Simdega	Simdega
21	West-Singhbhum	Chaibasa, Podahaat, Jagannathpur
22	Sahebganj	Sahebganj, Rajmahal
23	Gumla	Gumla, Chainpur, Basia
24	Khunti	Khunti

2.4 Physical Features:

2.4.1 Relief:

The most prominent physical feature of Jharkhand is the Chota Nagpur plateau, part of the vast Deccan plateau that occupies most of peninsular India. Chota Nagpur, actually a series of plateaus, hills, and valleys, covers nearly the entire state and consists primarily of crystalline rocks. The main plateaus, Hazaribag and Ranchi, are separated by the faulted sedimentary coal-bearing basin of the Damodar River, and they average about 2,000 feet (610 metres) in elevation. In the west there are more than 300 dissected but flat-topped plateaus (called *pats*), many with elevations of more than 3,000 feet (900 metres). The highest point in Jharkhand is formed by the conical granite peak of Parasnath, which rises to 4,477 feet (1,365 metres) on the Hazaribag plateau; it is sacred in the Jain religion and to the Santhal people. Lowland plains flank the plateaus in the northwestern and northeastern parts of the state.

Figure- 2: Physical Features of Jharkhand

Figure-3: Dassain Fall, Near Ranchi

Jharkhand, India: waterfalls Dassam Falls, on the eastern edge of the Chota Nagpur plateau region, near Ranchi, Jharkhand, Indi

2.4.2. Hills and mountain ranges:

- Parasnath: Parasnath Hill is also recognised as Sri Sammed Sikharji. The Parasnath Hill is situated in Giridih district of Jharkhand. It is a chief Jain pilgrimage site and the holy place for Jains. It is believed in the Jain culture that 20 of the 24 Tirthankaras attained Moksha from this place. The height of the hill is 1,365 meters.
- Netarhat: Netarhat is a town in Latehar district. Referred to as the "Queen of Chotanagpur", it is a hill station.
- Rajmahal Hills: These hills are located in Sahibganj and Godda districts of Eastern part of Jharkhand.The Rajmahal hills belong to the Jurassic era. These hills like others also have many waterfalls, lakes and greenery.

- Trikut: Trikut Hill is located ten kilometres away from Deoghar and lies on the way to Dumka in Jharkhand. Trikut hill is also called Trikutchal because there are 3 major peaks on the hill. The height of Trikut hill is 2470 feet.
- Tagore Hill: The Tagore Hill is also recognised as the Morabadi Hill. The Tagore hill is located in Morabadi, Ranchi. The brother of Rabindranath Tagore, Jyotirindranath Tagore had made a tour at Ranchi in the year 1908.

2.4.3. Drainage:

In addition to the Damodar River in the northeast, the state is drained by the Subarnarekha River in the southeast and by the Brahmani River in the south. A third major river, the Son, runs along much of the northwestern state boundary.

- **Ganga River:** The holy river Ganga passes through the north-eastern district of Sahebganj. Cities on the banks of Ganga river in Jharkhand: Sahebganj, Pakur
- **Son River:** Origin of Son River: Amarkantak, Cities on the Shore of Son River: Sidhi, Dehri, Patna
- **Subarnarekha River:** Origin of Subarnarekha River: (Nagdi Ranchi)Chota Nagpur Plateau, Cities on the Shore of Subarnarekha River: Ranchi, Chandil, Jamshedpur, Ghatshila, Gopiballavpur
- **Kharkai River:** Origin of Kharkai River: Mayurbhanj District, Odisha; Cities on the Shore of Kharkai River: Rairangpur, Adityapur, and enters the Subarnarekha river in north-western Jamshedpur.
- **Damodar River:** Origin of Damodar River: Chota Nagpur Plateau(Tori latehar), Cities on the Shore of Damodar River: latehar, lohardaga, hazaribag, Gridih, Dhanbad, Bokaro, Asansol, Raniganj, Durgapur, Bardhaman
- **North Koel River:** Origin of North Koel River: Chota Nagpur plateau, Cities on Shore of North Koel River: Daltonganj
- **South Koel River:** Origin of South Koyal River: Chota Nagpur Plateau(Nagdi Ranchi), Cities on the Shore of South Koyal River: Manoharpur, Rourkela

- **Lilajan River:** Also known as Falgu river. Origin of Lilajan River: Northern Chota Nagpur Plateau, City on the Shore: Gaya
- **Ajay River:** Origin of Ajay River: Munger, Cities on the Shore of Ajay River: Purulia, Chittaranjan, Ilambazar, Jaydev Kenduli
- **Mayurakshi River:** Origin of Mayurakshi River: Trikut hill, City on the Shore of Mayurakshi River: Suri
- **Barakar River:** Origin: Padma in Hazaribagh, Barakar Nadi flows through the districts of Koderma, Giridih, Hazaribagh, etc.

2.4.4. Soil:

The soil in the Damodar valley is sandy, but heavier red soils are typical of the plateau regions. content of Jharkhand state mainly consist of soil formed from disintegration of rocks and stones, and soil composition is further divided into: Red soil, found mostly in the Damodar valley, and Rajmahal area Micacious soil (containing particles of mica), found in Koderma, Jhumri Telaiya, Barkagaon, and areas around the Mandar hil Sandy soil, generally found in Hazaribagh and Dhanbad Black soil, found in Rajmahal area, Laterite soil found in western part of Ranchi, Palamu, and parts of Santhal Parganas and Singhbhum. The soil in the Damodar valley is sandy but heavier red soils are typical of the plateau regions.

2.4.5. Climate:

There are three well-defined seasons in Jharkhand. The cold-weather season, from November to February, is the most pleasant part of the year. High temperatures in Ranchi in December usually rise from about 50 °F (10 °C) into the low 70s F (low 20s C) daily. The hot-weather season lasts from March to mid-June. May, the hottest month, is characterized by daily high temperatures in the upper 90s F (about 37 °C) and low temperatures in the mid-70s F (mid-20s C). The season of the southwest monsoon, from mid-June

to October, brings nearly all of the state's annual rainfall, which ranges from about 40 inches (1,000 mm) in the west-central part of the state to more than 60 inches (1,500 mm) in the southwest. Rainfall on the plateau is generally heavier than on the plains. Nearly half of the annual precipitation falls in July and August.

2.5. Plant and animal life:

More than one-fourth of Jharkhand's land area is forested. Most forests occur on the Chota Nagpur plateau; those on the plain largely have been cleared to allow cultivation of the land. The natural vegetation is deciduous forest, Chota Nagpur is rich in sal (*Shorea robusta*), a valuable hardwood. Other trees include the *asan* (*Terminalia tomentosa*), the leaves of which provide food for the silkworms of the sericulture industry, as well as several trees that are important in the production of lac (a resinous substance used to make varnishes). The tree locally known as *mahua* (*Madhuca longifolia*) yields sweet edible flowers that are used to make liquor. Bamboo and bhabar (an Indian fibre grass; *Ischaemum angustifolium*) from Chota Nagpur supply raw materials for paper manufacture. Among the other common trees, most of which are found in the plain, are the banyan (*Ficus benghalensis*), Bo tree (or pipal; *Ficus religiosa*), and palmyra palm (*Borassus flabellifer*).

The Hazaribag Wildlife Sanctuary is noted for its Bengal tigers. These endangered animals, along with leopards, elephants, and bears, inhabit only the more remote forests. Various species of small mammals, birds, reptiles, and fish are plentiful throughout the state.

Jharkhand has a rich variety of flora and fauna. The National Parks and the Zoological Gardens located in the state of Jharkhand present a panorama of this variety.

Part of the reason for the variety and diversity of flora and fauna found in Jharkhand state may be accredited to the Palamau Tiger Reserves under the Project Tiger. This reserve is abode to hundreds of species of flora and fauna, as indicated within brackets: mammals (39), snakes (8), lizards (4), fish (6), insects (21), birds (170), seed bearing plants and trees (97), shrubs and herbs (46), climbers, parasites and semi-parasites (25), and grasses and bamboos (17).

2.6 Population Composition:

As per the census data 2011 the total population of the state is **32,988,134** with an overall literacy rate of 66.40%. The total population growth during the decade was 22.42 percent while in previous decade it was 23.19 percent

Table No -2.2: Decadal Variation in Population Since 1901

year	Persons	Absolute	Percentage	Males	Females
1901	6,068,233	-	-	2,985,966	3,082,267
1911	6,747,122	678,889	11.19	3,338,629	3,408,493
1921	6,767,770	20,648	0.31	3,380,905	3,386,865
1931	7,908,737	1,140,967	16.86	3,976,450	3,932,287
1941	8,868,069	959,332	12.13	4,483,780	4,384,289
1951	9,697,254	829,185	9.35	4,944,043	4,753,211
1961	11,606,489	1,909,235	19.69	5,921,901	5,684,588
1971	14,227,133	2,620,644	22.58	7,316,220	6,910,913
1981	17,612,069	3,384,936	23.79	9,080,444	8,531,625

year	Persons	Absolute	Percentage	Males	Females
1991	21,843,911	4,231,842	24.03	11,363,853	10,480,058
2001	26,945,829	5,101,918	23.36	13,885,037	13,060,792
2011	32,988,134	6,042,305	22.42	16,930,315	16,057,819

2.6.1. District wise population in Jharkhand

Below is the Jharkhand district wise population as per Census 2011 and 2020 projection. Jharkhand is divided into 24 districts, initially Jharkhand is formed with 18 districts in the year 2000, later six more districts were carved out to form these districts.

Table: 2.3. District wise population in Jharkhand:

District	Population (2020 est.)	Population(2011)	Percentage
Garhwa	1,507,974	1,322,784	4.01
Chatra	1,188,890	1,042,886	3.16
Kodarma	816,535	716,259	2.17
Giridih	2,787,840	2,445,474	7.41
Deoghar	1,700,963	1,492,073	4.52
Godda	1,497,448	1,313,551	3.98
Sahibganj	1,311,646	1,150,567	3.49
Pakur	1,026,481	900,422	2.73
Dhanbad	3,060,315	2,684,487	8.14
Bokaro	2,351,056	2,062,330	6.25
Lohardaga	526,441	461,790	1.40

District	Population (2020 est.)	Population(2011)	Percentage
Purbi Singhbhum	2,615,068	2,293,919	6.95
Palamu	2,211,451	1,939,869	5.88
Latehar	828,755	726,978	2.20
Hazaribagh	1,977,324	1,734,495	5.26
Ramgarh	1,082,365	949,443	2.88
Dumka	1,506,444	1,321,442	4.01
Jamtara	901,788	791,042	2.40
Ranchi	3,322,248	2,914,253	8.83
Khunti	606,349	531,885	1.61
Gumla	1,168,743	1,025,213	3.11
Simdega	683,519	599,578	1.82
Pashchimi Singhbhum	1,712,665	1,502,338	4.55
Saraikela-Kharsawan	1,214,164	1,065,056	3.23

Source: 2011 Census: Population Data on District/Sub-Dist Level

Nearly two-fifths of the population of Jharkhand consists of various indigenous peoples classified as Scheduled Tribes, as well as members of the Scheduled Castes (formerly called “untouchables”; groups that officially occupy a low position within the Indian caste hierarchy). The Santhal, Oraon (Kurukh), Munda, Kharia, and Ho are the principal indigenous groups, and together they constitute the great majority of the total tribal population. Non-Scheduled peoples, who hold a higher status within the traditional Indian social system, constitute most of the remaining three-fifths of the population.

Hindus constitute the religious majority in Jharkhand. The Hindu population comprises the elite upper castes (Brahmans, Bhumihars, Rajputs, and Kayasthas), the large and diverse community of less-advantaged castes (such as the Yadavas, Kurmis, and Banias), and the Scheduled Castes (notably, the Chamars or Mochis, Dusadhs, and Mushars). Most of the tribal groups also follow Hinduism, although Christianity is significant among the Munda, Kharia, and Oraon peoples. Some members of the Scheduled Tribes—especially from the Ho community—adhere to local religions. There also is a notable Muslim minority within the state.

2.6.2 Jharkhand Population by Religion

Jharkhand population religion wise, 68% belongs to Hindu, followed by 14.5% are Muslims, 4.3% are Christians, Sikh, Buddhists and Jains accounts for total of below 1%. The total muslim population of Jharkhand is 4.7 million ranks at second place after 22 million of Hindus. Languages from the Indo-European family are the most widely spoken in Jharkhand. Most prominent of these are Hindi; the Bihari languages of Bhojpuri, Maithili, and Magadhi; and Urdu, which is used primarily within the Muslim community. Some of the tribal languages—including Munda, Santhal, and Ho—belong to the Austroasiatic family, while other indigenous communities, such as the Oraon, speak Dravidian languages.

Table: 2.4. Religion wise Distribution of Population Jharkhand

Religion	Persons	Percentage	Males	Females
Hindu	22,376,051	67.83	11,563,951	10,812,100
Muslim	4,793,994	14.53	2,467,219	2,326,775
Christian	1,418,608	4.30	699,902	718,706
Sikh	71,422	0.22	38,189	33,233
Buddhist	8,956	0.03	5,217	3,739
Jain	14,974	0.05	7,763	7,211
Others	4,235,786	12.84	2,113,699	2,122,087
Not Stated	68,343	0.21	34,375	33,968

Source: Details of Religion In Main Table C-1- 2011 (India & State)

2.7. Tribal's in Jharkhand

As per the 5th schedue of constitution of India, the President of India has declared, Jharkhand as "Schedule Area". The tribes of Jharkhand consist of 32 tribes inhabiting the Jharkhand state in India. The tribes in Jharkhand were originally classified on the basis of their cultural types by the Indian anthropologist, LP Vidyarthi. As per his classification, tribes in Jharkhand are classified into following groups/types:

Hunter-gatherer type Birhor, Korwa, Hill Kharia

Shifting Agriculture Sauria Paharia

Simple artisans Mahli, Lohra, Karmali, Chik Baraik

Settled agriculturists Santhal, Munda, Oraon, Ho, Bhumij, etc.

The Scheduled Tribe (ST) population of Jharkhand State is as per 2001 census 7,087,068 constituting 26.3 per cent of the total population (26,945,829) of the State. The Scheduled Tribes are primarily rural as 91.7per cent of them reside in villages. District wise distribution of ST population shows that Gumla district has the highest proportion of STs (68.4per cent). The STs constitute more than half of the total population in Lohardaga and Pashchimi Singhbhum districts whereas Ranchi and Pakaur districts have 41.8 – 44.6 per cent tribal population. Kodarma district (0.8 percent) preceded by Chatra (3.8 per cent) has the lowest proportion of the STs Population. Jharkhand has 32 tribal groups:

Table: 2.5 Tribe Names in Jharkhand:

Sl.	Tribe Name	Sl.	Tribe Name	Sl.	Tribe Name	Sl.	Tribe Name
1.	Munda	9.	Asur	17.	Chero	25.	Kora
2.	Santhal	10.	Baiga	18.	Chick-Baraik	26.	Korwa
3.	Oraon	11.	Banjara	19.	Gorait	27.	Lohra
4.	Kharia	12.	Bathudi	20.	Ho	28.	Mahli
5.	Gond	13.	Bedia	21.	Karmali	29.	Mal-Paharia
6.	Kol	14.	Binjhia	22.	Kharwar	30.	Parhaiya
7.	Kanwar	15.	Birhor	23.	Khond	31.	Sauria-Paharia
8.	Savar	16.	Birjia	24.	Kisan	32.	Bhumij

2.8 Settlement:

With just over one-tenth of its population classified as urban, Jharkhand remained one of the most rural states in India in the early 21st century. Dispersed villages are characteristic of Chota Nagpur, where settlement is confined largely to river valleys, deforested peneplains (areas reduced almost

to plains by erosion), and mineral and industrial belts. The indigenous groups are concentrated mostly in the districts of Ranchi in central Jharkhand, Dumka in the northeast, and East and West Singhbhum in the southeast. The major cities and urban agglomerations are Ranchi, Jamshedpur, Dhanbad-Jharia-Sindri, and Bokaro-Chas.

2.9 Economy:

Since the achievement of statehood at the turn of the 21st century, the government of Jharkhand has pursued an active course of economic planning and development. Information technology, transportation and infrastructure, agriculture, and local craft production have been among the prioritized sectors. Meanwhile, several Industrial Area Development Authorities—centred at Adityapur (near Jamshedpur), Bokaro, and Ranchi—have been charged with land acquisition, improvement of the infrastructure, and development of public utilities, among other functions, within their areas of jurisdiction.

Fig-4 Jharkhand, India: dam Chandil Dam, eastern Jharkhand, India

2.10 Agriculture:

Jharkhand is endowed with surface water and groundwater, fertile land, and a moderate climate, all of which have helped the state build a strong agriculture sector. The state's agricultural-development programs have especially emphasized the raising of livestock for meat, dairy products, and wool. In an effort to improve quality and to increase the output of mutton and wool, a selective sheep-breeding program was implemented in the town of Chatra, in the northwest, and wool-collection centres were established in the district of East Singhbhum. Most of the state's goats are raised in the districts of Dumka, Deoghar, and Godda, all in the northeast, although the state also has goat farms in Sahibganj, Chatra, and Ranchi districts. There are pig farms in various towns across the state, notably in Kanke (in Ranchi district), Saraikela (near Dhanbad), and Jamshedpur.

2.11. Resources and power:

The Chota Nagpur plateau is the richest mineral belt in India, and it is responsible for a significant share (by value) of the country's mineral yield. Jharkhand produces almost the entire national output of copper, kyanite (used in the manufacture of heat-resistant porcelain), pyrite (used to make sulfuric acid), and phosphate, as well as much of the output of bauxite (a source of aluminium), mica, kaolin and other clays, and iron ore. Most of these minerals are mined in the districts of East and West Singhbhum. Coal, however, accounts for the bulk of Jharkhand's mineral production. The principal coalfields, all in the Damodar River valley in eastern Jharkhand, supply most of the coking coal of India.

The Damodar Valley Corporation (DVC) is the most prominent multipurpose power project of Jharkhand. The corporation operates several thermal plants and hydroelectric dams not only in Jharkhand but also in neighbouring West

Bengal; all the stations are networked within the DVC grid, which serves urban and rural areas in both states.

2.12. Manufacturing:

Traditional artisan-based cottage industries engage the majority of the manufacturing workforce of Jharkhand, particularly in Hazaribag, Ranchi, East and West Singhbhum, and Jamshedpur districts. Some artisans engage in sericulture, while others manufacture lac and glasswork, handloom products, brassware, stone carvings, cane and bamboo products, various woodworks, and pottery.

Most of the remainder of the state's manufacturing workers are employed in metal- and agriculture-based industries. Ranchi, Bokaro, and Jamshedpur rank among the largest industrial complexes in India. East and West Singhbhum, the richest mineral-bearing districts, are particularly important for heavy industries. Copper is smelted near the town of Ghatsila, in East Singhbhum, while Jamshedpur district is the seat of iron and steel production. Chaibasa, in West Singhbhum, manufactures cement from Jamshedpur slag. Heavy machinery is produced in Ranchi, and there is sheet-glass manufacturing at Kandra in West Singhbhum. Among the principal agricultural industries are sugar refining, tobacco processing, and jute milling.

2.13. Transportation:

Although the road network has continued to expand since statehood, all-weather roads still reach fewer than half of Jharkhand's villages. However, a number of national highways pass through the state, including the venerable Grand Trunk Road (one of the oldest roads in India). Road service is best on the Chota Nagpur plateau, where Allied operations during World War II brought many improvements.

Fig-5 Steel foundry in Jamshedpur, South Eastern Jharkhand, India

The Kolkata-Delhi rail line, which opened in 1864, crosses Jharkhand. Extensive goods-handling facilities are located along the rails at Ranchi, Bokaro, Dhanbad, and Jamshedpur. In addition, ore-loading facilities are available at Lohardaga, in west-central Jharkhand, and at all the coal mines. Scheduled airlines serve Ranchi on a regular basis. Waterways, once important avenues of transport, are now of little significance in Jharkhand.

2.13. 1. Air:

Birsa Munda Airport is the largest domestic airport in the state with air connectivity to major Indian cities of Delhi, Kolkata, Bangalore, Mumbai, Hyderabad among others. Other airports present in the state are Bokaro Airport, Jamshedpur Airport, Chakulia

Airport, Dumka Airport and Dhanbad Airport which mostly run private and charter flights.

2.13. 2.Roads:

Jharkhand has extensive network of National Highways and State Highways. There is 2,661.83 kilometres (1,653.98 mi) of paved National Highways in the state as of 2016. The National highways present in the state arenumbered 2, 6, 20, 22, 23, 31, 32, 33, 39, 43, 75, 78, 80, 98, 99, 100, 114A, 133, 139, 133B, 133A, 143A, 220, 320D, 320G, 333, 333 A, 343 and 419. The Golden Quadrilateral network of Delhi – Kolkata route runs through Jharkhand notably at Dhanbad.

2.13. 3.Ports:

Jharkhand is landlocked state but has numerous rivers and waterways. A multi-modal port has been planned at Sahebganj where river Ganges flows. The project is estimated to cost INR 6,500 crores and phase-1 is estimated to be completed by 2019.

2.13. 4.Rail:

Jharkhand is very well connected by railways. The state has numerous railway stations and railway junctions. Hilly regions of state are equipped with tunnels that form essential organ of railways.

2.14. Health:

Although Jharkhand has more than 500 medical centres, medical facilities, though improving, have remained inadequate outside the towns. Villages are served mainly by allopathic (Western) and Ayurvedic (ancient Indian) medical dispensaries. Unani (traditional Muslim) and homeopathic systems of medicine also are available. Large and well-equipped hospitals are located at Jamshedpur, Ranchi, and Dhanbad. Specialized facilities for the treatment

of tuberculosis, mental illness, and leprosy are located near Ranchi; there is a cancer hospital in Jamshedpur.

Respiratory diseases, dysentery, and diarrhea are among the leading causes of death. Cholera and malaria seldom occur.

2.15. Education:

Education has been a primary focus of Jharkhand's development initiatives. The literacy rate has been rising rapidly, having climbed more than 10 percent in the 1990s to surpass 50 percent by the start of the 21st century. Aside from thousands of primary and secondary schools scattered throughout the state, Jharkhand has several universities, the most notable of which include Ranchi University (1960), Birsa Agriculture University (1981) in Kanke, Sido Kanhu Murmu University (1992) in Dumka, and Vinoba Bhave University (1992) in Hazaribag. There also are a number of colleges and research centres that specialize in engineering, labour relations, law, medicine, and other fields. Among the most prominent of these institutions are the Indian School of Mines (1926), Birsa Institute of Technology (1949), and the Central Institute of Mining and Fuel Research (1950), all in Dhanbad; Xavier Labour Relations Institute (1949) in Jamshedpur; and the Birla Institute of Technology (1955) in Ranchi. The Indo-Danish Tool Room (1991) in Jamshedpur, built with assistance from the government of Denmark, as well as other tool rooms and training centres in Ranchi and Dumka, has played an important role in providing a skilled foundation for Jharkhand's industrial development. With a literacy rate of 67.63%, below the national average of 74.04%, as per the 2011 Census, Jharkhand ranks 32nd amongst the 36 states and union territories in India in terms of literacy rate.

2.16 Cultural Life

Many of the villages of the various tribal peoples share some common characteristics. Most settlements have a community dance floor that springs to life during festive times. Among the most widely recognized of Jharkhand's dances is *chhau*, an elaborate masked dance of the southeastern region, particularly the Saraikela and East Singhbhum districts. Although once a village tradition associated with Chaitra Parva, a festival held every April in honour of the god Shiva, *chhau* eventually received royal patronage and then state sponsorship; it has since become a virtual emblem of the region. Other tribal celebrations that provide occasions for music and dancing include the festival of flowers known as Sarhul (or Baha), a cattle festival called Sohrai, and a postharvest festival called Mage Parab.

In addition to the dance floor, most tribal villages have a sacred grove (*sarna*), where worship is offered by a village priest, and a bachelors' dormitory (*dhumkuria*). The *haat*, or weekly market, plays an important role in the village economy.

There also are numerous annual Hindu celebrations in Jharkhand that span tribal and nontribal areas. Holi is a colourful fertility festival held in February or March. Chhatt is a tribute to the Sun, usually held in October or November.

Jharkhand does not abound in literary arts. However, some peoples—and languages—are known for their extensive repertoire of oral traditional narratives. Bhojpuri and Magadhi are among the languages that carry a wealth of such oral tradition.

The natural environment contributes to the cultural life of Jharkhand. Many are drawn for outdoor recreation to Dimna Lake and the Dalma Wildlife Sanctuary in Jamshedpur. Also popular is Jamshedpur's Jubilee Park, which is a replica of the famous Vrindavan Gardens of Mysore, in the state of Karnataka. Meanwhile, the cool air and pristine surroundings of Netarhat,

on the Ranchi plateau, make it one of the most attractive tourist resorts in the state.

2.17 Conclusion:

This chapter provides the information related to the geographical location, size and extends of the study area. Major physical features of the Jharkhand state. It emphasizes the regional variation of the physical phenomenon such as Relief, Geological features, Climate, Seasons, Temperature, Rainfall, Soils, Natural Vegetation and cultural aspects like Settlement, Language, Religion, Food and Beverage, Occupation, Agriculture, Industries, Industrial Regions, Transport and Communication, Human Development Index, Population, Growth of population, and Literacy rate of Jharkhand. These are also causes for the regional variation of the process of population in Jharkhand**.**

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CHAPTER III

Status of Higher Education in Jharkhand

3.1 Introduction.

The state government has laid special emphasis on development of higher education in the state. Many new schemes and programs have been started since inception of statehood to Jharkhand in the year 2000. The recent achievements in the field of higher education in Jharkhand are undoubtedly very encouraging.

The age old problems and challenges in the field of higher education in the state, such as low gross enrollment ratio, very low number of higher educational institutions as compared to national level, lack of educational institutions that provide specialized education, urban and rural inequalities, availability of higher educational institutions, Development of infrastructure, capacity development of available institutions, modification of old courses, lack of employable education, improvement in sex ratio, negligible work in the field of research and development, shortage of teachers and non-teaching staff, quality education etc. are being taken care of and improvement is visible through initiative taken by governments.

In order to boost the higher education in Jharkhand, the state government has taken meaningful initiatives to establish new universities/colleges at the government level and through private public participation. Initiatives have been taken by the state government to overcome hurdles and enable the state to achieve the national standard level in the field of higher education. At present, the Gross Enrollment Ratio of the state is 19.1% while the national Gross Enrollment ratio is 26.3%.

Presently, there are 33 universities/Institutes, 308 colleges (Affiliated & Constituent) and 91 standalone institutions in the state of Jharkhand. The Table below gives a brief statistics of the number and types of higher education institutions in Jharkhand:

3.2 Profile of Higher Education Institutions in Jharkhand:

Table 3.1 Types of HEIs in Jharkhand

Sl.	Type of Institutions	Nos.

1.	State Public University	10
2.	State Private University	15
3.	Deemed University	01
4.	Central University	01
5.	Institutes of National Importance	06
6.	Colleges	308
7.	Standalone Institutions*	91

***** *Institution registered and responding to AISHE 2019-20 Survey*

Govt. of Jharkhand has taken several initiatives in the area of higher education, technical education & skill development. Under the Jharkhand University Act, six new universities have been established. Ranchi University, Vinoba Bhave University, SKM University and Birsa Agriculture University existed before bifurcation of state.

Ranchi University having the headquarters at Ranchi and the territorial jurisdiction over the whole of the South Chhotanagpur Division. **Vinoba Bhave University** having the headquarters at Hazaribagh and the territorial jurisdiction over the whole of the North Chhotanagpur Division excepting Bokaro and Dhanbad Districts. **Sido-Kanhu Murmu University** having the headquarters at Dumka and the territorial jurisdiction over the whole of the Dumka Division. **Nilamber-Pitamber University** having the headquarters at Medininagar and the territorial jurisdiction over the whole of the Palamau Division. **Kolhan University** having the headquarters at Chaibasa and the territorial jurisdiction over the whole of the Kolhan Division. **Binod Bihari Mahto Koyalanchal University** having the headquarter at Dhanbad and the territorial Jurisdiction over the whole of the Bokaro and Dhanbad Districts. **Dr. Shyama Prasad Mukherjee University**, Ranchi through the up gradation of Ranchi College and having the headquarter at Ranchi. **Ranchi University** (RU), established in 1960 is the oldest university located in Ranchi, the capital city of Jharkhand imparting education in Medicine, Law,

Engineering, Management, General Courses and Psychiatry among others. Since its inception, it has undergone many changes and can be termed as Mother University for many Universties in Jharkhand. In 1992, the university was bifurcated to create Vinoba Bhave University. In 2009, the university was further divided into two new universities namely Nilamber Pitamber University and Kolhan University. In 2017, Dr. Shyama Prasad Mukherjee University was carved out from Ranchi University. Presently, there 15 constituent colleges and 50 affiliated colleges in Ranchi University.

SKMU, the erstwhile Sidho Kanho Murmu University has been named after two legendary Santhal freedom fighters from Jharkhand. It was carved out from Bhagalpur University in 1992.

Birsa Agriculture University is the only university in the state of Jharkhand for agricultural development of Chotanagpur Plateau and economic upliftment of tribal and other backward class population of the region.

Central Institute of Psychiatry (**CIP**) affiliated to Ranchi University established in 1918 is one of oldest institute in Jharkhand. It has come a long way covering a journey of 100 years in the field of mental health and neuro sciences, state of art research with many firsts to its credit. It has first Occupational Therapy Department functional in 1922, EEG Dept. in 1948 and others. Equippe with most advanced brain stimulation, state of art neuro imaging centre and well stocked libraries - Central Institute of Psychiatry (CIP) stands apart as a centre of repute and excellence. A detailed status of State Public Universities is given in Table 3.2:

Table 3.2 Details of State Public Universities in Jharkhand

Sl.	Name of University	Year of Estd.	No. of Affiliated Colleges	No. of Constituent Colle	Website

1.	RANCHI UNIVERSITY, RANCHI (Id: U-0209)	1960	50	15	www.ranchiuniversity.ac.in
2.	BIRSA AGRICULTURAL UNIVERSITY, RANCHI (Id:U-0203)	1981	-	-	www.bauranchi.org
3.	SIDO KANHU MURMU UNIVERSITY, DUMKA (Id:U-0210)	1992	14	24	www.skmu.ac.in/
4.	VINOBA BHAVE UNIVERSITY, HAZARIBAGH (Id: U-0212)	1992	13	59	www.vbu.ac.in
5.	NILAMBER-PITAMBER UNIVERSITY, PALAMU (Id:U-0208)	2009	5	35	www.npu.ac.in
6.	KOLHAN UNIVERSITY, WEST SINGHBHUM (Id: U-0206)	2009	29	20	www.kolhanuniversity.ac.in
7.	JHARKHAND UNIVERSITY OF TECHNOLOGY, RNC (Id:U-1069)	2015	42	-	www.jutranchi.ac.in
8.	JHARKHAND RAKSHA SHAKTI UNIVERSITY (Id: U-0860)	2016	-	-	www.jrsu.in
9.	DR. SHYAMA PRASAD MUKHERJEE UNIVERSITY (Id: U-0982)	2017	-	-	www.dspmuranchi.ac.in
10.	BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY (Id: U-0978)	2017	10	43	www.bbmku.ac.in

(***Source***: *AISHE Report 2019-20*).

The Pupil - Teacher Ratio (PTR) in higher education in Jharkhand, which is inclusive of all institutions, is 54 as compared to National PTR of 24. This implies that Jharkhand has one of the lowest college densities in the country. Therefore, to meet with the ever-growing demand for institutions with good education with quality research work, modern & better infrastructures, Government of Jharkhand gave permission to a no. of Private Universities to establish themself in Jharkhand in the Higher Education Sector through private public participation which has

resulted in setting up 15 new universities in last 10 years. This was done through the Private University Bill formulated to attract private players in Higher Education sector to promote higher education and quality research in the state. A detailed list is given in Table 3.3 below:

Table 3.3Details of State Private Universities in Jharkhand

Sl.	Name of the University	AISHE ID Code	Year of Estd.	Website
1.	AISECT UNIVERSITY	(Id:U-0850)	2016	www.aisectuniversityjharkhand.ac.in
2.	AMITY UNIVERSITY,JHARKHAND	(Id:U-0875)	2016	www.amity.edu
3.	JHARKHAND RAI UNIVERSITY	(Id:U-0762)	2012	www.jru.edu.in
4.	NETAJI SUBHAS UNIVERSITY	(Id:U-1046	2018	www.nsuniv.ac.in
5.	RAM KRISHNA DHARMATH FOUNDATION UNIV.	(Id:U-1063)	2018	www.rkdfuniversity.org
6.	SAI NATH UNIVERSITY	(Id:U-0820)	2012	sainathuniversity.com
7.	RADHA GOVIND UNIVERSITY	(Id:U-1075)	2018	www.rguniversity.org
8.	RAMCHANDRA CHANDRAVANSI UNIVERSITY	(Id:U-1072)	2018	rcu.edu.in
9.	CAPITAL UNIVERSITY	(Id:U-1060)	2018	www.capitaluniversity.edu.in
10.	SARALA BIRLA UNIVERSITY	(Id:U-0986)	2017	www.sbu.ac.in
11.	ICFAI UNIVERSITY, JHARKHAND	(Id:U-0211)	2008	www.iujharkhand.edu.in
12.	USHA MARTIN UNIVERSITY	(Id:U-0902)	2014	www.ushamartinuniversity.com
13.	ARKA JAIN UNIVERSITY	(Id:U-0920)	2017	www.arkajainuniversity.ac.in
14.	YBN UNIVERSITY	(Id:U-0930)	2017	www.ybnuniversity.in
15.	PRAGYAN INTERNATIONAL	-	2016	pragyanuniversity.edu.in

(***Source***: *AISHE Report 2019-20*).

Birla Institute of Technology **(BIT)**, Mesra, established in 1955 is an Institute of repute with unquenchable thirst for innovation, a rich legacy of technology and entrepreneurship. It has many firsts to its credit. It was the first Institute in the

country to establish a department dedicated to Space Engineering & Rocketry way back in 1964. It was also the first to develop a Science & Technology Entrepreneurs' Park (BIT-STEP), on campus to instill the spirit of entrepreneurship in its students. Since 1986, it has been functioning as a Deemed University. Birla Institute of Technology, Mesra occupies the 33rd place in latest NIRF Rankings. Details of deemed / central university in Jharkhand is given in Table 3.4 below:

Table 3.4 Details of Deemed / Central Universities in Jharkhand

Sl.	Name of University	Status	AISHE ID Code	Year of Estd.	Website
1.	BIRLA INSTITUTE OF TECHNOLOGY, MESRA	Deemed	(Id:U-0850)	1955	www.bitmesra.ac.in
2.	CENTRAL UNIVERSITY OF JHARKHAND	Central	(Id:U-0204)	2016	www.cuj.edu

(**Source**: *AISHE Report 2019-20*).

Apart from State and Private Universities, there are many premier higher education institutions of national importance, which play a pivotal role in developing highly skilled personnel within the specified region of the state. Indian Institute of Technology (**IIT-ISM**), formerly, known as Indian School of Mines was estabilshed in 1926 at Dhanbad, is a premier institute of national importance. The institute was given the status IIT in 2016. The institute has produced many pioneering engineers and technocrats who have shephered some of *Navratna Companies* in the country. *The NIRF ranking of* Indian Institute of Technology (ISM), Dhanbad is 15.

In consonance, with guidelines of UNESCO (1962), National Institute of Foundry and Forge Technology (**NIFFT**) was established in 1966 at Ranchi under UNDP programme to train manpower in the primary metal transforming sectors like

Automobile and Heavy Engineering etc. The institute offers Masters, Doctoral and Post Doctoral programmes in Manufacturing and Metallurgical Engineering.

National University of Study and Research in Law (**NUSRL**) is a National Law University located in Ranchi, Jharkhand, India. It was established by a legislative act, by the State of Jharkhand as the fourteenth National Law University of India. It offers Under Graduate, Post Graduate LLM and Ph. D. courses in law.

All India Institute of Medical Sciences, Deoghar (**AIIMS Deoghar**) is a public medical school and hospital based in Deoghar, Jharkhand, India, and one of the All India Institutes of Medical Sciences (AIIMSs). It is one of the six AIIMSs that started operation in 2019.

XLRI, the oldest B-school not only in Jharkhand but India as well, was founded in 1949 by a few visionary teachers to bring a change in the economy and society at large. The institute always strives to be a management school with a difference. Pursuit of academic excellence and fostering whole-person integral growth of students has been the hallmark of XLRI for over seven decades.

A list of Institutions of National Importance in Jharkhand is given in Table 3.5:

Table 3.5 Details of Educational Institutions of National Importance in Jharkhand.

Sl.	Name of University	AISHE ID Code	Year of Estd.	Website

1.	ALL INDIA INSTITUTE OF MEDICAL SCIENCES, DEOGHAR	(Id:U-1057)	2019	www.aiimsdeoghar.edu.in
2.	INDIAN INSTITUTE OF MANAGEMENT, RANCHI	(Id:U-1033	2009	www.iimranchi.ac.in
3.	INDIAN INSTITUTE OF TECHNOLOGY, ISM, DHANBAD	(Id:U-0205)	1926	www.iitism.ac.in
4.	INDIAN INSTITUTE OF INFORMATION TECHNOLOGY	(Id:U-0840)	2016	www.iiitranchi.ac.in
5.	NATIONAL INSTITUTE OF FOUNDRY & FORGE TECHNOLOGY	(Id:U-1063)	1966	www.nifft.ac.in
6.	NATIONAL INSTITUTE OF TECHNOLOGY, JSR	(Id:U-0207)	1960	www.nitjsr.ac.in

(***Source***: *AISHE Report 2019-20*)

Apart of the state university, there is a no. of research institutions under the umbrella of CSIR, ICAR that provide opportunity for advance learning and research leading to Doctoral Degrees in Science, Technology & Agriculture.

There are other institutes in Jharkhand as well which are famous for their contribution in fields of research which are quite unique and have identity of their own. These institutions are adding value to natural resources of Jharkhand. Most of the institutions are located in and around the capital city of Jharkhand - Ranchi. A list of R&D institutes in Jharkhand is given in Table 3.6 below:

Table 3. 6 List of Research Institutes of repute in Jharkhand.

Sl.	Name of the Institution	Year of Estd.	Website
1.	INDIAN INSTITUTE OF NATURAL RESINS AND GUMS, RANCHI	1924	https://iinrg.icar.gov.in/

2.	NATIONAL METALLURGICAL LABORATORY, JAMSHEDPUR	1944	https://www.nmlindia.org/
3.	CSIR-CIMFER, DHANBAD	1978	https://cimfr.nic.in/
4.	CENTRAL MINE PLANNING & DESIGN INSTITUTE LTD., RANCHI	1975	www.cmpdi.co.in
5.	R&D CENTRE FOR IRON & STEEL (RDCIS) SAIL, RANCHI	1972	http://www.sail.co.in/
6.	ICAR - CENTRAL RICE RESEARCH INSTITUTE, HAZARIBAGH	2005	www.nitjsr.ac.in
7.	ICAR - INDIAN INSTITUTE OF AGRICULTURAL BIOTECHNOLOGY	1979	https://iiab.icar.gov.in/

(**Source**: *From Institute Websites and other sources*)

3.3 Status of accredited institutions in Jharkhand

The accreditation process of NAAC has been designed to enable Higher Education Institutions (HEIs) to evaluate their strengths and weaknesses and consequently recognize areas of improvement. The process also facilitates stakeholders to identify their latent potentials. In Jharkhand, out of 33 State /Central/ Private/ Deemed/ Autonomous Universities only 6 Universities have gone in for NAAC accreditation as on December 2019. The details of the Accredited Universities are given in the Table 3.7 below:

Table 3.7 List of NAAC Accredited Universities in Jharkhand

Sl. No.	University Name	Type	Institutional CGPA	Grade	Accreditation valid up to
1.	RANCHI UNIVERISITY, RANCHI	State Public University	2.80	B^{++}	05/01/2022
2.	KOLHAN UNIVERSITY, CHAIBASA	State Public University	1.60	C	05/24/2021
3.	VINOBA BHAVE UNIVERSITY, HAZARIBAGH	State Public University	2.77	B	03/16/2021
4.	SIDO KANHU MURMU UNIVERSITY, DUMKA	State Public University	1.61	C	11/01/2023
5.	JHARKHAND RAI UNIVERSITY, RANCHI	Private University	1.95	C	09/25/2023
6.	CENTRAL UNIVERSITY, RANCHI	Central Govt.	2.34	B	07/14/2024

(***Source***: *AISHE Report 2019-20*)

NAAC accreditation helps the higher learning institutes to know its strengths, opportunities and weaknesses through an informed review process. Moreover, NAAC accreditation also helps funding agencies with objective data so that they can take a decision on the funding of higher learning institutes.

In Jharkhand there are total 308 Colleges, out of which only 96 have gone in for NAAC accreditation which implies that only 30.6% of the total colleges in Jharkhand have valid accreditation. The details of which is shared in the Table 3.8 below:

Table 3.8: List of NAAC Accredited Colleges in Jharkhand

Sl. No.	University Name	College Name	District	Type of Institution	Institutional CGPA	Grade	Accreditation valid up to
1	BBMKU, Dhanbad	AL IQRA T.T. COLLEGE, GOVINDPUR (Id:C-44407)	Dhanbad	TT	2.49	B	11/4/2021
2	BBMKU, Dhanbad	B. B. M. COLLEGE, BALIAPUR, DHANBAD (Id:C-44453)	Dhanbad	Affiliated	1.57	C	3/27/2022
3	BBMKU, Dhanbad	B.D.A. COLLEGE, PICHRI, BOKARO (Id:C-44389)	Bokaro	Affiliated	2.02	B	9/11/2022
4	BBMKU, Dhanbad	B.S.S. MAHILA MAHAVIDYALAYA, DHANBAD (Id:C-44443)	Dhanbad	Affiliated	1.71	C	11/26/2022
5	BBMKU, Dhanbad	BOKARO MAHILA MAHAVIDYALAYA, BOKARO (Id:C-44418)	Bokaro	Affiliated	2.13	B	10/29/2022
6	BBMKU, Dhanbad	BOKARO STEEL CITY COLLEGE, BOKARO (Id:C-44380)	Bokaro	Constituent	2.32	B	9/15/2021
7	BBMKU, Dhanbad	CHAS COLLEGE, CHAS, BOKARO (Id:C-44403)	Bokaro	Constituent	2.01	B	11/4/2021
8	BBMKU, Dhanbad	GURU NANAK COLLEGE, DHANBAD (Id:C-44445)	Dhanbad	Affiliated	2.16	B	3/2/2020
9	BBMKU, Dhanbad	IMAMUL HAI KHAN LAW COLLEGE, BOKARO (Id:C-44417)	Bokaro	Low	1.83	C	5/24/2021
10	BBMKU, Dhanbad	K. B. COLLEGE, BERMO, BOKARO (Id:C-44449)	Bokaro	Constituent	2.22	B	10/29/2022
11	BBMKU, Dhanbad	K.S.G.M. COLLEGE, NIRSA, DHANBAD (Id:C-44406)	Dhanbad	Affiliated	2.31	B	10/29/2022
12	BBMKU, Dhanbad	KATRAS COLLEGE, KATRASGARH, DHANBAD (Id:C-44424)	Dhanbad	Constituent	2.39	B	10/29/2022
13	BBMKU, Dhanbad	R. S. P. COLLEGE, JHARIYA (Id:C-44401)	Dhanbad	Constituent	2.59	B	1/18/2021
14	BBMKU, Dhanbad	R. V. S. COLLEGE, CHAS, BOKARO (Id:C-44440)	Bokaro	Affiliated	2.44	B	2/21/2022
15	BBMKU, Dhanbad	RAJEEV GANDHI MEMORIAL TEACHER'S TRAINING COLLEGE, DHANBAD (Id:C-44437)	Dhanbad	B.Ed	2.37	B	10/29/2022
16	BBMKU, Dhanbad	S.S. COLLEGE, CHAS, BOKARO (Id:C-44413)	Bokaro	Affiliated	2.12	B	10/29/2022
17	BBMKU, Dhanbad	S.S.L.N.T MAHILA COLLEGE, DHANBAD (Id:C-44442)	Dhanbad	Constituent	2.3	B	11/14/2020
18	BBMKU, Dhanbad	SINDRI COLLEGE, SINDRI, DHANBAD (Id:C-44383)	Dhanbad	Constituent	2.02	B	10/29/2022
19	BBMKU, Dhanbad	VISTHAPIT COLLEGE, BALIDIH, BOKARO (Id:C-44384)	Bokaro	Affiliated	2.03	B	3/27/2022
20	KU, Chaibasa	ABM COLLEGE. JAMSHEDPUR (Id:C-44944)	East Singhbhum	Constituent	2.19	B	7/14/2024

21	KU, Chaibasa	BAHARAGORA COLLEGE (Id:C-43556)	East Singhbhum	Constituent	2.06	B	10/29/2022
22	KU, Chaibasa	GHATSHILA COLLEGE, GHATSILA (Id:C-43541)	East Singhbhum	Constituent	3.07	A	10/29/2022
23	KU, Chaibasa	J.L.N. COLLEGE ,CHAKRADHARPUR (Id:C-43543)	West Singhbhum	Constituent	1.86	C	10/29/2022
24	KU, Chaibasa	JAMSHEDPUR CO-OPERATIVE COLLEGE (Id:C-43559)	East Singhbhum	Constituent	2.36	B	5/24/2021
25	KU, Chaibasa	JAMSHEDPUR WOMENS COLLEGE (Id:C-43563)	East Singhbhum	Constituent	3.06	A	10/29/2022
26	KU, Chaibasa	JAMSHEDPUR WORKER'S COLLEGE (Id:C-43544)	East Singhbhum	Constituent	2.33	B	1/22/2022
27	KU, Chaibasa	K.S. COLLEGE, SERAIKELLA (Id:C-43540)	Saraikela-Kharsawan	Constituent	1.55	C	9/25/2023
28	KU, Chaibasa	KARIM CITY COLLEGE JAMSHEDPUR (Id:C-43550)	East Singhbhum	Affiliated	2.60	B+	9/25/2023
29	KU, Chaibasa	KMPM VOCATIONAL COLLEGE, BISTUPUT, JAMSHEDPUR (Id:C-44940)	East Singhbhum	Vocational	1.97	C	2/7/2024
30	KU, Chaibasa	L.B.S.M. COLLEGE, JAMSHEDPUR (Id:C-43548)	East Singhbhum	Constituent	1.9	C	10/29/2022
31	KU, Chaibasa	MAHILA COLLEGE, CHAIBASA (Id:C-43542)	West Singhbhum	Constituent	2.14	B	2/21/2022
32	KU, Chaibasa	S.B. COLLEGE, CHANDIL (Id:C-43555)	Saraikela-Kharsawan	Constituent	2.14	B	10/29/2022
33	KU, Chaibasa	TATA COLLEGE, CHAIBASA (Id:C-43549)	West Singhbhum	Constituent	2.57	B+	10/29/2022
34	KU, Chaibasa	THE GRADUATE SCHOOL COLLEGE FOR WOMEN, JAMSHEDPUR (Id:C-43558)	East Singhbhum	Constituent	2.39	B	6/8/2022
35	KU, Chaibasa	X.I.T.E GAMHARIA SERAIKELA KHARSAWAN (Id:C-43552)	Saraikela-Kharsawan	Affiliated	2.03	B	9/8/2024
36	NPU, Palamu	B.S.M.COLLEGE,BHAWANATHPUR (Id:C-42752)	Garhwa	Affiliated	1.66	C	11/26/2022

37	NPU, Palamu	DINESH COLLEGE OF EDUCATION (Id:C-49200)	Garhwa	B.Ed	2.51	B+	9/11/2022
38	NPU, Palamu	GOPINATH SINGH MAHILA COLLEGE,GARHWA (Id:C-42748)	Garhwa	Affiliated	2.09	B	1/22/2022
39	NPU, Palamu	KUMARESH INTERNATIONAL B.Ed. COLLEGE(Id:C-49203)	Palamu	B.Ed	2.1	B	3/27/2022
40	NPU, Palamu	MAJDUR KISAN COLLEGE,PANKI(Id:C-42747)	Palamu	Affiliated	1.53	C	5/19/2024
41	NPU, Palamu	S.P.D.COLLEGE,GARHWA (Id:C-42765)	Garhwa	Affiliated	1.51	C	12/15/2021
42	NPU, Palamu	VANANCHAL COLLEGE OF SCIENCE,GARHWA (Id:C-42758)	Garhwa	Affiliated	2.09	B	11/29/2023
43	NPU, Palamu	Y.S.N.M.COLLEGE,MEDININNAGAR (Id:C-42754)	Palamu	Constituent	2.04	B	3/27/2022
44	RU, Ranchi	B. S. COLLEGE (Id:C-15044)	Lohardaga	Constituent	1.87	C	10/29/2022
45	RU, Ranchi	BETHESDA TEACHER TRAINING COLLEGE (Id:C-15070)	Ranchi	B.Ed	2.67	B+	6/8/2022
46	RU, Ranchi	C. N. LAW COLLEGE (Id:C-15065)	Ranchi	Law	2.71	B	5/24/2021
47	RU, Ranchi	DORANDA COLLEGE (Id:C-15050)	Ranchi	Constituent	2.55	B+	11/4/2021
48	RU, Ranchi	J. N. COLLEGE (Id:C-15056)	Ranchi	Constituent	2.09	B	10/29/2022
49	RU, Ranchi	K. C. BHAGAT COLLEGE, BERO (Id:C-15068)	Ranchi	Constituent	2.11	B	5/1/2022
50	RU, Ranchi	K. O. COLLEGE (Id:C-15063)	Gumla	Constituent	1.85	C	9/11/2022
51	RU, Ranchi	MANDAR COLLEGE, MANDAR (Id:C-15072)	Ranchi	Constituent	1.9	C	11/1/2023
52	RU, Ranchi	MANRAKHAN B.ED COLLEGE, KEDA (Id:C-47748)	Ranchi	B.Ed	2.36	B	2/18/2021
53	RU, Ranchi	NIRMALA COLLEGE (Id:C-15073)	Ranchi	Affiliated	3.03	A	3/2/2020
54	RU, Ranchi	R. L. S. Y. COLLEGE (Id:C-15062)	Ranchi	Constituent	1.86	C	5/19/2024
55	RU, Ranchi	R. T. C. COLLEGE OF EDUCATION (Id:C-15042)	Ranchi	B.Ed	2.33	B	10/29/2022
56	RU, Ranchi	RANCHI WOMEN'S COLLEGE (Id:C-15051)	Ranchi	Constituent	2.76	B++	9/11/2022

57	RU, Ranchi	S. S. MEMORIAL COLLEGE (Id:C-15059)	Ranchi	Constituent	1.84	C	4/30/2024
58	RU, Ranchi	SILLI COLLEGE, SILLI (Id:C-15060)	Ranchi	Affiliated	2.01	B	10/29/2022
59	RU, Ranchi	URSALINE WOMEN'S TEACHERS TRANING, LOHARDAGA (Id:C-47759)	Lohardaga	B.Ed	2.77	B	3/2/2020
60	RU, Ranchi	YOGDA SATSANG COLLEGE(Id:C-15069)	Ranchi	Affiliated	2.89	B++	10/29/2022
61	SKMU, Dumka	A N COLLEGE, DUMKA (Id:C-45378)	Dumka	Affiliated	2.58	B+	2/21/2022
62	SKMU, Dumka	A S COLLEGE, DEOGHAR (Id:C-45389)	Deoghar	Constituent	2.51	B+	10/29/2022
63	SKMU, Dumka	B J AZAD COLLEGE, DUMKA (Id:C-45379)	Jamtara	Affiliated	1.62	C	3/27/2022
64	SKMU, Dumka	DEOGHAR COLLEGE, DEOGHAR (Id:C-45390)	Deoghar	Constituent	2.3	B	4/30/2020
65	SKMU, Dumka	GODDA COLLEGE, GODDA (Id:C-45395)	Godda	Constituent	2.16	B	9/11/2022
66	SKMU, Dumka	J J S DEGREE COLLEGE, MIHIJAM (Id:C-50999)	Jamtara	Affiliated	1.89	C	11/26/2022
67	SKMU, Dumka	K K M COLLEGE, PAKUR (Id:C-45398)	Pakur	Constituent	2.12	B	10/29/2022
68	SKMU, Dumka	M G COLLEGE, DUMKA (Id:C-45380)	Dumka	Affiliated	2.24	B	3/27/2022
69	SKMU, Dumka	MADHUPUR COLLEGE, DEOGHAR (Id:C-45391)	Deoghar	Constituent	2.03	B	10/29/2022
70	SKMU, Dumka	MAHILA COLLEGE, GODDA (Id:C-45383)	Godda	Affiliated	2.03	B	11/26/2022
71	SKMU, Dumka	R D B MAHILA COLLEGE, DEOGHAR (Id:C-45392)	Deoghar	Constituent	2.28	B	5/1/2022
72	SKMU, Dumka	S P COLLEGE, DUMKA (Id:C-45393)	Dumka	Constituent	2.25	B	2/21/2022
73	SKMU, Dumka	S P MAHILA COLLEGE, DUMKA (Id:C-45394)	Dumka	Constituent	2.28	B	10/29/2022
74	SKMU, Dumka	SAHIBGANJ COLLEGE, SAHIBGANJ (Id:C-45401)	Sahibganj	Constituent	2.42	B	10/29/2022
75	SKMU, Dumka	SBSSPSJ COLLEGE, GODDA (Id:C-45384)	Godda	Affiliated	2.01	B	12/1/2021
76	SKMU, Dumka	ST XAVIERS COLLEGE, DUMKA (Id:C-45382)	Dumka	Affiliated	2.31	B	3/31/2024

77	VBU, Hazaribagh	BHADRAKALI COLLEGE, ITKHORI (Id:C-44378)	Chatra	Affiliated	1.58	C	11/26/2022
78	VBU, Hazaribagh	CHATRA COLLEGE, CHATRA (Id:C-44459)	Chatra	Constituent	2.6	B+	1/22/2022
79	VBU, Hazaribagh	CHOTANAGPUR COLLEGE, RAMGARH (Id:C-44447)	Ramgarh	Affiliated	1.87	C	11/4/2021
80	VBU, Hazaribagh	DR S RADHA KRISHNAN T T COLLEGE, LARI (Id:C-48608)	Ramgarh	B.Ed	2.55	B+	10/29/2022
81	VBU, Hazaribagh	J. J. COLLEGE, JHUMRITELAIYA, KODERMA(Id:C-44402)	Koderma	Constituent	2.1	B	9/15/2021
82	VBU, Hazaribagh	J. M. MAHAVIDYALAYA, BHURKUNDA, RAMGARH (Id:C-44381)	Ramgarh	Affiliated	2.02	B	1/18/2021
83	VBU, Hazaribagh	JHARKHAND MAHAVIDYALAYA, DUMRI, GIRIDIH (Id:C-44455)	Giridih	Affiliated	2.56	B+	10/29/2022
84	VBU, Hazaribagh	JUBLEE COLLEGE, BHURKUNDA, RAMGARH (Id:C-44422)	Ramgarh	Affiliated	1.89	C	2/21/2022
85	VBU, Hazaribagh	K. B. WOMEN'S COLLEGE, HAZARIBAG (Id:C-44396)	Hazaribag	Constituent	2.81	B++	9/15/2021
86	VBU, Hazaribagh	L.B. MAHAVIDYALAYA, MIRJAGUNJ, GIRIDIH(Id:C-44388)	Giridih	Affiliated	2.19	B	10/29/2022
87	VBU, Hazaribagh	MAA VINDHYAVASHINI COLLEGE OF EDUCATION, PADMA (Id:C-48602)	Hazaribag	B.Ed	2.28	B	7/18/2022
88	VBU, Hazaribagh	MARKHAM COLLEGE OF COMMERCE, HAZARIBAG (Id:C-44414)	Hazaribag	Constituent	2.32	B	2/21/2022
89	VBU, Hazaribagh	P.T.P.S. COLLEGE, PATRATU, RAMGARH (Id:C-44399)	Ramgarh	Affiliated	1.81	C	2/21/2022
90	VBU, Hazaribagh	PARASNATH COLLEGE, ISHRI BAZAR, GIRIDIH (Id:C-44398)	Giridih	Affiliated	2.13	B	10/29/2022
91	VBU, Hazaribagh	R. K. MAHILA COLLEGE, GIRIDIH (Id:C-44373)	Giridih	Constituent	2.02	B	9/11/2022
92	VBU, Hazaribagh	R.N.M.COLLEGE, HUNTERGANJ, CHATRA (Id:C-44420)	Chatra	Affiliated	2.02	B	11/26/2022
93	VBU, Hazaribagh	R.N.Y.M. COLLEGE, BARHI (Id:C-44395)	Hazaribag	Affiliated	2.41	B	10/29/2022
94	VBU, Hazaribagh	RAMGARH COLLEGE, RAMGARH (Id:C-44415)	Ramgarh	Constituent	2.01	B	11/14/2020
95	VBU, Hazaribagh	SARIYA COLLEGE, SURIYA (Id:C-44460)	Giridih	Affiliated	1.96	C	3/3/2024
96	VBU, Hazaribagh	ST. COLUMBA'S COLLEGE, HAZARIBAG (Id:C-44404)	Hazaribag	Constituent	2.85	B++	1/22/2022

(***Source***: *AISHE Report 2019-20*)

3.4 Status of Enrollment of Students in HEI'S in Jharkhand.

Table 3.9 State-wise Enrolment at various levels

Ph.D.			M.Phil.			Post Graduate		
Male	Female	Total	Male	Female	Total	Male	Female	Total
3	4	5	6	7	8	9	10	11
2108	795	2903	46	110	156	33887	47852	81739

Under Graduate			PG Diploma			Diploma		
Male	Female	Total	Male	Female	Total	Male	Female	Total
12	13	14	15	16	17	18	19	20
311311	299576	610887	3541	1525	5066	23940	9279	33219

Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
21	22	23	24	25	26	27	28	29
656	1280	1936	2252	1326	3578	377741	361743	739484

Table 3.10 Gross Enrolment Ratio in Higher Education (18-23 Years)

ALL CATEGORIES			SC			ST		
Male	Female	Both	Male	Female	Both	Male	Female	Both
3	4	5	6	7	8	9	10	11
19.5	18.7	19.1	17.0	14.8	15.9	13.4	14.0	13.7

Apart from establishing new institutions / universities in Jharkhand to enhance the standard of higher education in the state, the government has launched various scholarship programs to enhance the capabilities of students in the state,. The

government has adopted the e- Governance system and started an online fund transfer facility, which aims to benefit around 4 lakh students who belong to Scheduled Tribes (ST), Scheduled Caste (SC), Other Backward Classes (OBC) and students belonging to minor communities.

3.5 Rashtriya Uchchattar Shiksha Abhiyan (RUSA), Jharkahnd

The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is the central government's contribution to further the promise held by the rich expanse of India's state universities. The country's future lies in empowering these campuses with all that it takes to enhance learning, better research and promote innovation. A centrally sponsored scheme, RUSA understands that sometimes the most important lessons of life are learnt outside the classroom. So whether it is upgrading libraries or computer laboratories, promoting autonomous colleges or clubbing them to consolidate their strength and forming cluster universities, this programme realizes that every institution holds the power to enrich lives through top-class education.
RUSA is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country.
The State of Jharkhand joined **RUSA** on 13.01.2014 by committing to reforms in higher education in the State. The Project Approval Board (PAB) in its 8th and 11th PAB meetings held on 02.09.2015 and 03.02.2017 approved proposals of the State worth Rs. 367 crore, comprising of Rs. 220.20 crore as central share (60%) and Rs.146.80 crore as State's share (40%).

Mission

Mission of RUSA Jharkhand is to create conducive academic environment of high standard and impart Higher Education with a State of the art infrastructure and high moral climate. The broad mission is to provide higher education to all who need, with equal opportunity and excellence by developing trained human resources as per Global standard of expertise, Socially Inclusive Perspective, Cross-Cultural Competencies and Ethical Charter meeting employee-employment and knowledge aspirations locally.

Vision

- To attain higher levels of access, equity and excellence in the State higher education system with greater efficiency, transparency, accountability and responsiveness.
- To make Jharkhand a State with GER and CPI higher than national average and meet RUSA target by end of 13th plan, with better Employability, Equity, Quality research yields, along with holistic development of its students **with prevailing high cultural values of Jharkhand.**

Goals

- Improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards.
- To achieve the Gross Enrolment Ratio (GER) target of 15.0 % by the end of 12th Plan and 32% by the end of next plan.
- Adoption of accreditation as a mandatory quality assurance framework.
- Ensure governance, academic and examination (and evaluation) reforms and establish backward and forward linkages between school education and the job market.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions in unserved and underserved areas by way of up gradation and consolidation.

- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels.

The above goals point to some key focus areas, which are as follows:

Focus Area

- **Enrolment enhancement**: The enhancement of enrolment capacity needed to be enhanced to meet GER 32 in 2022. New Means of enrolment Enhancement need to be explored.
- **Research and Development**: To make strategic interventions that give scope for genuine exploration and the spirit of inquiry thereby producing high-end research, the subtext of which is to stem brain drain and as a result ensure investment of knowledge in the state.
- **Skill Development**: To achieve a just representation of vocational skills in Higher Education while endeavouring to simultaneously nurture indigenous skills and knowledge. The goal is a modernity that is not warped by cultural cringe/notions of 'white collar' respectability.
- **Faculty Development**: To develop the faculty of colleges and universities with regard to teaching methodology, up gradation of knowledge and demonstrating exemplary leadership qualities, consequentially creating a progressive society which is marked by openmindedness, humaneness and rational thinking.
- **Global Standards**: There is only one standard and that 'one' may exist in any part of the globe. The aspiration is to make Tamilnadu 'knowledge capital' and 'innovation hub' by foregrounding high-end research and fostering holistic education.
- **Human Resource Development**: To make a long-term social investment, (that is by widening the reach of higher education) and witnessing the ensuing social transformation through the steep rise in the CPI and HDI.

- **Innovation**: To expand the frontiers of knowledge by tapping the enormous inventive potential of the youth by encouraging entrepreneurial ventures and ingenious futuristic projects, thereby paving the way for sustaining diversified professional excellence.
- **Art and Culture**: To explore, encourage and support and give equal impetus for the promotion of art and culture in accordance with the rich cultural heritage of the Jharkhand and nation, eventually nurturing a balanced, healthy and progressive society.
- **Meaningful and Self-Enriching Employability**: To evolve a skill based knowledge system with diversification in order to break the hegemony of market-driven education by promoting and popularizing neglected courses (i.e., democratization of Higher Education).
- **Industry Institution Symbiosis**: To achieve a synergy between the burgeoning industry requirements and the demands of the educational sector so as to equip the students with knowledge which is relevant, for when an individual's inherent talents and interests find a meeting point.

The Higher Education in Jharkhand is going through a dramatic transformation driven by State's economic and demographic changes which is a very encouraging. However, there are challenges which needs to be addressed. These challenges are mostly the supply and demand gap which can be bridged by working towards provisions of quality education to all its residents, encouraging private players in universities, improve teaching learning process in classrooms, online training modules, smart classes, training to teachers for updation of knowledge and teaching skills and thus trying to build Jharkhand as the knowledge hub for higher education.

CHAPTER IV

ANALYSIS: SWOC OF HEIs IN JHARKHAND

PART -1

4.1 Introduction

Jharkhand attained Statehood on 15th November 2000 with geographical boundary as defined under its geographical territories. At present, it has 24 districts with population around 30 Million. The State is one of the richest state in Mineral and Natural resources in the Country but lacks in basic amenities. It is therefore that many national level institutes both public and private had been established even before the formation of new state of Jharkhand. As per the study of various national and state agencies, Universities and the Higher Education Institutions (HEIs) in Jharkhand are striving hard for the development of manpower and promotion of moral, intellectual and social values in economically and educationally backward tribal areas particular to Chhotanagpur, Palamu, Dumka, Kolhan Divisions of Jharkhand.

The descriptive analysis in this chapter is based on the available details of NAAC Peer Team visits to various Universities and HEIs in Jharkhand and the Self Study Reports (SSR) uploaded by these institutions. The observations and suggestions are based on the reports of various cycles of assessment and accreditation. The Peer Team Reports (PTR) consist of important details regarding major features, Strengths, Weaknesses, Opportunities and Challenges (SWOC) faced by every institution. The reports also make recommendations for quality sustenance and enhancement to every institution. These reports can help to determine the overall scenario of higher education in the State of Jharkhand.

4.2 Universities

There are thirty four (34) universities in the state of Jharkhand (See Appendix-I) Out of the thirty four universities, there is one (1) Central University, eight (8) State Universities, three (3) specialised universities (15) Private University and seven (7) National level institutions(Two deemed to be private universities). All the eight State Universities are conventional universities, seven are affiliating universities. Six Universities have so far undergone the NAAC accreditation process as per the pre-RAF evaluation system. Out of six accredited universities, one is Central University, four are State Universities and the remaining one is Private University. Only one report of six accredited University is available.

4.3 State Level Analysis of Accredited HEIs: Universities.

4.3.1. Major Features

a) One University is to development of agriculture of Chotanagpur Plateau and economic upliftment of tribal and other backward class population of the region.

b) One Law University is located at Ranchi and has good infrastructural facilities. Admissions to this University are based on the Common All India Test [CLAT] for UG and PG. It offers Under Graduate, Post Graduate LLM and Ph. D. courses in law.

c) The Universities are generally situated in large campuses with scope for further development. Some are located in rural and tribal areas and have excellent ICT infrastructure..

d) Some universities offer easy access to remote and unapproachable backward areas. This gives students from tribal and remote areas opportunities of pursuing higher education.

e) Admissions to Central University is based on all India entrance tests and to State Universities they are based on tests conducted by different universities for different courses. Some Universities attract students from other States as well.

f) There are some technical universities and institutions that have been recognised as institutions of national importance. They offer trans-disciplinary programs with emphasis on management and entrepreneurship. Some have established incubation centers.

g) Affiliating Universities have to cater to the academic needs of a large number of affiliated Colleges. They have to monitor the overall working of the institutions and provide guidance in matters related to academics - teaching, learning, evaluation and administration.

h) Semester system, continuous assessment, is implemented in most of the universities. Nevertheless, the CBCS system is partially implemented and it requires to be strengthened.

4.4 Analysis of SWOC of Universities

The following are some general prominent characteristics of the Accredited Universities.

4.4.1 Strengths

a) Many State and Private Universities are established by Jharkhand State Higher Education Council Act, 2016 in to expand the frontiers of knowledge for the advancement of this mineral rich state.
b) Merging of Skill Development Department into Higher and Technical Education Department.
c) Establishment of **New Model College** in 12 Educationally Backward Districts (EBDs) has been proposed.

d) Women Colleges have been started in 11 districts where there is no Constituent and Affiliated Colleges.
e) Many departments of the various universities and Colleges have been recognized for their research activities by national agencies and have been awarded - UGCSAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.
f) Three Colleges with Potential for Excellence (CPE) under two different State Universities, two Institutions of Higher Education declared Centre of Excellence under Scheme Training and Research in **Frontier Areas of Science and Technology (FAST),** one Deemed University declared Centre of Excellence under **TEQIP**.
g) Most Universities have well-organized and developed campuses. A neat, clean, well-maintained, eco-friendly campus is necessary for creating the essential academic ambience.

h) Admission process is transparent and based on All India test, pan India studentship or state-wide test and on merit basis. Universities strictly follow statutory reservation policies for admissions.

i) Remedial Coaching Centres for Tribals and backward classes are being run by many Universities for improving their performance.

j) Qualified Academic Staff - The Universities in Jharkhand have highly qualified faculty members majority of them have Ph.D.

k) Research Potential of the faculty - Number of faculty have high quality publications. Good numbers of faculty have minor and major research projects on hand.

l) Experienced Staff - Though number of staff is not as per requirement but experienced Staff handle Administrative and Financial matter

m) There is evidence of committed leadership and dedicated staff members reflected in the development and progress of the Universities. Decentralized administration through carefully constituted committees ensures a robust work culture.

n) Library and learning Recourses –Universities have spacious library with good collection of resources and INFLIBNET Centres. And subscribe number of National and International scholarly Journals.

o) Universities in the state have created considerable goodwill and enjoy the patronage of the public. They have established good relationship with stakeholders. Universities impart education to the underprivileged sections and contribute to the national cause of developing trained human resources and able global citizens.

p) Affiliating universities frame curriculum, teaching, and evaluation procedures of affiliated colleges and monitor and guide them.

q) Examination Calendar is strictly followed and average time taken by the University for the declaration of results of different examinations takes a maximum of 45 days after the conduct of examinations. The results are uploaded on the university website and published in the newspapers..

r) Chancellor Portal has been launched for enrolment, admission and registration of students in all the state universities, thus bringing transparency and uniformity throughout the state.

s) Jharkhand Education Grid (JEG) is being launched as a project by the Govt. of Jharkhand the main objective being the enhancement of quality of education in the colleges under the affiliating universities by effective integration of digital learning in the courses conducted in the higher institutions.

t) According to the report of AISHE (2019) during 2011-12, the total number of students in different courses likes PhD, M.Phil. PG Courses was 30,211, which increased to 61,792 for the year 2018-19. So there is growth in the students enrolment in higher education.

u) Special Scheme for Research Scholars - Chief Minister Fellowship Scheme has been launched for graduate, post-graduate and PhD students. To cover this scheme 162 top educational institutions of the state are

selected to provide this fellowship. Rs. 5 cr. has been sanctioned in the financial year 2018-19 under this scheme.

v) State Government has facilitated for second shift class in all the Universities and Colleges of the State.

w) For quality education, the State Government has allotted a large sum of money for the development of modernization of library, up-gradation of laboratory, establishment of computer centres, digital libraries, skill development centres, Wi-Fi enabled campuses, etc.

x) One of the State University has the credit of running its own Community Radio for its campus.

y) Jharkhand has abundance of Natural and Mineral resources, tourist spots and art and culture. The strong mineral base has attracted large number of mega projects in the State. Tata, Reliance, Adani, Mittal, Coal India etc. are some potential agencies for employment of skilled youths having requisite degrees.

4.4.2 Weaknesses

a) **Inadequate Infrastructures**- Almost all institutions are suffering with lack of infrastructures. The majority of them have no addition since decades. Inadequate infrastructure in Institutions is unable to sustain load of increasing enrolment volume.
b) **Inadequate Faculty** – More than 90% of required position as per UGC guidelines and enrollment in institutions are vacant. The faculty positions in these institutions at Jharkhand were not sanctioned after 1975 as such the institutions are running with strength of sanctioned position even after 40 years.
c) In almost all universities, a large number of faculty positions are vacant. The process of filling of vacancies of teaching, non-teaching staff has not been taken up. Consequently, the faculty student ratio as well as cadre ratio is low resulting dearth of permanent faculty.
d) **Drastic Increase in number of Enrolment** – Due to limited number of institutions and rapidly growing population majority of institutions in

Universities of Jharkhand are over populated as such the T:S ratio varies between 1:100 to 1:300 in different institutions.

e) In some cases there appears to be the lack of a perspective vision percolating to all sections of the University community. Some stakeholders are not aware of the Vision, Mission, Goals and Objectives of the University.
f) There are very few major public or private funding sources available for the development of infrastructure and new innovative academic programs to be launched by the Universities.
g) In some Universities, the demand ratio for all the courses is quite low owing to nonup gradation of those courses. Academic and research objectives in keeping with emerging global challenges are not considered carefully by the affiliating universities while framing curricula.
h) Some Universities are found deficient in research, development, and consultancy activities. Linkages with National and International Bodies are few. The research output does not meet global standards.
i) The Industry – University inter action is limited in Jharkhand. As such Campus placement in minimum from Institutions of Jharkhand
j) The university-industry interface is inadequate. In order that the University syllabuses are updated to fulfill the requirements of the industry, it is necessary to establish a dialogue with the industry.
k) Minimal Sports Infrastructure - The sports infrastructure is minimal at Universities of Jharkhand. Qualified Physical Education Director and Gym Instructors are not recruited.
l) In some universities, the NSS /NCC / Youth Red Cross units have either not been instituted or are not contributing adequately. In some universities, the Students' Council is either not constituted or is not functional.
m) The mechanism for feedback collection from various stakeholders is not systematically adopted and analyzed. Post-feedback initiatives are not subsequently. In some cases, there is a lack of effective grievance redress mechanism for staff and students.
n) The internal quality monitoring mechanism is not strong. The IQACs of the Universities are not as proactive and strong as desired.
o) The college density (number of colleges per lakh eligible population) is 8 in Jharkhand while it is 50 in Telangana as compared to All India average of 28 (AISHE Report 2018-2019).

p) Most of premier universities and colleges are located in urban areas, leading to the regional disparity in access to higher education.
q) **Quality:** Higher Education in Jharkhand is plagued with not learning, lack of employability and skill development due to the low quality of education.
r) **Infrastructure:** Poor infrastructure is another challenge to higher education in Jharkhand. Due to budget deficit, corruption and lobbying by vested interest groups (Education Mafias), public sector universities in Jharkhand lack the necessary infrastructure. Even the Private sector is not up-to the mark as per the global standard.
s) **Faculty:** The student-teacher ratio is 59 in Jharkhand though it is 26:1 in the country. Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for years. Lack of faculty leads to contractual appointment even in the premier institutions.
t) **Accreditation:** As per the data provided by the NAAC, as of May 2020, there are Educational institutions who are NAAC accredited. And among those accredited, no educational institutions are found to be of quality to be ranked at 'A' level. B++ accreditation is given to Ranchi University.
u) **Absence of overarching funding body including private sectors to promote research and innovation:** This has led to lack of adequate funding in research and innovation, and a low quantity of quality research output.
v) **Lack of quality and practical learning through MOOCs:** Learning through MOOCs is currently a unilateral process whereby the learning is dependent entirely on the quality of time and effort invested by an individual learner during a MOOC. There are also issues of building the components of skills and practice through MOOCs Inadequate investments in higher education as a proportion to the GDP: Government's expenditure on higher education is a mere 2.7% of the GDP.

4.4. 3 Opportunities.

a) Universities have a large scope for designing and implementing need based courses of social relevance. They have the opportunity of developing advanced research in the different emerging areas in keeping with global expectations, standards and challenges. They can make efforts to seek financial assistance for research and development from state and central government funding agencies. The Ministry of Culture and Tribal affairs,

GOI, Indira Gandhi National Centre for Arts (IGNCA), National Manuscripts Mission can be approached for developing museums and archives. There is scope for establishing linkages with industry for conducting collaborative research.

b) There is a large scope for improving research, IPR and patenting. There is an opportunity for establishing international tie-ups to attract post doc research fellows from developing and developed countries.

c) As a number of posts are lying vacant, there is scope for recruiting eminent, nationally and internationally known faculty and well-qualified non-teaching staff.

d) The Universities have the opportunity to cater to the development needs of students of the SC/ST/BC/minority communities and bring them into the socio- economic mainstream. They can play a crucial role in furthering the cause of women empowerment and rural development by spreading adult literacy and promoting employability and entrepreneurial skills. There is scope for starting diploma/certificate/add on courses in collaboration with industries.

e) Language Universities have opportunity of developing international centre for preservation and growth of Oriental languages and culture.

f) Strengthening of community-based activities under public private partnership and developing stronger linkages with the NGOs are other areas in which the universities can work.

g) Universities should make efforts to improve student enrolment. They can attract students from different parts of the State, country, and even foreign countries. This will give them an opportunity to widen their scope nationally and globally.

h) In order to develop relevant and updated curricula the Universities must consider involving industries to a greater degree in curriculum planning and delivery.

i) Strengthening IQAC and quality related activities, Universities will be able to ensure quality awareness, enhancement and sustenance.

j) Alumni Association, Students' Council, NCC, NSS activities can be given a boost to enhance students' participation in the activities of the Universities. Social Service camps are to be organised institution-wise to develop the right attitude of working for social welfare by students.

k) Faculty Development Programs in areas like use of Technology in Pedagogy, latest developments in specific disciplines etc. Take Consultancy Projects and Research Studies in association with Industry Associations, and Organizing industry-oriented seminars and workshops in association with industry.

l) Establishment of virtual labs to provide equal opportunities to learners in far flung and rural areas.

4.4.4 Challenges.

a) Managing a large number of affiliated colleges is a big challenge for the Universities with inadequate staff and the distance between the university headquarters and the college as most of premier universities and colleges are centred in a metropolitan and urban city, thereby leading to the regional disparity in access to higher education.

b) Universities have to act as academic leaders in developing innovative action plans in terms of policy and national level development initiatives.

c) Creating working relationship with Government agencies and regulatory bodies is a challenge that the universities have to face.

d) It is necessary to attract more foreign students for the UG and PG Courses. It is important to train rural based students to meet national challenges. Another challenge is to increase student enrolment in the context of low access, low income and large rural / tribal population.

e) The student– teacher ratio needs to be improved. Recruitment to all vacant teaching and non-teaching positions and creation of more technical positions are required. It is necessary to attract and utilize the expertise of senior and specialized faculty.

f) The Gross Enrolment Ratio (GER) of Jharkhand in higher education is only 19.1 which is quite low as compared to National GER i.e. 26.3 (AISHE report 2018-19).

g) Universities have to generate resources for research and motivate researchers to have higher impact factor for their publications. Research papers should be published in renowned journals approved in UGC CARE List, Scopus etc. Research measuring up to international standards is the need of the day but it cannot be achieved without adequate resources.

h) Creation of entrepreneurship cells and incubation centres for transfer of knowledge to trade and commerce is necessary. Universities ought to enhance student enrolment by attracting the best talents at the national and international levels.

i) Developing excellent instrumentation facility with required maintenance services will boost the quality of research and help in achieving global recognition.

j) Soft Skills development and employability promotion programs need to be devised. Attracting industries by developing effective interface is a matter of concern. Tapping placement opportunities in reputed industries and other organizations through systematic effort and training to the students is important.

k) Increased focus on vocational and professional led education: Include vocational subjects in mainstream universities to allow for greater acceptance and utility for vocational learning.

l) Accreditation Framework: All higher education institutions must be accredited compulsorily & regularly, by agencies, empanelled through a transparent, high-quality process.

m) Performance-linked funding and incentives: All State universities should develop strategic plans for getting into the top 500 global universities rankings in the next 10 years. Funding to these institutions should be linked to performance and outcomes.

n) Distance and online education: Broaden the scope of Massive Open Online Course (MOOCs) and Open and Distance Learning (ODL) to provide access to quality education beyond geographical boundaries. Develop quality blended MOOCs to overcome the challenge of faculty deficit in institutions and to facilitate blended learning in vocational courses. Improve the Gross Enrolment Ratio (GER) through Open and Distance Learning (ODL)

o) Universities should maintain museums and protect cultural artifacts. Museums are the living monuments of our achievements and should be created and preserved for posterity.

4.4.5 Conclusion.

The SWOC analysis draws attention to some of the important aspects of the Universities. It highlights their potential to bring about a silent social transformation through education. Universities influence generations of young minds impart knowledge and train them in various skills. They are the seedbeds of the future of the nation and are the architects of the lives of the youth. They must be places of light, liberty, and learning; otherwise, they would be reduced to a mere cluster of buildings. In order that universities offer the academic leadership, expected of them, their strengths should be identified and reinforced while transforming weaknesses and challenges into opportunities. If we consider the findings of the SWOC analysis in the light of the seven criteria determined by NAAC, some of the major observations are as follows:

4.5 Analysis by Seven Criterions

C-I) Curricular Aspects

Most of the Universities follow the semester pattern and Choice Based Credit System (CBCS). Some language universities offer interdisciplinary courses and provide options to accommodate diverse needs and future prospects of students interested in language teaching, which are relevant to socio-economic needs. However, the interdisciplinary approach adopted is somewhat limited and less extensive. Curricula are updated periodically by the Boards of Studies and some value added in the process, and in addition, skill based courses are developed too. There is scope however for introducing more courses relevant to the region and for updating curricula by involving experts from the industry. In almost all universities, the feedback mechanism is not systematically implemented. A formal analysis of the feedback and action taken report is essential. Academic audits are not conducted frequently.

C-II) Teaching – Learning and Evaluation

Information regarding courses offered, admission criteria and rules, etc., is circulated through media and other sources. Admissions are given based on the entrance examination results. Reservation policy of the state and central government is adhered to and students from various States are admitted in Central Universities. An academic calendar is followed for conducting academic, co-curricular and extracurricular activities. Student-centric methods of teaching learning are encouraged. Experiential learning and project work are offered in many courses. However, there is a lot of scope for improving research output to match international standards. Research funding needs to be augmented and newer avenues of funding should be explored. There is a need to improve the teacher-taught ratio by filling up all the vacant positions of teaching and non-teaching staff while ensuring cadre ratio. In some Universities, Students' Council is either not

constituted or is not active. Lack of representation of students in academic and administrative bodies is observed. The evaluation process is conducted in a timely and transparent manner. Grievance redress mechanism exists but needs to be strengthened in some Universities.

C-III) Research, Consultancy and Extension:

In some universities, progress in research is visible at the national and international levels and has increased during the post-accreditation period. However, allocation of resources for research appears to be limited. Some Universities have national and international collaborations and consultancy activities but the process needs to be strengthened and made extensive. Inter-departmental collaboration exists in some University departments but it needs to be reinforced. In most cases, collaborations and linkages with national and international institutions are yet to be rigorously developed. Some universities have created an eco-system for innovations including the starting of an Incubation Centre and other initiatives for creation and transfer of applicable knowledge. The faculty needs to be familiarized with intellectual property rights. An Industry-Academia Innovation Cell and a Centre for Entrepreneurship Development need to be established. In some Universities, staff and students carry out the extension activities through NCC and NSS. These activities need to be extended to all Universities.

C-IV) Infrastructure and Learning Resources

Most of the Universities possess well–organized, eco-friendly and well-developed campuses with scope for expansion. The facilities and maintenance of infrastructure of satellite campuses need to be improved. Universities make optimum use of the existing infrastructure. Hostels, canteens and other facilities exist but are inadequate. Libraries are partially automated and software installed. INFLIBNET/INFONET and other academic resources are available but are insufficient. Adequate e-enabled classrooms, administrative area, health centre,

counselling centre and other facilities are available in some Universities. Some facilities are available for differently able individuals.

C-V) Student Support and Progression

Universities aim at the all round development of the students. Some Universities have performed well and their students have excelled in academics, sports, extracurricular and cultural activities. Good sports facilities are available but appointment of Sports Director is not made in many instances. Students have excelled and availed themselves of Scholarships, fee waivers and non-NET fellowships, Earn While You Learn schemes, etc. Some universities have admitted international students, and the International Students' Cell caters to the needs of overseas students. However, more universities need to enroll foreign students in the relevant programs and make a global presence. Only one University publishes the annual magazine. There is no mention of the publication of annual magazines in other reports. A magazine is an important document that reflects the curricular, co-curricular and extracurricular talents of its students, the achievements and progress of the university and the students. An active Students' Council needs to be established in many Universities to ensure the representation of students on academic and administrative bodies/committees of the institution. Many renowned personalities are past students of these Universities. Reconnecting with them will prove beneficial to the Universities. Registered alumni associations of the universities need to be made functional. In most of the universities, progression to higher studies and research is satisfactory but the dropout rate in some courses is a matter of concern.

C-VI) Governance and Leadership

Vision, Mission, Objectives and Goals of the Universities are reflected through their admission policies. A long-term plan of the University for consolidating its achievements and meeting the global challenges needs to be

formulated. Universities have constituted various committees for effective implementation of the policies of the Management. This helps in participatory management and decentralized decision making. Performance appraisal reports are obtained but a review needs to be made. Accounts are well maintained and external and internal audits conducted. However, academic audits need to be conducted. Funding from research agencies is initiated but is inadequate.

C-VII) Innovation and Best Practices

Every University strives to introduce and sustain innovative and healthy practices to ensure the satisfaction and wellbeing of its stakeholders. Safety and security measures are ascertained through CCTV surveillance, introduction of biometric attendance for the staff and students and deployment of security personnel. Some Universities have instituted Women's Grievance Cell, Grievance Redress Cell, and Counselling Cell to assist students. These cells must be further strengthened. Solid, liquid and chemical waste disposal mechanism is suitably implemented and some attempts to create Best out of Waste are evident. Initiatives for Swatch Bharat, plastic free campus, tree plantation drive and disposal of litter have been taken up. Use of renewable energy resources, solar energy are encouraged to create eco-friendly campuses. Most of the Universities have a properly designed drainage system. Rain Water Harvesting mechanism is in place. A certain University has planted one-lakh plants on its campus, while another University has instituted a museum with a rich collection of traditional arts, accessories, paintings, sculptures and other rare artifacts. These are a few examples of Innovations and Best Practices evident on University campuses. Chapter Seven will deal with the details of this aspect of quality assessment and evaluation.

PART -2

4.6 COLLEGES

Out of 308 Colleges in Jharkhand, only (92) ninety two Colleges have a valid accreditation by NAAC. Out of these, there are (37) thirty-seven colleges are affiliated colleges, (46) Forty Six are constituent colleges, (09) Nine B.Ed. Colleges, (02) Law Colleges, (01) One Teacher's Training College and (01) One Vocational College.

4.6.1 Major Features

a) There are a few high achieving colleges, which have received College with Potential for Excellence. Jamshedpur Women's College, affiliated with Kolhan University, and securing grade 'A' accreditation from NAAC will become the first university for women in Jharkhand under the Jharkhand State University Amendment Act 2017.
b) There are fifteen Government Colleges for Women, spread across the state. This is a very remarkable feature and is evidence of the keen interest take by the Government in women uplift and empowerment.

c) The colleges situated in the rural areas cater to the academic requirements of economically and socially challenged students many of whom are first generation learners.

d) Agricultural College offers a unique blend of subjects. Their restructured UG Courses with combinations like Forestry, Fisheries, Bio Technology, Dairy Technology, Agricultural Engineering and Rural Industrialization attract many students.

e) The alumni of some colleges comprise illustrious personalities of international fame some colleges have Registered Alumni Associations, which are supportive. The alumni contribute as guest lecturers, sponsors and donors.

f) Most of the colleges in Jharkhand have strong NCC and NSS units. Students participate in various social/sports activities.

g) Most of the colleges in Jharkhand effectively implement the Mentor - Mentee system. Consequently, there is a low dropout rate of students though many of them are first generation learners and come from a rural background.

4.7 Analysis of SWOC: Colleges

The following are some general prominent characteristics of the Accredited Colleges of Jharkhand:

4.7. 1 Strengths

a) Many of the colleges are situated on clean and green campuses. Some are well maintained and have environment friendly campuses.

b) Institutions empower the students from the marginalized and underprivileged section of the society. Government women's colleges have played an important role in empowering women through education. Women Colleges has been started in 11 such districts where there is no Constituent and Affiliated Colleges.

c) College have undertaken many social and nation building programmes with the support of NSS, NCC and ECO Club.

d) Excellent student supports services with an established public image helps in attracting students from within the state and the country. Satisfactory infrastructure and student facilities, committed faculty and staff, ensure student retention.

e) Where there is a healthy relationship between Management, Staff and students, there is evidence of better community and extension services rendered by the institution.

f) Dental colleges situated in rural areas cater to the oral health care that would otherwise have been inaccessible. Well-trained and experienced faculty is available to run implant courses.

g) Green initiatives like plastic free campus, tree plantation, Green Audit, Academic Audits are conducted in some colleges. Financial audits are carried out regularly.

h) The average time taken between conduct of different examinations and publication of results has been appreciably reduced after computerization of the examination system in most of the Colleges.

i) A proactive Alumni Association, supportive College Planning and Development Council, and participatory governance are some of the strong points, which lead to student satisfaction and positive feedback from all stakeholders -parents, students and staff.

j) MoUs have been signed with Cisco, Oracle, and Tata Steel for imparting IT based Skill Development courses in Technical institutions and Colleges.

k) The students get an opportunity to render good extension activity and community service and develop good leadership qualities when they participate in NSS and NCC activities.

l) Autonomous Colleges offer diverse programs and continuous evaluation with effective automation in the examination section leading to streamlining of all procedures. The autonomy is used to upgrade and introduce courses relevant to women; self-financed programs offer a wider choice of electives. This leads to good academic performance of the students.

4.7.2 Weaknesses

a) Many teaching and non-teaching posts are vacant. There are very few permanent staff members in various institutions. Faculty cadre ratio needs improvement.

b) Funds for maintenance are inadequate which hampers the upkeep, cleanliness and hygiene of the campuses. Funds for research are very limited and this adversely affects he research output of the colleges.

c) Linkages with limited industries are established. There is a lack of consultancy expertise. Consultancy services and campus placements are inadequate. The faculty is deficient in research aptitude and their published work does not meet the requisite quality standards. Quality publications with good impact factor need to be increased.

d) Since the University determines fee structures, designing of syllabuses and setting evaluation patterns, the colleges have no scope to revise or reformulate them to suit their requirements. Only few teachers are members of various University committees with limited delegation of responsibilities.

e) Many colleges lack the infrastructure and the expertise to include ICT in their teaching-learning processes. Limited integration of ICT in Evaluation and Curriculum Development is seen.

f) Communicative English proficiency of staff and students needs to be enhanced for better communication and job opportunities. Skill based programs are not offered.

g) An effective system for analyzing feedback from stakeholders is required. Some colleges have not properly collected and processed the feedback received from stakeholders. The action-taken reports necessary for completing the whole process of taking feedback are not documented in some cases.

h) The IQACs of colleges need to be strengthened. They must be proactive and participate in all the policy and implementation related decisions and their execution.

4.7.3 Opportunities

a) As some technical institutions have NBA accreditation, there are many opportunities to get grants from various funding agencies.

b) There is enough potential among faculty members to pursue Ph.D. and Post Doctoral research. Initiatives for Government funded projects and from nongovernment agencies can be taken up. Efforts for obtaining grants need to be made. Access to e-Journals, video courses and project Laboratories will enhance these possibilities.

c) National and International conferences in the thrust areas of engineering conducted to achieve a better rapport with the industry.

d) Some technical colleges have an active tie-up and collaborations with many industries for training and research, and for the setting up of collaborative centres of excellence and student internships, which may enable faculty members and students to acquire the opportunity of doing active research.

e) MOOCs and ICT resources for effective teaching learning can be utilized in order to improve the teaching–learning process.

f) Since colleges are located in urban and rural areas in close proximity to the industrial belt, there are opportunities for designing and implementing industry oriented technical, add on courses and skill based courses. Alumni resources can be utilized for undertaking industry relevant projects and improving employability of students.

g) Young faculty members can be motivated to be committed to promoting organizational goals. They should be encouraged to help students develop skills to meet the local needs and acquire global competencies and achieve national development through inclusive education

4.7.4 Challenges

a) Institutions face tough competition due to the growth of numerous engineering colleges/institutes in surrounding areas. This makes it difficult to attract and retain good students and proficient faculty members.

b) Reducing dropout rate among students is the next big challenge. Owing to their weak economic condition, students are finding it difficult to continue with their education. The major challenge is to provide high quality education at low cost.

c) Limitations of resources have to be overcome in order to carry forward women empowerment programs and orient the rural girl students towards the challenges for women in the 21st century knowledge society.

d) There is need to convince the Government to provide more teachers and funds for infrastructure. The vacant posts need to be filled immediately with competent faculty and non-teaching staff.

e) There is an urgent need to improve the communication skills and soft skills of faculty and students. Courses related to developing communication skills in the English language and soft skills can be launched as compulsory courses. Interdisciplinary courses aiming at creativity and innovation need to be introduced. Such courses of skill up gradation will help improve students' employability prospects.

f) Modernization of library facilities and laboratories needs mobilization of funds. Efforts have to be made for getting grants from various agencies for upgrading these learning resources.

g) NAAC Accreditation has been made mandatory for every HEIs for permanent affiliation and government grants as guided by UGC

h) IQAC in almost all colleges needs to be strengthened. The IQAC should be enabled to take decisions to augment the qualitative and quantitative performance of the institutions. A well performing IQAC along with autonomy to the institution has proved to be effective in improving the all round quality of the institutions.

i) Establishment of New Model College in 12 Educationally Backward Districts (EBDs) viz. Garhwa, Koderma, Chatra, Pakur, Palamu, Saraikela-Kharsawan, Gumla, Giridih, Deoghar, Godda, Dumka and Sahebganj is proposed. Academic session is to be started in Godda and Giridih from upcoming session (as per report of Higher Education and Skill Development 2017-18).

j) Add on, Value added courses, career and guidance counselling, linkages with MSME, Govt. of India, and coaching centre for training for competitive examinations offered by some colleges, are relevant and useful in transforming students from weaker sections into successful, employable graduates.

4.8 Analysis by Seven Criterions.

The findings of the SWOC analysis for institutions can be considered in the light of the seven criteria determined by NAAC. Some of the major observations based on the analysis are as follows:

C-I) Curricular Aspects:

As most of the colleges are affiliated to Universities, they follow the courses and syllabuses decided by the Board of Studies and hence there is limited scope for curriculum planning and development. Faculty members of colleges are members of Board of Studies of the affiliating University. Industrial visits and projects are part of the curriculum. The colleges prepare and implement the Academic Calendar in accordance with the directions given by the university. Feedback is received from students and other stakeholders in some institutions. There is a need for developing an exhaustive mechanism for collecting, analyzing and implementing feedback system. Some colleges conduct enrichment programs and employability skills courses for the benefit of students. Curriculum enrichment is achieved through co-curricular activities - add-on courses, guest lectures, industry visits. However, in order to make teaching –learning more effective, the industry-institute interaction cell in colleges needs further strengthening. Industry specific and tailor-made courses should be introduced even in non-professional colleges. Environmental Studies, Gender Sensitization, Human Values and Professional Ethics and other crosscutting issues are addressed through university designed course curriculum and by arranging awareness programs and guest lecturers etc.

C-II) Teaching – Learning and Evaluation:

Colleges implement transparent admission policies besides maintaining gender ratio and reservation policies as prescribed by the Government. Some professional institutions and conventional colleges adopt independent learning

mechanisms for continuous monitoring and evaluation of students based on their grasping/analytical ability. Initiatives are taken for assisting the slow learners and for motivating advanced learners as well. Induction programs are conducted every year for newly admitted students. Conventional method of teaching- learning, chalk and talk method is primarily used. ICT is used in only some colleges. However, ICT based teaching learning needs to be encouraged. Student centric methods are adopted in many institutions. The POs, PSOs and COs are communicated to all the stakeholders by displaying them on college notice boards, websites and printed in the college prospectus. The institutes adhere to the evaluation process decided by the affiliating university and follow the changes in regulations specified by the university from time to time. Colleges practice evaluation of the attainment of program outcomes, program specific outcomes and course outcomes. However, there is need to devise a system of informing the students about their attainment levels so that they realize their weaknesses and take necessary corrective measures to improve their performance. The mapping of COs-POs needs to be re-considered in certain courses. Development of software-based tools for evaluating the attainment levels will bring greater objectivity and efficiency in the process of OBE implementation.

C-III) Research, Consultancy and Extension:

Some autonomous colleges have established incubation centres approved by MSME that help the students to nurture their innovative ideas and take up some developmental activities. Colleges encourage the faculty members to pursue their academic research. However, budgetary provisions should be made for conducting research. Lectures are arranged for developing awareness regarding IPR. However, faculty should be encouraged to take up research activities/projects using these facilities in a much focused manner. Some faculty members have publications to their credit. Faculty members need motivation through incentives or seed money for research. The quality of research also needs to be improved to match international standards.

C-IV) Infrastructure and Learning Resources

Most institutions have adequate infrastructure; buildings, classrooms, laboratories, seminar halls, conference halls, library with reading room facilities, are optimally utilized. In some colleges, the library and office are completely or partially automated. Some institutions provide Book bank facility for socially disadvantaged students. Maintaining the available infrastructure and augmenting is an important concern. There are limited facilities for indoor games. Facilities for outdoor sports and games, gymnasia should be improved. Adequate number of clean toilets and drinking water facilities for students and staff need to be provided. IT infrastructure is available in most of the institutions but not satisfactory. Internet connectivity is not available in rural and tribal areas. The number of computers not adequate. Institution websites are functional but need to be paid more attention. Safety and security measures on the campus are taken care of, differently-abled, friendly campuses are made available but measures and facilities need to be strengthened in case of some institutions. Hostel facilities are available in some colleges but they are insufficient. Especially, hostel facilities for girl students need to be increased

C-V) Student Support and Progression

In most of the colleges, the students avail of different types of government scholarships. Some institutions make provisions for paying scholarships, free ships, concessions to the needy poor students selected based on merit. Earn and learn scheme is implemented in some institutions. The Students' Council is the representative student body. In some colleges, the elected members of the Student Council are active and support the college administration. In consultation with the Principal, the Council members chalk out plans and programs for various student related activities in the college. In some colleges the Students' Council is not instituted. Various committees like Grievance Redress, Women's Development

Cell and Prevention of Sexual Harassment, Anti-Ragging, Discipline Committee, NSS, Sports, Cultural, Library and SC/ST committees are active and vigilant and exhibit a concern for student welfare. Alumni Association is established in some colleges, which helps by arranging internships and placement of the students. Coaching for GATE, GRE and administrative services needs to be initiated. Training and Placement Cell is active in some colleges. It should spread out to all colleges in the state.

C-VI) Governance and Leadership

In most of the institutions, the management takes efforts for promoting participatory managerial practices in planning and execution of academic activities through different committees. Colleges follow the service and leave rules framed by the Government and University. The Principal is the executive head of the institution and is vigilant about the smooth conduct and development of the college. The IQAC, the Heads of various departments and conveners of committees and committee members are entrusted with the work of conducting various activities to realize the vision and mission of the Institution. Colleges follow the directives given by the University for electing or nominating the students to act as the members of the Student Council. Participatory management is evident in many institutions. Welfare measures such as group insurance, medical insurance, EPF etc. are provided to staff members. Academic audits are conducted in some institutions and all the institutions conduct financial audits. IQACs are instituted in all the colleges but in some colleges, they have yet to start functioning to make a visible impact. Faculty Development Programs and Faculty Improvement Programs are run in order to give sufficient scope and opportunity to the faculty to develop. Existing vacancies are filled by temporarily appointing faculty members on fixed salary or clock hour basis. This is very detrimental to the quality of higher education. Measures need to be taken to resolve this problem.

C-VII) Innovations and Best Practices

Colleges conduct Clean and Green program, National Swacha Bharat Abhiyan, women empowerment programs, blood donation camps, health check-up camps, awareness about road safety, provide information about farm technology and awareness about air pollution and such programs with the help of their NSS units. Students and staff take part in tree plantation drives in the neighbourhood community. The IQAC and the Departments, through their staff and students, participate in community work. The Centres for Digital Literacy, Financial Literacy and Health and Nutrition extend their services to the neighbourhood community.

Chapter V

Quantitative Analysis of NAAC Assessment and Accreditation Process of HEIs in Jharkhand State: Vision 2020

5.1 Introduction:

The new millennium dawned for a liberal economic policy which among others has also brought some transformation in the provisions of higher education. One such indicative transformation is internationalization of higher education, and this simultaneously also saw emergence of privatization of education. There was a growing concern due to these changes, about the quality, standard and recognition of higher education**.** The National Education Policy of 1986 (modified in 1992) had spelt for establishing an autonomous body for the evaluation and quality assessment of higher education, and thus was born the National Assessment and Accreditation Council. It was not just another 'recognition' body but, as a 'mandate to assess and accredit higher education institutions in the country". It is further emphasized, for the enhancement of quality in teaching and research, stimulate academic environment to fulfill institutions objective and more than this to evaluate themselves and promote accountability in higher education" . (NAAC, 2004) This saw the establishment of National Assessment and Accreditation Council (NAAC) under the aegis of University Grants Commission (UGC). The assessment and accreditation process carried out by NAAC team is discussed in brief in the forthcoming sections followed by the assessment analysis of the Higher Educational Institutions in the State of Jharkhand.

5.2 NAAC Assessment and Accreditation Process:

The assessment and accreditation of higher educational institutions in India was proposed in the National Education Policy of 1986 (modified in 1992). It states "Proposals for establishing an assessment and accreditation council is in the advanced stage" (NEP, 1986, p.49). In follow-up of this proposal the National

Assessment and Accreditation Council (NAAC) has been formed as an independent autonomous body of University Grants Commission, in 1994. Since 1995 it has undertaken the assessment and accreditation of universities and colleges in the Country. After the concerned institutions submit required mandatory documents, for inspection a Peer Team visits the institutions and after scrutiny of institutions report known as Self Study Report (SSR) and the evaluation carried out by the Peer Team the Institution is awarded grades since the beginning to mark the Accreditation of institute.

5.3 Grading Systems Use by NAAC:

After the inspection and evaluation of the Peer Team visit, on the recommendation of the Team, NAAC assigns grades to the concerned higher education institutions (HEIs). Since the beginning NAAC has been using several patterns of symbols for assigning the grades to the HEIs and over the years started assigning letter grades, prefixing one, two, three and four and up to five "Star(s)" A***** to A and then (+) plus symbol such as, A++, A+, A and B+ and B and so on. It has been conducting the reaccreditation as, Second, third and fourth cycle and so on, repeated at the interval of Five years. The Grading systems have been under revision to improve the quality and has introduced new parameters and new grading pattern are evolved and used. A brief profile of evolution of grading patterns and systems used in NAAC since inception is presented here.

After several attempts of revision to improve the qualitative grades of institutions, now it has been providing the grades based on the Cumulative Grade Points Average (CGPA.) with a Grade point A++ prescribing "Excellent" quality of the respective higher educational institution under purview. There are three institutional grading systems now in the country and the National Assessment and Accreditation system is one of the most commonly used policy system and has considerably stabilized and approved by the higher educational institutions in the

country. The grading system of NAAC Assessment and Accreditation process over the years has undergone the several changes and revised grading system is introduced at various stages. In 1995, the grading was limited to Accredited and Not Accredited system. While the overall weightings in the new methodology and grading system remains same. Addition of micro aspects and assigning weightage to them has been introduced a new Key Indicator and Metrics based assessment to reduce subjectivity in the process of Assessment and Accreditation.

5.4 Introduction of CGPA

The Likert scales are some of the rating scales used as grading or perceiving for qualitative responses. There are, number of grading systems[1] available in practice such as Star System (1-5 Stars) plus subscripts, nine point scales and now the Cumulative Grades Point Average (CGPA) system. The latter is applied in educational assessment with the four letter designation as A, B, C and D denoting Very Good, Good, Satisfactory and Un-satisfactory levels respectively. These grading systems have prescribed semantic responses and they are quite unclear. The NAAC has made use of all these grading systems at different points of time and has revised and changed them periodically to allow more options to the respondent institutions. Since 2017 it has come out with a Revised Accreditation Format (RAF) where it uses 'Seven Criteria Matrix" with their separate weightings for universities, colleges (Autonomous) and Colleges (Affiliating) and Constituent Colleges and those offering Undergraduate (UG) and Postgraduate (PG) Courses of study in case of Affiliating colleges. The matrix of seven criterions is given in the NAAC web portal. The present report on Jharkhand uses the RAF Grading system computing the CGPA for the seven criterions with their respective weights.

5.5 Review of NAAC Grading System:

As referred earlier there are number of grading systems available such are Suffixing stars to letters such as A***** to A or (+) symbols to letters a A++ to A and so on. To be more objective NAAC introduced Cumulative Points Average System, the common Grading system employed in the education to grade student performance. So this was adopted by NAAC in 2007. The ratings were denoted as Very Good to Unsatisfactory which was later changed to Accredited and Not Accredited. So review of the different grading systems employed by the NAAC over the years is briefly presented sequentially in the forthcoming sections.

The most common 5 Star system was used by NAAC in the initial years of assessment process. The same is given in Table 5.1 (a) with grades and weighting scores – upper and lower limits.

TABLE 5.1(a): Grading According to the Star System

Grade 5-1 Stars	**Instructions Weighted Score in %ages (upper limit exclusive)**
A*****	>75
A****	70-75
A***	65-70
A**	60-65
A*	55-60

The above grading system did not imply whether the institute was accredited or not and also the satisfactory levels. So, the next Grading system using the (+) plus symbols with the letters was used with weighted scores with nine point scale as given in Table -5.1(b).

TABLE 5.1(b): Grading According to Nine – point Scale

Grade	Instructions Weighted Score in % (upper limit exclusive)
A^{++}	95-100
A^{+}	90-95
A	85-90
B^{++}	80-85
B^{+}	75-80
B	70-75
C^{++}	65-70
C^{+}	60-65
C	55-60

5.5.1 CGPA System with Letter Grade.

The NAAC started using the Cumulative Grade Points Average (CGPA) denoted with letter Grades A – D for the performance descriptors as A) Very Good, B) Good, Satisfactory and D) Unsatisfactory from 2007 as given in Table – 5.5.1. The D grade implied the institution is not accredited. The CGPA used the Range of 4 – 1 in the different range of 0.9 to 0.5 for A to B grades and the C to D grades respectively The Range of CGPA with the differencing ranges is shown in the Table 5.2 This was used between 2007 to 2016.

Table 5.2: CGPA Grading System (2007-2016)

Letter Grade	Range of CGPA	Performance Descriptor
A	3.01-4.00	Very Good(Accredited)
B	2.01-3.00	Good (Accredited)
C	1.51-2.00	Satisfactory (Accredited)
D	<1.50	Unsatisfactory (Not Accredited)

5.5.2 CGPA with + Plus Symbol:

In the next revision, **t**he CGPA grading system used prefixing the letter grades with (+) signs and instead using the descriptors used only Accredited or Not Accredited and it was introduced from July 2016 and the same is presented in Table – 5.3. The differencing range was reduced from 0.9 and 0.5 to 0.50 and 0.25 in order to introduce more number of letter grades from 5 to 9 grades as shown in the Table.

Table 5.3 Grading System from 1st July 2016 to March 2018

Letter Grade	Range of CGPA	Status
A++	3.76-4.00	Accredited
A+	3.51-3.75	Accredited
A	3.01-3.50	Accredited
B++	2.76-3.00	Accredited
B+	2.51-2.75	Accredited
B	2.01-2.50	Accredited
C	1.51-2.00	Accredited
D	<1.50	Not Accredited

5.6 Introduction of Seven Criterion Matrix:

A new grading system with Seven Criterion Matrix was introduced after several rounds of discussion with experts and stakeholders. The NAAC has arrived at a new evaluation framework consisting of seven criterions as listed below for Assessment and Accreditation process and commenced them from 2007.

i. Curricular Aspects
ii. Teaching Learning and Evaluation
iii. Research Consultancy and Extension
iv. Infrastructure and Learning Resources
v. Student Support and Progression
vi. Organization and Management
vii. Healthy Practices

From 1st April 2007, there have been some modifications in the aforementioned seven criteria and the grading pattern. From 1st April 2012, changes were also made with respect to the content (Key Aspects) and in the weightages given to each criterion. The details of the modified seven criteria and their weightages are available on NAAC website.

The outcome of the Assessment and Accreditation (A & A) process includes both quantitative and qualitative aspect of the institutions under process.. The confidential score sheets or the Self Study Report (SSR) from the host institution forms the quantitative aspect report and the Peer Team Report (PTR) forms the qualitative aspect of the study of the Institution.

The PTRs usually consist of the following three sections;

i) Introduction, giving the scope of work, brief history and profile of the institution,
ii) Criteria-wise Analysis, detailing the criterion specific achievements and strengths and weakness in the institution under assessment; and
iii) Overall Analysis, as the concluding section with the recommendations of the Peer Team.

The PTR attempts to illustrate an institution - its strengths, weakness and suggestions or directions for improvement and to move ahead in its quest for quality. It seeks to map the Institution's short term as well as long term goals. Further, it shows the broad national and global arena in which it has to compete (with others) in its pursuit of excellence. Though the new reporting format comprises of the same major headings of the previous format, it is more specific and stresses on reporting all the attributes of the institutions (the strengths and the weaknesses). NAAC is also working actively towards formulating a corpus of best practices that are being evolved nationally in the working of many institutions, and a target framework of these, will be immensely useful to individual institutions and higher education management as a whole.

5.7 Criteria and Evaluation Matrix: Changing patterns.

Since establishment of NAAC the assessment and accreditation process and the methods of grading have been changing and the new parameters for better assessment and evaluation of institutions concerned have been introduced since 1995 to up to 2017. After observing in the earlier sections, it is found that there are totally five different evaluations and grading methods and recently a new rating system to the seven criterion matrix is introduced. All the grading systems and patterns in use from time to time are presented in Table 5.4 and show changes in the evaluation process since 1995.

Table – 5.4: Changing Criteria and Evaluation Matrix

Grading Pattern	**Star System (5 Level)**	**Letter and Plus (9 Level)**	**CGPA (4 Level)**	**CGPA (9 Level)**	**Seven Criteria (7x4 Matrix)**
Parameters	**5-1 Stars *****	**A++to C**	**Range(4) <1.5 - 4 D-A**	**Range(9) <1.5-4 A++to D**	**CI to CVII**

The changes are made after several round of discussion with experts and stakeholders and also through Assessment and Accreditation process. The final version is the Seven Criterion which is in use now.

5.8 Revision of Seven Criteria and Evaluation Matrix.

The seven criteria evaluation matrix the new grading pattern introduced now which is totally different from all earlier grading systems employed so far.

TABLE 5.5(a) **Seven Criteria evaluation matrix (Up to March 2007)**

Codes	Criteria	Weightages to		
		University	**Autonomous Colleges**	**Affiliated Colleges**
C-I	Curricular Aspects	15	15	10
C-II	Teaching, Learning and Evaluation	25	30	40
C-III	Research, Consultancy and Extension	15	10	05
C-IV	Infrastructure and Learning Resources	15	15	15
C-V	Student support and progression	10	10	10
C-VI	Organization and Management	10	10	10
C-VII	Healthy Practices	10	10	10
	Total	**100**	**100**	**100**

The revised patterns with differential weightages to Universities, Autonomous and Affiliated colleges to Seven Criteria Evaluation Matrix allotted at different periods of time to are given in Tables 5.5 (a) to 5.5 (c).

The colleges in the affiliating system have little freedom to make or effect changes in the curriculum. Therefore, the universities get a greater weightage (150)

in Curricular Aspects. Here, teaching-learning is backed by Research, Consultancy and Extension while in colleges there is not much scope for these activities. Therefore, colleges have a larger score for 'Teaching, Learning and Evaluation', while have a lesser score for 'Research, Consultancy and Extension'. The universities have greater weightage in the areas of research, consultancy and extension. The weightage in the rest of the criteria are the same for both.

TABLE 5.5(b): Seven Criteria Evaluation Matrix

(April 2007 to March 2012)

Codes	Criteria	Weightages to		
		University	**Autonomous Colleges**	**Affiliated Colleges**
C-I	Curricular Aspects	150	100	50
C-II	Teaching, Learning and Evaluation	250	350	450
C-III	Research, Consultancy and Extension	200	150	100
C-IV	Infrastructure and Learning Resources	100	100	100
C-V	Student support and progression	100	100	100
C-VI	Governance and Leadership	150	150	150
C-VII	Innovative Practices	50	50	50
	TOTAL	**1000**	**1000**	**1000**

The second (C-II) and third (C-III) criterions are the most important ones for the colleges and these are the areas where they need to work the hardest. The 'Student support and progression' reflect the success of both academic and administrative support services extended by the institutions to ensure wholesale campus life for student community. 'Infrastructure and learning resources' need

long term planning and organization. Colleges seldom show interest investing in such areas as in, improvisation and innovation. However, there is still some scope where they can add, invent, innovate and enrich and these are appropriately considered while deciding the weightages and also under the criteria 'Innovative Practices'.

TABLE 5.5(c): Seven criterions evaluation matrix (April 2012 to 2017)

Codes	**Criteria**	**Weightages to**		
		University	**Autonomous Colleges**	**Affiliated Colleges**
C-I	Curricular Aspects	150	150	100
C-II	Teaching, Learning and Evaluation	200	300	350
C-III	Research, Consultancy and Extension	250	150	150
C-IV	Infrastructure and Learning Resources	100	100	100
C-V	Student support and progression	100	100	100
C-VI	Governance, Leadership and Management	100	100	100
C-VII	Innovative and Best Practices	100	100	100
	Total	**1000**	**1000**	**1000**

5.9 Revised Accreditation Format (RAF) (Since July 2017).

When the three Tables 5.5 (a) to 5.5 (c) are compared an up gradation of points is observed for research, consultancy and extension for all the three types of institutions adapted from April 2012 to 2017. The reasons for this have to be justified with some data on this aspect. The scores for other criteria are almost identical in all three Tables for the period from March 2007 to April 2017. There is a need for the assignment of points for the seven criterions based on the overall study of higher education system in the State taking into consideration the three different kinds of HEIs. So the NAAC has come out with a revised matrix as presented in the Table 5.9.1 From the Table it can be observed that three types of colleges are included; they are Autonomous and Affiliating colleges with undergraduate courses and Affiliating colleges with postgraduate courses. The new evaluation criterion is adopted from July 2017. They are augmented with some key indicators summerised below.

Key Indicators:

Under each Criterion a few key indicators are identified. These key indicators (KIs) are further delineated as Matrices which actually elicit responses from the HEIs.

5.9.1 Criterions and Weightages.

NAAC has identified a set of seven criterions as already discussed to serve as the basis of its assessment procedures. NAAC has categorized HEIs into three major types; Universities, Autonomous and Affiliated/Constituent Colleges. For each category the NAAC has assigned different weightages under these seven criterions under different key aspects based on the functioning and organizational focus of the three types of HEIs. The same are used for the RAF from July 2017 and the Key Indicators and Weightages are presented in Tables 5.6.

TABLE 5.6: Criterion-wise Weightages adopted from July 2017

Codes	Criteria	Weightages for			
		University	For Colleges		
			AU	AFF (UG)	AFF (PG)
C-I	Curricular Aspects	150	150	100	100
C-II	Teaching, Learning and Evaluation	200	300	350	350
C-III	Research, Consultancy and Extension	250	150	110	120
C-IV	Infrastructure and Learning Resources	100	100	100	100
C-V	Student support and progression	100	100	140	130
C-VI	Governance, Leadership and Management	100	100	100	100
C-VII	Innovative and Best Practices	100	100	100	100
	Total	**1000**	**1000**	**1000**	**1000**
Source: NAAC Website http://www.naac.gov.in/assessment-accreditation					

AU: Autonomous; AF(UG): Affiliating Undergraduate AF(PG): Affiliating Postgraduate

5.9.2 Units of Assessment.

NAAC's has revised this instrument of accreditation format since July 2017 which is used to assess and grade institutions of higher education through a three-step-process and make the outcome as objective as possible. Though the methodology and the broad framework of the instrument is similar, there is a slight difference in the focus of the instrument depending on the unit of Accreditation, i.e., Affiliated / Constituent colleges offering undergraduate and postgraduate courses Autonomous colleges / Universities / Health Science / Teacher / Physical Education institutions and so on.

A) Institutional Accreditation.

- For University: University's administrative and organizational Governance inclusive of all the Undergraduate and Postgraduate Departments.
- For College: Any College (Affiliated, Constituent or Autonomous) with all its departments of studies.

B) Department Accreditation.

- Any Department/School/Centre of the University.
- NAAC at present is undertaking only institutional accreditation. Expert groups have therefore been constituted to work on the Program Accreditation.

5.9.3. Grading.

Institutions are graded for each Key Aspect under four categories, viz. A, B, C and D, denoting 'Very good', 'Good', 'Satisfactory' and 'Unsatisfactory' levels respectively.

TABLE 5.7: Ranges of Institutional CGPA (RAF- July 2017)

Ranges of Institutional (CGPA)	Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited

The summated score for all the key aspects under a particular criterion is then calculated with the appropriate weightages applied to it and the Grade Points Average (GPA) is worked out for the criterion. The Cumulative Grade Points Average (CGPA), which gives the final Assessment Outcome, is then calculated

from the seven GPAs pertaining to the criterions, after applying the prescribed weightage to each criterion. The same are presented in Table 5.7.

5.9.4 Advantages of CGPA.

- Letter grades converted to Numerical Grade Points (and overall score is represented as Cumulative Grade Point Average).
- Qualitative measurements converted to grade points.
- Wider scope for normalizing the scores.
- Extreme biases (if any) could be minimized.
- A one point difference between two letter grades, with 50 or 100 points assigned between two successive letter grades results in appreciable fine-tuning of the process.
- Relative evaluation would be more exact, due to a reduction in variations and standard deviations.
- Inter-Peer Team variations are substantially reduced.
- With scare scope for adjustment at any stage, the peer team judgment would be more accurate.

5.10. Cycles of Accreditation.

The Institutions, which would like to make an improvement in the accredited status, may volunteer for Re-assessment, after completing at least one year but not after the completion of three years. The manual to be followed for re-assessment is the same as that for the earlier Assessment and Accreditation. However, the institution shall make specific responses based on the recommendations made by the Peer Team in the first assessment and accreditation report, as well as the specific quality improvements made by the institution. The fee structure would be the same as that for Assessment and Accreditation. When an institution undergoes the accreditation process for the first time it is referred to as Cycle 1and the consecutive five year periods as Cycle 2, 3, and so on.

For Cycle 1 and subsequent cycles, the following are essential for Accreditation:

- IQAC to be functional.
- Regular and Timely submission of AQARs annually.

- Institutions to submit IIQA, six months before the expiry of the validity of accreditation status.
- Other steps remain the same as of first cycle.

5.11. Assessment Outcome.

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This document comprises three parts.

PART I - *Peer Team Report*

- Section 1: **General Information** of the institution and its context.
- Section 2: **Criterion-wise analysis** based on Peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis with strengths and weaknesses of HEI under each criterion.
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges (SWOC).
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

PART II - *Graphical representation based on Quantitative Metrics (QM)*

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's Quality Indicator Framework (QIF). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III - *Institutional Grade Sheet*

This part Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts together will form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

5.11.1. Motivation, Rationale and Objective of the analysis

The whole accreditation process of NAAC has been designed to enable HEI's to re-discover themselves, their strength as well as their deficiencies and areas for improvement. The process also facilitates stakeholders to know and realize their latent potential in the country.

5.12 The Accreditation Status:

The overall accreditation status in the country, as regards number of universities, in the first, second, third and the fourth Cycles is presented in the Table 5.8 (a) as on 04.05.2020. This shows the number of accreditations in the last 20 years reckoning from the institutions have gone up to fourth cycle. The Table data reveals that the numbers of HEIs that have accredited in the first cycle are around 60+ percentages. For universities it is 59.76% and for the Colleges it is 63.79% There is considerable reduction in the subsequent cycles, for the fourth cycle it is negligible, 0.5% and 0.34% for universities and colleges respectively.

Table 5.8 (a) Accreditation Status as on 04/05/2020

	I Cycle & %age	II Cycle & %age	III Cycle & % age	IV Cycle & % age	Number of Accreditations
Universities	**364 (59.76)**	**166 (27.26)**	**76 (12.48)**	**3 (0.5)**	**609 (100)**
Colleges	**8166 (63.79)**	**3535 (27.62)**	**1056 (8.25)**	**44 (0.34)**	**12801 (100)**
Total	**8530**	**3701**	**1132**	**47**	**13410**

The Table 5.8(b) shows the Grade-wise break-up A, B, C and D of accredited universities and colleges in the first cycle.

Table 5.8 (b): Grade-wise Break Up of Institutions accredited

(As on 04/05/2020)

HEIs	A %	B %	C %	Total %
Universities	208 57.15	143 39.28	13 3.57	364 100
Colleges	1697 20.78	5482 67.13	987 12.09	8166 100
Total	1905	5625	1000	8530

The Table reveals that numbers of universities with A Grades are 57.15% and colleges 20.78%. it shows that there is need for improvement of Grading for colleges. However the number of institutions with Grade C is less in number. It can be said if more and more colleges get higher grades it might also reflect on the improvement of grades in the universities also as the number of universities with B grades are numbering 40%.

5.13 Peer Team Report Analysis:

In order to examine the performance of accredited institutions in perspective, NAAC has undertaken State-wise qualitative and quantitative analysis of Peer Team Reports. So far state -wise analysis of of – Tamil Nadu, Kerala, Jharkhand, Haryana, All seven states of the North Eastern, Maharashtra, West Bengal, Andhra Pradesh, Madhya Pradesh, Punjab, Rajasthan, and Gujarat states have been carried out and published already.

The study of Jharkhand state is now undertaken as there are 34 universities/Institutions,(See Appendices) and around 308 colleges are functioning in the state. The present analysis is being carried out with a view to identify

strength, weakness and common issues of the accredited institutions in Jharkhand State and also make an evaluation of the status of accreditation of the HEIs and to make suggestion for possible solutions and recommendations for their further qualitative development and also for the initiative to go for a comprehensive assessment process.

5.13.1 Objectives of the Analysis:

The main Objectives of the Analysis are as follows:

- To help organizational management and staff to evolve practices for the improved institutional performance
- To provide inputs to the policy makers to evolve appropriate policies for quality enhancement and quality sustenance of the higher education sector
- To provide feedback to the stakeholders
- To provide inputs to the funding and regulatory agencies, to arrive at more informed planning and policy decisions
- To provide inputs to the NAAC, further improvement of the process and developing benchmarks.

5.13.2. Procedure/ Methodology of analysis and format of the report:

In this report, both quantitative and qualitative techniques based on the recommendations and commendation etc., as mentioned in each of the Peer Team Report (PTR) has been applied for analysis. The criterion wise scores and overall weighted scores are taken as comparable picture; the accredited institutions are grouped into Universities and Colleges. Colleges are further grouped into clusters based on the following criteria.

i) Grade-wise analysis (based on the Grades scored by the colleges)
ii) Types of Colleges (Government and Grant-in- aid andSelf financed colleges)
iii) Gender-wise analysis (Co-educational and Women colleges)
iv) Region-wise Analysis (Rural, Urban, Semi-Urban, Hilly areas)

Comparison of accredited institutions as per the profiles was also attempted. The data, both qualitative and quantitative has been collected from PTRs and the

missing links have been obtained from the institutional website, SSRs. AQARs and other information are available in NAAC and HEIs. While carrying out the qualitative analysis, under each criterion, key indicators are identified. It is presumed that the inter Peer Team variation in the scored grades and the PTRs truly reflect the overall institutional situations and of the duly validated self study report (SSR).

5.14: Universities and Colleges Accredited (Prior to RAF)

The Table 5.9. Shows the list of universities Accredited prior to introduction of Revised Accreditation Format (RAF). Six universities have been accredited. Out of six universities, four are the state universities, One Central University and one private university.

Out of 4 state universities, Ranchi University, being in capital city of Jharkhand has obtained B++ Grade with CGPA 2.8. Next in the rank is the Vinoba Bhave University with B Grade and the remaining two have obtained C Grades. The Central University of Jharkhand which was established in 2009 is granted with B Grade.

Table -5.9: Universities Accredited with CGPA, Grade and Period of Validity

S No.	Name of the University	CGPA	Grade	Accreditation valid up to
1	Kolhan University, Chaibasa – 833202 (First Cycle)	1.6	C	24-05-2021
2	Vinoba Bhave University, Hazaribag – 825301 (First Cycle)	2.77	B	16-03-2021
3	Ranchi University, Ranchi – 834001 (First Cycle)	2.8	B++	01-05-2022
4	Jharkhand Rai University,Kamre, Ratu Road,Ranchi - 835222 (First Cycle)	1.95	C	25-09-2023

5	Central University Of Jharkhand, , Ratu-Lohardaga Road, Brambe, Ranchi-835205 (First Cycle)	2.34	B	14-07-2024
6	Sido Kanhu Murmu University,Dighi, University Campus,Dumka - 814110 (First Cycle)	1.61	C	01-11-2023

The list of 92 accredited colleges showing the CGPA, Grade and Accreditation validity period is presented in Appendix –VI. Further an analysis of University wise number college's accredited showing Number of Colleges with different Grades – University-wise and number of colleges accredited under each of the six universities are respectively presented. (See Table -5.9 and Figures 5.1 (a) and 5.1 (b).

The Table- 5.9 (a) shows that highest number of colleges 20 (21.74%) are accredited coming under the Vinoba Bhave University.

Table – 5.9 (a) University-wise number of colleges accredited with grades

University	**Grades**					**Total & %age**
	A	**B++**	**B+**	**B**	**C**	
Binod Bihari Mahto Koyalanchal			1	13	3	17 (18.48)
Kolhan	2		2	8	4	16 (17.39)
Nilamber Pitamber			1	5	3	9 (9.78)
Ranchi		2	3	6	5	16 (17.39)
Sido Kanhu			2	10	2	14 (15.22)
Vinoba Bhave		2	3	10	5	20 (21.74)
Total with %age	2 (2.17)	4 (4.34)	12 (13.05)	52 (56.52)	22 (23.92)	92 (100)

The Nilamber Pitamber University has least number of accredited colleges numbering only 9 (9.78%). Binod Bihari Mahto Koyalanchal University has 17 (18.48%) colleges and Ranchi and Kolhan University have each 16 (17.39%) colleges accredited.

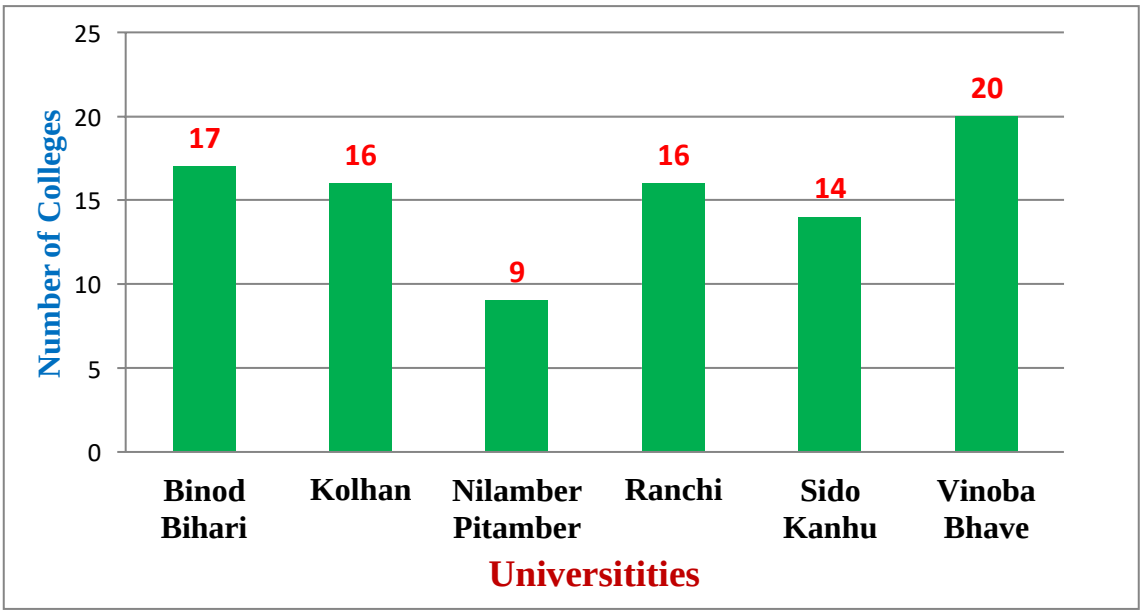

Fig-6.University-wise number of Colleges Accredited (N=92)

This cannot be taken as absolute figure, because the number of colleges coming under each University is not taken into consideration, and it is only from the data of accredited colleges only.

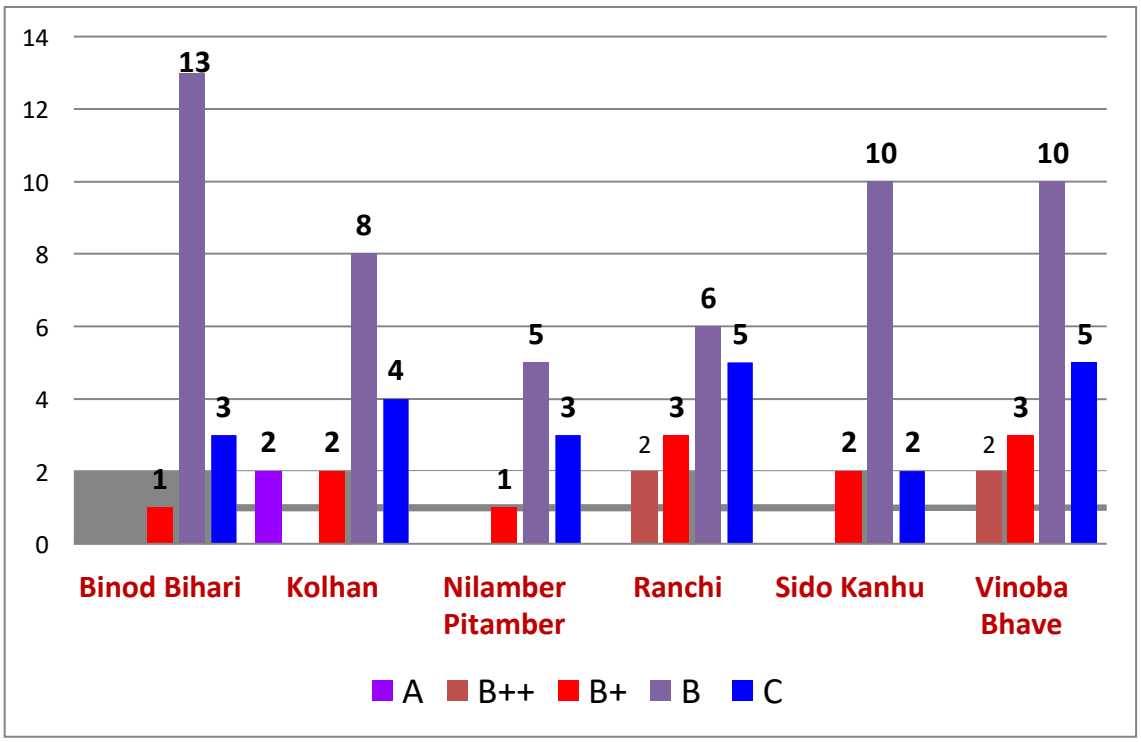

Fig- 7. Number of Colleges with Grades - University-wise

Among 6 universities, only two colleges under Kolhan University have gained A grade. Again, Ranchi and Vinoba Bhave University's have 2 colleges each that have obtained B++ grade. It is found from the Table and Figure that most number of colleges are found to have obtained B grades in all the Universities numbering totally 52 (56.52%) colleges, and the Binod Bihari Mahto Koyalanchal University has 13 B Grades colleges and next in the rank are the Sido Kanhu and Vinoba Bhave University each with 10 B grades and all the remaining colleges have obtained C grade totaling to 22 Colleges. The data for non accredited colleges, denoting D grade are not shown here as it is redundant, as the study is analyzing the colleges which have valid accreditation.

5.14.1 Summary:

An attempt is made to analyse the accredited status of universities and colleges in Jharkhand state. The state was formed in 2000 and many higher educational institutions have been established only after the formation of new state and it is

quite evident from the data presented and analysed in the earlier sections. Out of the eight state universities four are already accredited and from among the remaining four, three universities have come up only after 2016. From the 15 state private universities only one private university, Jharkhand Rai University is accredited which was established in 2012 and the remaining are late entries hence it takes time to go for evaluation gradually. Similar detailed analysis of colleges can also be attempted for the reason of delay in the accreditation process.

5.15 Status of Accredited Institutions as per RAF:(As on 4/5/2020):

The state of Jharkhand presents a vast diversity and complexity of higher education system in terms of antiquity and different types of accredited institutions defined by source of funding and the nature of management. The system draws its strength from the large young cohort as well as the aspirations for greater economic and social mobility associated with higher education. The higher education profile reflects that along with quantitative expansion, the thrust should be on qualitative aspects.

5.15.1 List of Accredited Universities and Colleges as per RAF:

The Table- 5.10 gives list of universities, with their Accreditation grades as per RAF. Out of 34 Universities/Institutes only 03 universities have been accredited in Jharkhand as per Revised Accreditation Format (RAF) that was introduced since July 2017. It includes two state universities and one private university. This study has considered the analysis these 03 universities. Among the remaining universities most them are established on or around 2016 and later. It included both state and private universities. The remaining universities such as private and deemed etc., have not applied for re- accreditation and some of the state government universities are also under due period and some of the universities have not applied for Assessment and Accreditation process.

Table 5.10(a): Total Valid Accredited Universities as on 4/5/2020

S.No.	Name of the University	Date Accredited and Validity	Grade
1	Sido Kanhu Murmu University, Dumka	**2.11.2018 & 1.11.2023**	**C**
2	Central University of Jharkhand	**15.07.2019 & 14.07.2024**	**B**
	Private University		
3	Jharkhand Rai University, , Ranchi	**26/09/2018 & 25.09.2023**	**C**

The Table shows Sido Kanhu Murmu University a state university was accredited in 2018 and was awarded C grade. The Central University of Jharkhan has obtained B grade and one private university, and that is Jharkhand Rai University, Ranchi is also accredited with C grade. The Sido Kanhu and the Jharkhand Rai University accreditation is valid upto 2023 and in the case of Central University of Jharkhand it is up to 2024.

It can be seen from the above analysis that the universities in Jharkhand need to improve their grades as two of the three are awarded C grades and the Central University of Jharkhand funded by the Centre has also obtained B grade. There is need for improving their grades in the next cycle and in this regard the IQAC has to take the initiative and due steps.

5.15.2 University-wise number of Affiliated Accredited Colleges:

There are totally 308 HEIs with a status of affiliated, constituent and also including three institutes of national importance. A detailed data on district-wise, university-wise about the 308 colleges is already presented. It shows out of 308 affiliated/ constituent colleges in the state (as shown in Appendix –VI) 14 colleges

are accredited in Revised Accreditation Format. The list also shows the number of colleges affiliated under each University

5.10 (b) University –wise Affiliated Accredited Colleges

S.No.	Name of the University	Grade
1.	Kolhan University,	7
2.	Nilamberi Pitamberi University,	3
3.	Ranchi University, Ranchi	3
4.	Vinoba Bhave University, Haziabad	1
	Total	14

The Table shows Kolhan University has 7 (50) % of the 14 colleges accredited. Nilamberi Pitamberi University and Ranchi University have each 3(21.43%) colleges accredited. The Vinoba Bhave University has only one college in the list of accredited colleges.

5.15.3 Grade wise number of affiliated colleges under CGPA

The Table-5.11(a) shows the Grade-wise classifications of affiliated colleges as on 2017 under each of the four universities. Kolhan University with 7 colleges has 1 College with B+ grade and remaining 6 Colleges have all obtained B grades. Remaining three colleges have no colleges with A grade Nilamberi Pitamberi University has 2 B grades and 1 C grade. The Table also shows 2 colleges with D grade.

Table – 5.11(a): Grade wise number of affiliated colleges under CGPA

University	Grades				Total
	B+	B	C	D	
Kolhan University	1	2	2	2	7
Nilamber Pitamber University	0	2	1	0	3
Ranchi University	0	0	3	0	3
Vinoba Bhave University	0	0	1	0	1
Total	1	4	7	2	14

5.11(b) The data on accredited Universities and colleges are combined to know the total number of HEIs accredited as on the date. The data are presented under Table 5.11(b).

Table 5.11(b) Grade-wise Data on Accredited Universities and Colleges

Grade	University	No. of Colleges	Total
B+	0	1	1
B	1	4	5
C	2	7	9
D	0	2	2
Total	3	14	17

The above table explains the details grade wise distributions of accredited institution of Jharkhand in Revised Accreditation Framework since July 2017. Totally 17 HEIs have been accredited so far up to July 2017 as shown in the Table 5.17.4. It is evident that 01 institution has obtained B+ grade i.e 01 college, 01 University and 4 colleges have obtained B grades and 2 universities and 7 colleges totalling 9 institutions have obtained C grades and 2 colleges have been awarded D grade.

5.16. Grade-wise Distribution by Classification of Colleges:

The Tables- 5.12(a), 5.12(b) and 5.12(c) shows the three classifications of 14 colleges accredited and graded by applying the Revised Accreditation Framework. The three groups of colleges are;

i. Government, Grand in-aid, and self financed colleges.
ii. Rural, Urban and Semi -Urban Colleges
iii. Women and Co-education colleges

i) Government and Grant –in Aid and Self-Financed Colleges:

The Table – 5.1(a) presents the grade wise Distribution of Government, Grant in-aid and Self-financed Colleges of the state. It reveals that 9 (64.29%) are Government and Grant-in-aid and 5(35.71%) are Self-financed colleges.

Table 5.12(a) Grade-wise Distribution of Govt., Grant-in-aid and Self-financed Colleges.

	Govt. and Grant in Aid		Self-Financed		Total	
Grade	Nos.	%age	Nos.	%age	Nos.	%age
B+	1	11.11	0	0	1	7.14
B	1	11.11	3	60.00	4	28.57
C	5	55.56	2	40.00	7	50.00
D	2	22.22	0	0	2	14.29
Total	9	100	5	100	14	100

ii) Rural, Urban, and Tribal Colleges

The next class is Rural, Urban and Semi-urban colleges. The Table 5.12(b) shows the grade wise distribution of Rural, Urban and Semi-Urban colleges in Jharkhand which have been accredited.

Table 5.12(b) Grades of Rural, Urban, and Tribal Colleges

Grade	Rural	Urban	Tribal	Total
B+	0	1	0	1
B	2	1	1	4
C	3	3	1	7
D	1	1	0	2
Total	6	6	2	14

It is found from the Table-5.12(b) that only one college under study has obtained B+ grade from urban area. Among the 4 colleges which have obtained B grade, 2 are from Rural and 1 each are from Urban and Tribal Area. It is found that

7 colleges have secured C grade and of which 3 each are from Rural and Urban areas and 1 is from Tribal area. Two colleges one from Rural and one from urban area have got the D grade.

iii) Women and Co-education colleges.

The next category is of Women and Coeducation colleges. The data are presented in Table- 5.12 (c).

5.12(c). Grade-wise Distribution of Women and Co-education colleges.

Grade	Women	Co-education	Total
B+	0	1	1
B	0	4	4
C	0	7	7
D	1	1	2
Total	1	13	14

The Table 5.12(c) shows that only one Women college in the list is found to have obtained D grade. Of the remaining 13 colleges, which are all coeducation colleges, 1 College has obtained B+, 4 colleges with B grade and 7 Colleges are accredited with C grade and only one college under coeducation is of D Grade.

The distribution of Women and Co-education colleges in Jharkhand is quite obvious as there is less number of exclusive women colleges.

5.16.1 Consolidated Data of Three Classes (New)

Table-5.13. presents the data on three class distribution of accredited institutions of the total 150 colleges/institutions accredited.

Table- 5.13: Consolidated Data on Three Groups

Classes	**Group - I**		**Group- II**			**Group - III**		**Total**
By Type	Govt. and Grant-in aid	Self-finance	Rural	Urban	Tribal	Women	Co-Ed	
No. of Colleges	9	5	6	6	2	1	13	42

The data on the three groups is consolidated together is also shown in the figure below. The Government and Grant in aid in relation to rural urban show equal distribution. Especially in the case of Women and Coeducation colleges, women colleges are nil in their representation.

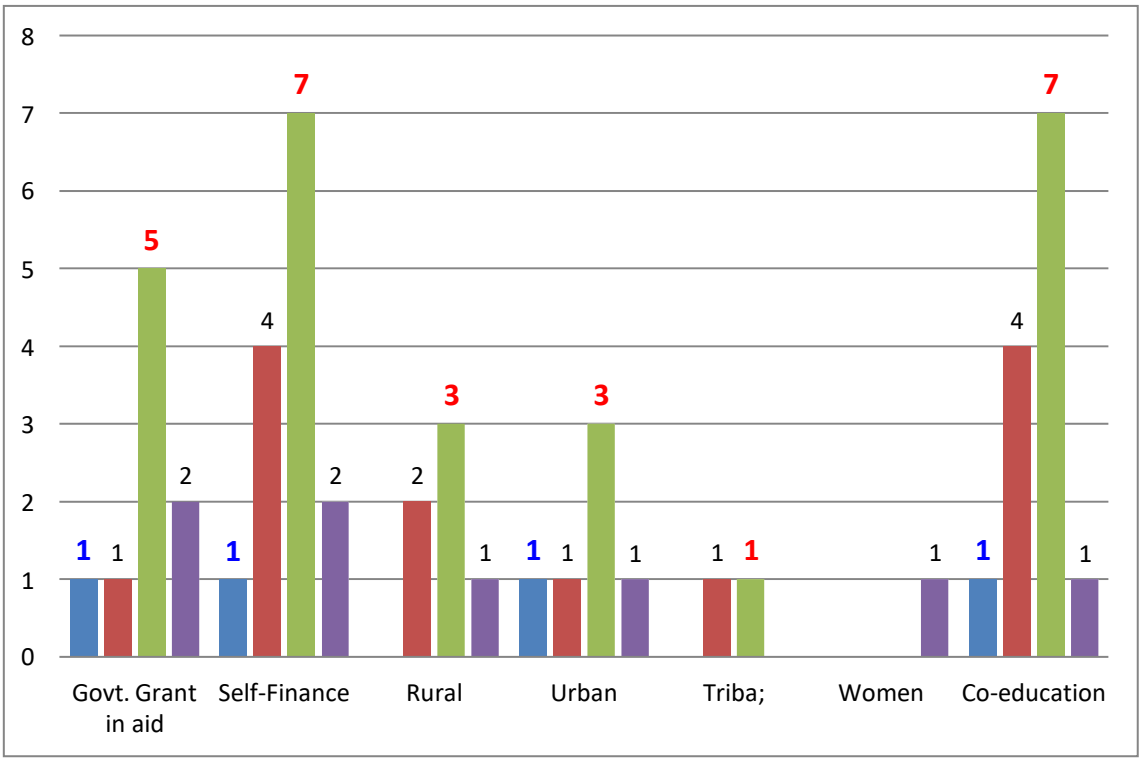

Fig. 8: Consolidated Data on three groups

It can be concluded that Government, Grant in Aid, Urban and Co-education colleges' are actively involved in the accreditation work and the Women's colleges seems to lag behind in this context and the reasons for this deficit has to be found out and remedied.

5.17 Summary:

The figures show how the 14 colleges have fallen in the three different groups of colleges which have been accredited by NAAC. It shows the Government and Grant in Aid and the Co-education institutions have been accredited with highest number of 9 and 13 colleges respectively. The next are the Urban based colleges ranked third and the number is 12 Colleges. The least number of colleges

that are accredited belong to the Women colleges. However these figures are not absolute in nature but they have to be seen in relation to the number of colleges/institutions in each of the above categories

5.18. Quantitative Analysis:

For the quantitative analysis the data are drawn from Data Validation and Verification (DVV) scores assigned by third party system, which are the generated scores by each institution under respective criterion and from Self Study Report submitted by the institutions. The statistical analysis is mainly based on the criterion-wise score sheet and overall weighted scores allotted to individual institutions. The quantitative analysis is based on the DVV scores of accredited institutions under CGPA system. The quantitative analysis is divided into two parts;

Part -I: Analysis of Universities
Part –II Analysis of Colleges.

Part – I: Analysis of Universities:

5.19. Analysis of the Accredited Universities in RAF:

There are all together 34 universities in Jharkhand (see Annexure I) out of that 6 (17.65%) universities had gone for the accreditations in the State prior to introduction of RAF. Out of the 6 earlier accredited universities 03 universities accredited in (RAF) of 2017, remaining of the universities have not gone for re-accreditation and some universities still not applied for Assessment and Accreditation process to the NAAC. The Table- 5.14(a) shows the number and percentage of universities of the State which have been accredited as per RAF. The analysis and the extent of accreditation process of these Universities are discussed here.

The Table- 5.14(a) shows the overall 3(60.00%) out of the 5 Registered universities have been accredited since RAF. Only State and Deemed Universities have been accredited accordingly.

Table-5.14(a): Number and Percentage of Universities Accredited

S.No.	Type of University	Total Number	Number Accredited	%age
1	Central	1(1)	1	100
2	State	8(1)	1	12.5
3	Private	9(2)	1	11.11
4	Deemed	1(1)	0	0
	Total	19 (5 Registered)	3(3)	17.79(60)

The ratio State Universities and the Deemed Universities shows only 01 (12.5%) state university is accredited out of 8 state universities and none of the deemed university has gone for accreditation.

Further the analysis of the universities by their location settings – Urban, Rural and Semi-urban has also been carried out, and the Table-5.14(b) shows the analysis of the accredited universities on the basis of their location and by types.

The data are observed from the university's locations. There are 02 private universities in semi-urban and rural locations and one each of Central and State universities in the rural areas. There is none in the Tribal location.

Table- 5.14(b): Locations and Types of Universities

Location	Type of University (Campus-wise)				Total
	Central	State	State Private	Deemed	
Semi-Urban	0	0	2	0	2
Rural	1	1	0	0	2
Tribal	0	0	0	0	0
Total	1	1	2	0	4

5.20 Universities by CGPA and Grading:

The Table- 5.15 shows CGPA and Grades awarded to 3 accredited universities/Institutes. It uses the seven criteria as already mentioned in a previous section. The Table also gives the CGPA obtained by the university, under individual criterion and also the overall grade for each university. These 03 universities have obtained B, C and C grades to 2.43 1.67 and 1.92 CGPA respectively, and the latter one is for the State Private University and the Central University with B grade with CGPA 2.43.

Table.5. 15: Distributions of Universities as per CGPA and by Grades

University	C1	C2	C3	C4	C5	C6	C7	CGPA	Grade
Central	3.08	2.63	1.55	3.02	2.00	1.97	2.77	2.43	B
Sido Kanhu Murmu	1.53	2.81	0.38	2.35	1.62	1.33	1.69	1.67	C
Jharkhand Rai	3.07	1.88	1.68	1.55	2.83	1.11	1.31	1.92	C

5.21 Analysis by Descriptive Statistics:

It is already mentioned that seven different Criterions to specifically identify them for the purpose of evaluation and then accrediting the university/Institute are introduced newly. The Grade Points Average (GPA) is applied to the seven criteria which give a deeper insight into the performance of the University/Institute.

Detailed analysis, therefore, has been carried out here and for this purpose, various descriptive statistics of the GPAs like Range, Minimum value, Maximum value, Standard Deviation (SD) and Skewness (SKW) of all the seven criteria have been carried out and presented in Table 5.16.

Table 5.16 Descriptive Statistics of University

Criterion	Range	Min.	Max.	Mean	Std. Dev.	Skewness
Curricular Aspects	2.25	1.33	3.58	2.60	1.15	-0.3
Teaching-learning and Evaluation	0.63	2.42	3.05	2.65	0.35	0.16
Research, Innovations and Extension	1.52	0.24	1.76	1.14	0.80	-0.27
Infrastructure and Learning Resources	0.93	2.10	3.03	2.57	0.47	-0
Student Support and Progression	1.49	1.62	3.11	2.20	0.80	0.32
Governance, Leadership and Management	1.56	0.15	1.71	0.84	0.79	0.17
Institutional Values and Best Practices	1.19	0.92	2.11	1.38	0.64	0.27

The above analysis is observed that there is a wide range in the value of the GPAs. The range of lower range values observed are 0.63 and 0.93 in the case of Teaching Learning and Evaluation and Infrastructure and Learning Resources. This implies lower dispersion in these two criterions and shows the interest and importance give by the of the university administration On the other hand higher range values 2.25 and 1.56 are observed in case of Curricular Aspects and Governance, leadership and management and the higher dispersion shows importance is to be given to these two criterions. Private management have mostly centralized administration hence the higher dispersion might be in Governance, Leadership and Management. .

5.21.1 Criterion by Type of University:

The data on Criterion by type of university is given in Table 5.16(a). There are only two types of universities it is not advisable to carry out high level statistical analysis for different types of universities as the total number of accredited

universities and number of universities for each type is very small, an attempt is made to find out the means for all the criterions and all types of universities and the same are represented in Table-5.16(a).

Table.5.16 (a): Criterion-wise and by Type of University Means

University	C1	C2	C3	C4	C5	C6	C7	CGPA
Central	2.90	2.49	1.41	3.03	1.88	0.67	0.92	2.34
State	1.33	3.05	0.24	2.57	1.62	0.15	1.11	1.61
State Private	3.58	.2.42	1.76	2.10	3.11	1.71	2.11	1.95
Overall CGPA	2.6	2.65	1.13	2.57	2.2	0.84	1.38	1.97

The above table shows the criteria wise and university wise analysis. It reveals that, Central University has scored highest points among three types of universities. From the seven criterions and also the overall CGPA compared to State of universities, which have scored lowest points in all the criteria and also in overall CGPA. The CGPA between State and State Private universities also shows the difference.

5.22 Accredited Colleges in RAF: An Analysis

There are totally about 308 colleges in the State of Jharkhand. However, out of total number of colleges only 14 (4.35%) colleges have been gone for accreditation in the state as on 4/5/2020. Some of the accredited colleges under due period and many Government, Grant- in- aid and Self financed non- grant undergraduate colleges have so far not applied for assessment and accreditation process of NAAC. The analysis of these colleges has been carried out on the basis of their location, source of funding, types of institutions, level of programmes offered and type of programmes being offered, and by gender category.

5.22.1. Location wise analysis:

The locations of colleges have been identified as in Urban, Rural and Semi-Urban and Tribal areas. The Table 5.17. (a) and the figure give the details of number of colleges in different locations. The below diagram explains the highest about 81(54%) colleges have been accredited in urban area and whereas about 45(30%) colleges are accredited from the Rural areas. The colleges from the Semi-urban area are accredited with 23(15.33%) and only one (0.67%) college from Hilly area is accredited. The Pie-chart gives a contrasting view of the colleges accredited in RAG from different locations as given in the Table.

Table 5.17(a): Location of Colleges

Location	No. of Colleges	%age
Rural	6	42.86
Urban	6	42.86
Tribal	2	14.28
Total	14	100.00

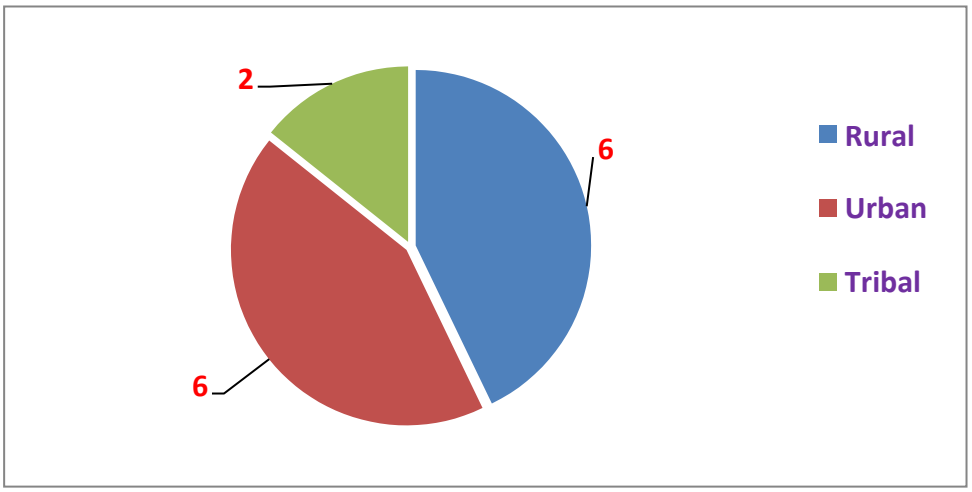

Fig -9: Showing Locations of Colleges

5.22.2. Source of Funding for Undergraduate Colleges:

The Table- 5.17 (b) and the adjoining diagram shows the details of funding for various colleges in Jharkhand. As already mentioned there are three types of colleges in Jharkhand so far, such as, Government, Grant in-aid and self financed non granted colleges. It is observed that highest number of 6 (42.86%) Colleges are under Government funded, and the next the Self-finance mostly of the private management. The funding (Grant in aid) for private colleges is on the decline and only 3 colleges are shown in this category.

Table.5.17 (b): Source of Finance for Colleges.

Source of Funding	No. of Colleges	%age
Government	6	42.86
Grant-in-aid	3	21.43
Self-finance	5	35.71
Total	14	100

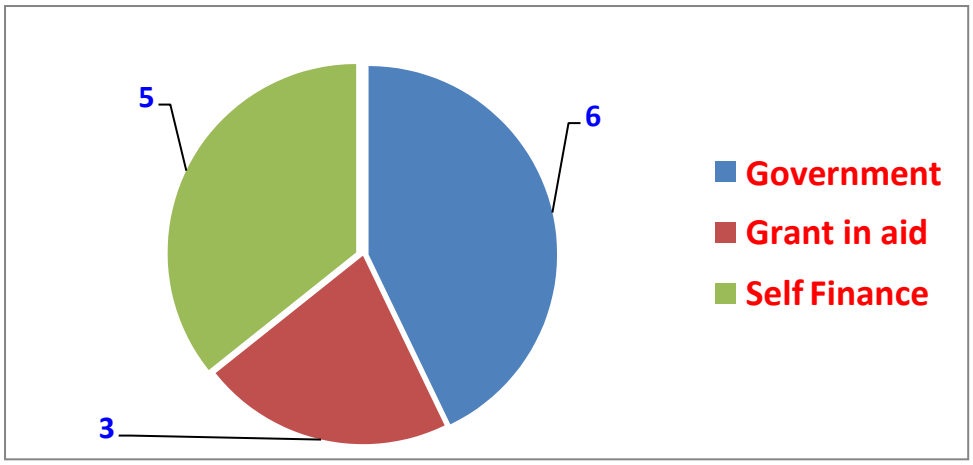

Fig-10: Number of Colleges by Source of Finance

5.22.3. Women and Co-education Colleges:

Apart from the types by source of finance there are colleges exclusively for male, women and some have co-education systems of education. The Table 5.21.3 shows the types of colleges by gender (Women) and co-education that are functioning in Jharkhand. The analysis of accredited colleges are generally

offering, Male students education, Women education and Co-education system are also found in the state.

Table.5.17(c): By Gender Types of Colleges

Gender Type	No. of Colleges	%age
Women	1	7.14
Co-education	13	92.86
Total	14	100

It is observed from Table that the maximum number of colleges with 13 (92.86%) numbers was in the context of Co-education mode, whereas 1 (7.14%) college is found from Women's colleges.

5.22.4. Analysis of Courses and Programmes offered by the Colleges:

Generally, the colleges are now offering both the undergraduate and postgraduate courses and programmes which are also parallel to those offered by the university departments. Many the colleges are granted permissions by the affiliating universities to offer postgraduate programmes along with the undergraduate courses.

The data on the accredited colleges under study in Jharkhand are also falling under these three categories; offering only undergraduate programmes, only postgraduate programmes and both undergraduate and postgraduate courses and programmes. The Table 5.17(d) presents the programmes offered by the accredited colleges in Jharkhand.

Table.5.17(d) Programmes and Courses Offered by Colleges

Programmes	**No. of Colleges**	**%age**
PG	0	0
UG and PG	5	35.71
UG	9	64.29
Total	14	100
Courses	**No. of Colleges**	**%ages**
Arts	10	31.25
Commerce	13	40.63
Sciences	8	25
Professional	1	3.13
Total	32	100

It is observed from the Table- 5.17(d) that 05(35.71%) accredited colleges are offering both undergraduate and postgraduate programmes, whereas 9 (64.29%) accredited colleges are offering only undergraduate and no college is offering exclusive postgraduate programmes

It is also further observed from the Table 5.17(d) that more number of accredited colleges are offering commerce courses 13 (40.63%), and then 10 (31.25%) colleges have arts, 8 (25%) colleges with science and only 1 college is offering professional course.

5.22.5 Analysis of Accreditation Cycles of the Colleges:

It is well known fact that accredited colleges have to go for reaccredited in a cycle of 2, 3, and 4 and so on. The interval for second and subsequent cycles is five years. The Table 5.17(e) reflects the colleges completing the cycles of accreditation and also the analysis of accreditation cycles of the accredited colleges in different cycles. It is observed that, 16 out of 17 accreditation cycles, colleges are accredited in first cycle, and only one college has gone for reaccreditation in the third cycle. However there are no data on 2nd and 4th cycles.

Table.5.17 (e): Cycle-wise Grade Analysis of Institutions

Grade	Cycle-1	Cycle-2	Cycle-3	Cycle-4	Total
B+	0	0	1	0	1
B	5	0	0	0	5
C	9	0	0	0	9
D	2	0	0	0	2
Total	16	0	1	0	17

Cycle Number	Number of Colleges	%age
1	13	92.86
3	1	7.14
Total	14	100

The Table -5.17(e) also shows in the first cycle 13 (92.86%) colleges have been accredited and only one in the third cycle.

5.22.6. Analysis of Overall Grades of colleges:

The NAAC in the final assessment and accreditation awards Grades to the Colleges that are accredited. The mode of grading has been altered several times due analysis of feedback and changing situation. The study has made the analysis of overall grades of colleges for all the 14 accredited colleges as per CGPA score during RAF since July 2017. The Table 5.17(f) shows the details explanations about declaration of grades awarded to the colleges with number of colleges receiving them, the same is discussed here with the tabulated data.

The Table 5.17(f) reveals that one each colleges have been obtained B+ B, C and D Grades which is secured by highest number of colleges.

Table.5.17 (f): Grades of the Colleges

Grades	Number of Colleges	%age
B+	1	07.14
B	4	28.57
C	7	50.00
D	2	14.29
Total	14	100

It is a guidance for all the colleges to know the lacunae in obtaining the higher grades on the other hand the colleges with higher grades can share their knowledge with their counter-parts and also the colleges with lower grades can visit them to make amendments to their gaps and prepare for the next cycle with a deterministic approach to secure at least one grade above the previous. This is also guidance for the Internal Quality Assessment Cell (IQAC) to make a study of other reports and arrange for continuous interaction with faculty and management of respective colleges.

5.22.7 Grade-wise distribution by type of Colleges:

As has been known in the previous sections the accredited colleges are classified as; Government, Grant-in-aid, Self-financed, Rural and Urban and also Women and Co-education colleges. In the next sections an analysis on the distribution of colleges that have secured different grades is presented.

The Table 5.17(h) presents the data on the basis of funding, location, and type of college which have been accredited. The grade wise distribution of Government, Grant in-aid and Self finance non granted colleges in Jharkhand during RAF is presented here in Table 5.17(g)

It is observed that, one each from Government, Grant in Aid colleges have secured B+ and B Grades and 5 colleges have obtained C and 2 Colleges D grade. In the case of self financed colleges 3 have obtained B grade and 2 have obtained

C and none in D grade. However, percentage of Government and grant in-aid colleges is more than the percentage of self financed colleges in B+ grade. Remaining all other grades, there is no significance difference in the percentage of self financed colleges and percentage of Government and grant in-aid colleges.

Table. 5.17(g): Grade-wise Distribution of Government and Grand-in-aid Colleges and Self-financed Colleges.

Grades	Govt. and Grant-in-aid		Self-Financing		Total	
	No.	%age	No.	%age	Nos.	%age
B+	1	11.11	0	0	1	7.14
B	1	11.11	3	60.00	4	28.57
C	5	55.56	2	40.00	7	50.00
D	2	22.22	0	0	2	14.29
Total	9	100	5	100	14	100

Among Government and Grant-in-aid colleges, one each has got B+ and B Grades. On the other hand in case of Self-financed colleges, got the 3 colleges with B Grade 2 colleges in C Grade. The highlighted portion of the Table shows most colleges in all three categories

5.22.8 Grade wise distribution of colleges by location:

The next presentation is relating to the location of colleges. The data are presented in Table-5.17(h). It shows the grade wise distribution of Urban, Rural and Tribal colleges which have been accredited.

The Table shows only 1 College in Urban area has obtained B+ grade. Further it is found that 2 Rural Colleges, 1 each in Urban and Tribal areas have obtained B grades and 3 Rural and 3 Urban and 1 Tribal Colleges have secured C grades and only 1 Rural college is in D grade.

Table.5.17(h): Grade-wise Distribution by Location of Colleges

Grades	Rural		Urban		Tribal		Total	
	No.	%age	No.	%age	No.	%age	Nos.	%age
B+	0	0	1	16.67	0	0	1	7.14
B	2	33.33	1	16.67	1	50	4	28.57
C	3	50	3	53.85	1	50	7	50.00
D	1	16.67	1	7.69	0	0	2	14.29
Total	6	100	6	100	2	100	14	100

5.21.9. Grade-wise distribution of Women and Co-education colleges:

The Table 5.17(i). Presents the data on the grades obtained by the Women and Co-education colleges in Jharkhand. It is observed that, out of 14 accredited colleges in Jharkhand no women colleges have been accredited and one college has non-accredited status.

Table.5.17(i): Grade-wise Data on Women & Co-education Colleges

Grades	Women		Co-education		Total	
	No.	%age	No.	%age	Nos.	%age
B+	0	0	1	7.69	1	7.14

B	0	0	4	30.77	4	28.57
C	0	0	7	53.85	7	50.00
D	1	100	1	7.69	2	14.29
Total	1	0	13	100	14	100

In the case of Co-education colleges accredited in RAF, it is observed that, 1 College has got B+ grade, 4 colleges with B Grade and large number of 7 colleges have obtained C grade and 1 College has not been accredited as it has D Grade.

5.23 Summary of RAF Analysis

In this part the analysis of the data on Universities and Colleges of Jharkhand state which have been accredited according to Revised Accreditation Format (RAF). To repeat 3 Universities and 14 Colleges have been accredited. The analysis also includes Seven Criterion-wise analysis with CGPA. A descriptive statistics is also given to understand the dispersion and skewness of the behaviour of data.

The analysis of data is also made on different parameters like State and Private Universities, in case of colleges the analysis is also made based on the management of colleges – Government, Grant in Aid, Self Financed, and so on. Further analysis is also made on academics, by location, Rural, Urban etc. and Tribal location. Analysis of data is also made for the women and coeducation colleges. The analysis has been attempted by Grades, by CGPA and Seven Criterion Matrix. All the data have been presented in Tables and Figures

References:

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CHAPTER – VI

Qualitative Analysis of Accredited Institutions

6.1 Introduction:

Jharkhand state came into being on 14th November 2000 as the 28th state of India. Rahman (2006, p7) states "the movement for a separate state of Jharkhand is a struggle spread over a century. The territorial dominion of Jharkhand is drawn from southern Bihar consisting of 24 Districts. The higher education in Jharkhand carries the tradition of Bihar state, which is industrialized due to its vast mineral resources. In order to cater to the needs of the technical and management manpower, the state has some pioneering institutions established in government and private sectors.

At the time of formation of the Jharkhand state there were three (3) state universities, one (1) agricultural university, two (2) institutes of national importance (Govt) and two (2) under Private management. Most of these are now highly reputed educational institutions imparting quality education in agriculture, management and engineering and technology. There are 322 first grade colleges in Jharkhand now spread in 24 districts and 162 colleges have come into being only after 2000 and many of them are the private unaided colleges, and the accreditation

process commenced in 1995 by the newly formed National Assessment and Accreditation Council (NAAC) and the evaluation of accreditation process of HEIs in Jharkhand has to be taken into consideration this time frame.

Now the accreditation status of higher educational institutions is discussed in the light of these aspects. The accreditation process is divided into two categories of institutions; i) Pre- Revised Accreditation Format and then ii) Revised Accreditation Format (RAF). The introduction the two methods with their dates has been discussed in the previous chapter.

6.2 Profile of Accreditation (Pre-RAF)

6.2.1 Assessment and Accreditation of Universities:

Of the 6 universities and 92 colleges were accredited. The Ranchi University, obtained B++, two universities, Central University and Vinoba Bhave University got B grade. Rest 3 universities have obtained C grades out of which one is a private University, the Jharkhand Rai University, Ranchi. The Ranchi University was established in 1960 and went for First Cycle accreditation only in 2017 and on the other hand the Vinoba Bhave University was established in 1993 and was accredited in 2016 (first cycle). The other three universities, namely Central, Kolhan and Jharkhand Rai Universities established in the years 2009, 2007 and 2012 respectively have gone for accreditation in 2019, 2016 and 2018 respectively for first cycle. It shows that Ranchi University, being the oldest among the six universities has not initiated and assessment and accreditation earlier and has completed only First cycle. The letter grades assigned to these institutions was based on Cumulative Grade Points Average (CGPA) in the 4 (0.50 to 0.25 range) point scale, which was introduced in the year 2016

6.2.1.1 Qualitative Analysis: Universities

Three universities with grades B++, B and C are analysed.

i) It is observed that all the 6 universities have major commitment of catering to the needs of the socially and economically backward students. .As such majority of the students enrolled are girls and so identified the extension of higher education in tribal areas is focussed by these universities. Admission by and large is done as per the UGC norms and state Govt. regulations. Due attention is given to cater the needs of the differently-abled students.

ii) The universities have moderately followed the UGC curriculum structure. Two universities are yet to implement the CBCS and semester scheme and some have skill oriented vocational courses (Add-on) Awareness programmes in the beginning of the academic session are conducted.

iii) Traditional methods of teaching are still prevailing. However in some universities ICT is inducted for teaching and learning and also for governance. Inadequate staff (teaching, and technical) is observed in all the universities. Provision of Deputed staff form the colleges is not that effective. Qualified and competent library staff is the need of the hour.

iv) Physical infrastructure, library facilities and IT infrastructure are in the developing process. Low resource mobilization, limited hostel facilities, scattered campuses, Physical space of establishment of universities varies from university to university. Strengthening of library resources be taken on priority. Language labs, IT infrastructure, employability for students, be considered along with the promotion of personality development programs, soft skill development and communication skills.

v) Student support and progression is well maintained and steps are taken to satisfy the student's promotional activities. The campuses are eco friendly, have gone for green auditing and involved is some innovative activities.

vi) Provision for access to women students, developing the university corpus funds, conservation of tribal heritage are some of the noted best practices The promotion of tribal culture and literature, motivated leadership and generous outlook of the UGC are some points of strength of these universities.

vii) Barring few universities the research grants are not properly explored weak research infrastructure and paucity of staff are the weaknesses. Extension and consultancy services are very poor. Promotion of collaboration, area specific consultancy service, promotion of interdisciplinary courses, collaboration, consultancy and university -industry interaction are some of the opportunities wide opened for the research in universities.

viii) IQAC activities are yet to pick up. Peer team reports have repeatedly insisted that the institutions should commit for the promotion of tribal areas Vacant posts and sanctions for new positions should be sought for. Feedback from stakeholders is not done systematically

ix) Welfare facilities for the staff are in place. Well defined organizational structure, vision and mission are formulated.

6.2.2 Assessment and Accreditation of Colleges:

As already stated elsewhere 92 colleges are accredited as per pre-RAF scheme under six universities. Highest number of colleges 20(21.74%) are accredited belonging to Vinobha Bhave and least number 9(9.78%) from Nilamber Pitamber University. Number of colleges coming under each of the six universities (Affiliating) is given in Appendix –I.

6.2.2.1 Quality Analysis: Colleges

i) Out of 92 colleges two have A, four (4) have B++, 12 are B+, 52 with B and 22 have obtained C grades. Even though the number of colleges with A and B++ are less, the B+ and B grades show reasonably good performance. The grading

again uses CGPA with 4 point scale (0.25-0.50 range).

ii) Most of them have undergone only First cycle, 10 have completed second and only two are in the third cycle. Excepting the two colleges, which are due for re-accreditation, during 2020, others are due between 2021 to 2024.

iii) It is generally observed that the institutions particularly colleges have take the assessment and accreditation process more seriously as they are committed to provide quality education through teaching, learning and providing adequate infrastructure. This point has to be noted when the colleges launch for the subsequent cycles. They must prepare documents as future record of achievements of their institutions and when they look back they must feel satisfied and aim towards further improvement in store. They just should put the things as randomly as possible and prepare their response to the IQAC.

iv) It is onus on the management which is also required to guide the institutions for the presentation in set practices and also towards achieving and setting their own bench marks for others to follow. So in the process the IQAC or the different committees are finding it difficult to complete the report. Hence they resort to making up of the facts even without evident practice and procedure, generating their own proceedings to justify the event conducted. Simply hide the facts from the peer team eyes.

iv) All these facts are taken from the display of documents nothing important and very essential information is not made available. For example permission granted by the authority, letters of appointments, plan documents, blueprints of the property, budget received other than government. Like this so many problems delay the work of preparing the SSR in the given framework.

v) Allotment of grants and utilization of grants, records of the programmes conducted, academic calendar, website, uploading of websites with latest information as well as essential documents required for online verification etc.. In this situation preparing the peer team report as well as the qualitative analysis becomes a farce which can be avoided an extra 10-15% time for each cycle to achieve to the perfection.

6.2.3 Summary:

The previous sections have given a descriptive account of accredited universities and colleges pre-RAF period. Out of the 06 universities, accredited there are 04 State universities, 01Central and 01 private university. Out of 92 Colleges there are 56 University constituent colleges, 15 Private Unaided, 5 Government, 9 local body and 7 Private Aided colleges are accredited. It is also found that out of 56 University constituent colleges (3) have obtained B++, 4, B+; 33, B; and 16 got C grades. From 15 Private Unaided colleges, 2, B+ and 12 are B and 1 got C grades. From 5 Government colleges, 2 got A, 1 has B+ and 2 got B grades. In case of (7) Private aided colleges,1 college got B++ and 1 got B+ and 1 has B and C grade for four colleges. Lastly (9) Local Body colleges 1 college has A grade, 7 colleges have obtained B and only one colleges has obtained C grade.

6.3 Profile of Accreditation (As per RAF):

6.3.1 Seven Criterion Revised Accreditation Format

The Revised Accreditation Format (RAF) was introduced in July 2017. It introduced seven criterions after several reviews as given below.

i) Curricular Aspects
ii) Teaching, Learning and Evaluation
iii) Research, Consultancy and Extension
iv) Infrastructure and Learning Resources
v) Student support and progression
vi) Governance, Leadership and Management
vii) Innovative and Best Practices

Each one of the criteria was evaluated with different facets such and assigned points. Based on the points obtained by different facets the average for each criterion was computer and then for seven criterions and then the CGPA was computed to arrive at the Grading.

Each one of them was given the Weightages between 100 to 350 points; and HEIs were categorized as Universities, Autonomous, Affiliated (Undergraduate) and Affiliated (Postgraduate) Colleges, totalling the weightages to 1000 points.

Further the for the grading purpose 4 point Cumulative Grade Points Average (CGPA) in the range 1.25 to 1.5 and to assign grades; A++, A+, B++, B+, B and C. for Accredited institutions and D grade for Not Accredited.

6.3.2 Qualitative Analysis: Universities

Three universities of Jharkhand have been accredited in the Revised Accreditation Format (RAF) which consists of (1) State and (1) Central and (1) Private university. The Table below shows the details of the universities accredited as per RAF. The analysis is based on the Peer Team Reports and analysis of grading sheet, and the summary of qualitative analysis provided at the end of each criterion, and the PTR Recommendation on the quality enhancement of the Institution.

Table 6.1: List of Accredited Universities as per RAF

S. No.	Name of the University(Category)	Grade/CGPA
1.	Central University of Jharkhand	B (2.34)
2.	Sido Kanhu University, Dumka (State)	C (1.61)
3.	Jharkhand Rai University, Ranchi (Private)	C (1.95)

1. The Central University of Jharkhand:

The Peer Team visited the campus from 27.06.2019 to 29.06.2019. The Peer Team's first perception about the university is, "this is a university, set in 26% of Tribal population and has been awarded as Centre of Excellence for Green and Energy efficient technology by MHRD for the clean and green campus.

In the context of seven criterions, the curricular aspects are well defined and maintain a quality with clear vision and mission. It has introduced some innovative areas studies in Green and Energy Efficient Technology. The thrust on research and its outcome is visible the report states. In the teaching, learning and evaluation also the university introduced facilities for advanced and slow learners. Use of ICT in teaching in some departments needs attention.

On the research aspects the university is also doing well and has introduced fellowships in name of noted scientists like, Ramanujam. The University is yet to get its campus as the it has got 500 acres of land to develop the new campus, so the infrastructure is yet to be created. At present ICT facility is yet to be created however the campus is Wi Fi enabled. The student support services are in place such as communication skill and employability schemes are available. There is strict anti-ragging policy and also a Grievance Redressal Committee.

University administration is decentralized with younger faculty taking administrative responsibility which is considered as counterproductive so there is need for filling up vacant non-teaching staff, with introduction of training programme for noting and drafting. The university has taken social responsibility measures through project like “Unnayan”.

Some of the notable recommendations are;

- Provide start-up grants to new faulty
- Industry Academia collaboration
- Full-pledged sports department
- Central Instrumentation Facility
- Departmental Library with requisite text and reference books
- Integrated /Undergraduate programme should be reintroduced.

2. Sido Kanhu Murmu University:

The Peer Team visited the campus from 24.09.2018 to 26.09.2018. It is an affiliating university. There is need for streamlined mechanism for the curriculum restructuring by collecting feedback from all stakeholders. The University has introduced some innovative courses to preserving heritage and environment and has also in the process of introducing new programmes relevant to tribal culture.

In case of teaching and learning, remedial and bridge courses are introduced. Use of educational technology is seen with introduction of NPTEL and MOOC. University might adopt centralized valuation for the early declaration of results.

Research policy needs improvement, the university provides seed money to faculty for promotion of research. On institutional social responsibility the students and faculty are encouraged through extension activities like the NSS unit in the rural areas and adopted a village.

The University is in the process of building infrastructure on all fronts including the library, sports, cultural, and ICT facility like strengthening the LAN and Wi Fi facility with adequate band width.

On the student support front it has a student body which takes several activities. However activities to increase placement needs attention. The university has established the IQAC which needs to be streamlined further. The efforts are required to make university to participate in NIRF. Finally on the institutional values and best practices the university has adopted measures to implement solid, liquid and e-waste management. Though there is recharge system but needs improvement for RWH facility.

The report provides a schedule of overall analysis on SWOC which are to be noted for future enhancement.

The key recommendations are:

- Filling of vacant teaching and non-teaching positions.

- Introduction of new courses
- Interdisciplinary research
- Regular Academic and Administrative Audit (AAA) and financial audit be conducted.
- Campus infrastructure development, Sports, Hostel, Wi Fi and transport facilities

3. Jharkhand Rai University:

The Peer Team visited from 30.08-2018 to 01.09.2018. The first perception of the Peer Team shows, the university has adopted CBCS and 20% credits to MOOC courses. It caters to the needs of social justice category students and has good student support with peer mentoring.

On the curriculum front the university needs to improve the constitution of the Academic Council and therefore need improving the curriculum. However feedback from stakeholders is obtained and reviewed to improve the curriculum. The university has introduced programmes relevant to local needs but it has introduced Ph.D. in which there is no expertise. The university is advised to strict to the programmes listed by UGC. Though the student teacher ratio is maintained only a few senior level teacher and with few Ph.D. are available which lacks expertise. The evaluation system is well placed.

On the research areas the university needs improvement as there are limited number of research papers need to enhance the research facility and rigorous and high quality research is to be encouraged.

The University is on a temporary campus and the permanent campus is yet to be created in full. So the physical facilities like class rooms, labs, library and the administrations are limited. Sports facilities are inadequate. The ICT facility needs improvements as it has three different bandwidth leased lines and Wi Fi is available however the class rooms are ICT enable. Campus has CCTV and Biometric facilities. Student support facility needs improvement even thought adequate

security is maintained. Student council is not active. So other measures need to be attended well.

There is need to improve the governance and not apparent to meet the stated vision and mission. Decentralisation in administration is needed. The security measures are adequate. But the common room for girls especially are not adequate. Waste disposal needs improvement Hygiene in Hostels and Canteen need maintenance. Overall there is need for improvement in institutional values and best practices aspects. The SWOC analysis needs to be examined critically to bring the needed improvement and enhancement of quality.

The key recommendations and comments are:

- Need for permanent campus is stress to improve academic, research and administrative facilities
- Post-facto approval of major academic decision be avoided and in curriculum implementation
- SWAYAM and other engineering core courses be adopted
- Leadership needs attentions
- Senior teachers be appointed and young teachers be encouraged to do Ph.D., and ratio of different categories of teachers be maintained.
- IQAC functioning be improved.
- Transparency in evaluation of answer scripts is suggested
- Insurance for mining engineering students should be introduced.

6.4 Summary:

Of the three universities accredited only the Central University has the potential to improve and enhance the quality, however it needs to develop its own campus. Among other two universities, the state university has also good vision and expected to enhance quality in coming years. However in the case of Jharkhand Rai University, there is need for stringent measures to build infrastructure, good governance and other infrastructure facilities. It is just few years old hence there is need for gestation time to improve but its CGPA is better than the State university is surprising as the latter's evaluation is above the former.

The descriptive statistics of accredited universities in all the above instances has also been discussed in this report and presented in Chapter-5.

6.5. Quality Analysis: Accredited Colleges:

The Table 6.5 provides the University –wise affiliated colleges that have been accredited as per RAF. Totally 14 colleges are accredited and the Table shows the number of colleges accredited under each university.

Table-6.2: University-wise Number of Affiliated Colleges Accredited

S. No.	Name of the University(All State)	No. of Colleges
1.	Kolhan University, Chaibasa	7
2.	Nilamber-Pitamber University, Medininagar	3
3.	Ranchi University, Ranchi	3
4.	Vinoba Bhave University, Hazaribagh	1
	Total	14

The highest number of 7 (50%) colleges are accredited are from Kolhan University. Vinoba Bhave University has only one affiliated accredited college. The analysis of all the colleges is made on following parameters.

- Grade-wise performance with CGPA Score
- Grade-wise performance of Government, Grand in Aid and Self-finance colleges – Source of Funding
- Region-wise – Rural and Urban Colleges
- Women and Coeducation Colleges
- Courses and Programmes offered by colleges
- Cycle(s) of Accreditation
- Grade-wise distribution of colleges coming under different categories as mentioned above.
- A descriptive statistical analysis calculating percentages, means, Standard deviation and dispersion of data for each of the above distributions and categories of colleges are also presented.

6.6. Quality Analysis Summary

The quality assessment based on Seven Criterions has found to be distinct from all earlier assessment and evaluation processes. It has given more insight into the rationalization of evaluation system and brings transparency and also to examine the fulfil of the mission goals of the institution being assessed and accredited. The summary is based on such a perception and the Colleges under study are presented with such a quality analysis outcome.

It is found that the colleges which have obtained B and above grades have potential to enhance their quality just by fulfilling some of the minor gaps identified in the Recommendations and also the overcoming the Weakness and utilizing the opportunities as found from the SWOC analysis presented at the end of Peer Team Report.

It is further observed that the colleges under the Private Unaided management have an iota of autonomy and flexibility to adopt improvements in all areas of the assessment parameters. The instance of a constituent college under university shows it has better infrastructure but has to function within the framework of the parental administrative body of the Institution. It has in fact it meets all academic and administrative requirements.

It is also found that the Peer Team considered some criterion such as Minority Colleges, Rural and Tribal environment and gender parlance in awarding grades to the colleges.

Key lacunae identified in all the colleges under assessment are in the areas of:

i) Research and Consultancy ii) Collaboration iii) Lack of publications by the faculty iv) Lack of research qualifications (Ph.D.) of the faculty members

especially the younger faculty v) Improvements in the ICT facilities vi) Library and Information Services vii) Feedback system from the stakeholders viii) Institutional Social Responsibility. ix) Improvement in student: teacher ratio x) Extension and Outreach activities.

6.7. Summary of Recommendations by Peer Team:

These are some key recommendations culled out from the PTR of the Institutions and they are presented here for reference and guidance.

- Add-on skill based job-oriented courses
- Communication skill and student employability
- Establishment of Language Laboratory
- Strengthening of IQAC
- Formation of Alumni Association
- Improvement of Feedback System including Online feedback
- Hostel Facilities
- ICT facilities with adequate bandwidth with Campus-wide Wi Fi
- Faculty attending to National and International Conferences and Seminars.

CHAPTER – VII

SYLLOGISM

7.1 Introduction

The establishment of National Assessment and Accreditation Council (NAAC) in 1995 in pursuance to the recommendation of the National Education Policy, 1986 (Amended 1992) is a landmark development in imparting quality higher education to the younger generation of India. It is well known fact the potentiality of seeking higher education in this country is looked from majority of the eligible population is in age group of 25-40 years. The key objective of the UGC and the Government is also reach more and more population to involve in higher education and with the recommendations of the National Knowledge Commission more and more distance and online education programmes were introduced supported by the nation-wide National Knowledge Network, through which online teaching and learning was promoted through projects like SWAYAM, Shiksha, ePGPathshaala and NPTEL. It also recommended establishment of state wide Central Universities, Indian Institutes of Technology and Indian Institutions of Management and also strengthen the state universities by ambitious project called "Rashtriya Uchchatar Shikshan Abhiyan" (RUSA) (National Higher Education Mission) a holistic scheme for the development for higher education in India which was initiated in 2013 by the Ministry of Human Resource Development, Government of India. The liberal policy of Government also brought in to encourage establishment of private universities too.

The growth of higher education with this dimension also needed to maintain imparting quality education and number of assessment and accreditation bodies were established with a primary objective to understand the "Quality Status" of an educational institution especially those imparting higher education. So this accorded NAAC since its establishment conducting quality assessment process to all Higher Educational Institutions in all sectors, subjects and areas. The work of

NAAC which has been widely recognized now is now more than 25 years in existence and to look back on its performance similar kinds of case studies are made to know whether its visualized mission has been achieved or not and if it has achieved to evaluate its success, then Karnataka in particular, since inception of NAAC. India has one of the largest higher education systems in the world and ranks 5th after USA, UK, Germany and China, but whether it has also been maintaining that rank also in quality of imparting higher education, which is the gateway for many young aspirants in search of comfortable livelihood. It is therefore imperative that the NAAC also stresses on this aspect, so that the confidence of the younger populace of country is built with hope and ambition. Since the new millennium professional education scenario has completely transformed in India and as a result numbers of new technical and professional universities have also increased in number. So new accreditation bodies have been created and designated to assess the new entrants.

Nevertheless it is implied that the NAAC has brought quality consensus among the higher educational institutions, which has definitely improved the institutional infrastructure to provide least institutional visibility to the stakeholders. This has to be therefore viewed in contrasting perspective how far this has effected on the quality of education imparted to the stakeholders. A bird's eye view of higher educational institutions profiles shows that they are more or less keen on creating infrastructure than on the curricular or governance aspect. Many higher educational institutions are going for quality assessment through other regulatory and quality standardization institutions like, National Board of Accreditation (NBA), Bar Council of India, Medical Council of India and the International Organisation for Standardisation (Quality) (ISO) and so on. These exercises seem to be marketing strategies of the institutions to attract more and more learners to build their infrastructure and creating more physical assets.

The report has broadly viewed the overall accreditation process in India as exercised by the NAAC. In order to assess the relevance and outcome such an exercise State case studies are undertaken to further improve the entire assessment process by identifying the gaps through the different evaluation parameters revised time and again and also through the SWOC (Strength Weakness, Opportunities and Challenges) analysis. This case study is on Jharkhand state the 28th State of India formed in the year 2000.

In the last 25 years NAAC has accredited 609 Universities and 12801 colleges in different cycles (Table-54 (a)). It is also shown that 1905 higher educational institutions have obtained A grade, B Grades by 5625 and 1000 have C grades. This is not a fairer view of the quality status as the number of institutions with lower grades are much higher than the A grades. So it is for the universities and colleges to do introspection and would look forward to better grading in this next and subsequent cycles. The setting up new universities by the Governments – both state and central and also by the private entrepreneurs is on the rise since the outcome of National Knowledge Commission in order to enhance the percentage of students pursuing university education which was then estimated to be around 10-12% of young education aspirants' population in the country. The number of colleges has also grown in number as a result and thus the load on NAAC for accreditation has naturally increased. It is also envisaged that the educational institutions need some gravitation time to go for accreditation as they require building the necessary infrastructure and also attracting the students. During these 25 years it can be presumed that the NAAC has done a very admirable job and has also created awareness about the "quality" in education among the higher educational institutions and also some improved situation is visible clearly now.

7.2 Changes in the Grading Systems:

NAAC initially has started grading the institutions after assessment awarding 'Stars' – One to five stars. Gradually after gainful experience and looking forward to new grading pattern it has changed them nearly five times and the profile of changes made in the institutional grading system is presented in Table - 5.1.1. It started awarding 1 -5 Stars (Lowest to Highest) then Alphabets A-D combining with plus (+) sign, the CGPA – Range (4) and CGPA-Range (9) and since July 2017 it has adopted the Seven Criteria and CGPA grading system. This report presents the institutions which have been graded on this new system.

7.3. Analysis of SWOC:

The study has also made a SWOC (Strength, Weakness, Opportunities and Challenges) of higher educational institutions (HEIs) in Jharkhand. The analysis made separately for Universities and Colleges. They are further evaluated by means of Seven Criterions already suggested by NAAC and the entire analysis appears in Chapter IV.

7.4 Status of Institutional Grades in New System: Jharkhand

This study is done for the Jharkhand State exclusively. According to the new system of grading three Universities, comprising one (1) State university one (1) Central University and one (1) Private University. The grades are B for Central University and each of State and Private Universities have obtained C grade.

There are 14 Colleges under four universities which are accredited and all of them are from the state affiliated colleges. Out of them one (1) colleges has obtained B+ grade, four (4) colleges with B grades, seven (7) colleges with C grade and two (2) have obtained D grades means not accredited. Most of the colleges have completed first cycle of accreditation Analysis of colleges

Accredited is also augmented with location, Gender, sources of finance, courses and programs offered. Further a descriptive statistical analysis is also presented for them.

7.5 End Note:

The educate in higher education in India and in Jharkhand are coming from different social, economic, educational and even religious strata and background. The Jharkhand has a specific tribal population and to deal with such a diverse student population in HEIs is a challenge and the NAAC would device a mechanism in this regard and interpolate the same in the SSR sent by the respective universities and colleges seeking accreditation.

Appendix - I **State Universities**			
Sl. No.	**Name of the University**	**Year Estd.**	**No. of Colleges**
1	Binod Bihari Mahto Koyallanchal University, Dhanbad	2017	54
2.	Dr. Shyama Prasad Mukherjee University, Ranchi	2017	
3	Jharkhand Raksha Shakti University, Ranchi	2016	
4	Kolhan University, Chaibasa	2009	49
5	Nilamber Pitamber University,Medininga r Daltonganj	2009	41
6	Ranchi University, Ranchi	1960	70
7	Sidu Kanhu Murmu University, Dumka	1992	42
8	Vinoba Bhave University, Hazaribagh	1992	66
	Total		322

Appendix - II **Central University**		
Sl. No.	**Name of the University**	**Year Estd.**
1	Central University of Jharkand, Ranchi	2009

Appendix - III **Subject Universities (State)**		
Sl. No.	**Name of the University**	**Year Estd.**
1	Birsa Krishi Vishwavidyalay, Ranchi	1981
2	Jharkhand University of Technology, Ranchi	2011
3	National University of Study and Research in Law, Ranchi	2010

Appendix -IV **Private Universities and Institutions**		
Sl. No.	**Name of the University and Place**	**Year Estd.**
1	AISECT University, Hazaribagh	2016
2	Amity University, Ranchi	2016
3	Arka Jain University, Gumharia	2017
4	Capital University, Ranchi	2018
5	ICFAI University, Ranchi	2008
6	Jharkhand Rai University, Ranchi	2011
7	Netaji Subhas University, Pokhari, Jamshedpur	2018
8	Pragyan International University, Ranchi	2016
9	Radha Govind University, Ramgarh	2018
10	Ramchandra University, Palamu	2018
11	Ram Krishana Dharmarth Foundation University, Ranchi	2018
12	Sai Nath University, Ranchi	2012
13.	Sarala Birla University, Ranchi	2017
14	Usha Martin University, Ranchi	2012
15	YBN University, Ranchi	2017

Appendix - V **Institutes of National Importance**			
Sl. No.	Name of the Institute	Year Estd.	Type
1.	Birla Institute of Technology*, Mesra	1955	Private Deemed
2.	CSIR Central Institute of Mining and Fuel Research, Dhanbad	2014	Central Govt.
3.	Indian Institute of Information Technology, Ranchi	2016	State Govt.
4.	Indian Institute of Management, Ranchi	2009	Central Govt.
5.	Indian Institute of Technology(Indian School of Mines) Dhanbad	1926	Central Govt.
6.	National Institute of Technology, Jharkhand, Jamshedpur	1960/2002	State
7.	Xavier School of Management* (XLRI) Jamshedpur	1949	Private Deemed

Appendix - VI **List of Colleges Accredited Showing CGPA, Grade and Period of Accreditation Validity (Prior to RAF)**					
Sl. No.	**Name of the College**	**University**	**CGPA**	**Grade**	**Accreditation valid up to**
1	Chotanagpur Law College, Ranchi - 834010 (First Cycle)	Ranchi (PU)	2.71	B	24-05-2021
2	Imamul Hai Khan Law College, Sector-6, Bokaro Steel City – 827006 (First Cycle)	Binod Bihari Mahto(PU) Koyalanchal	1.83	C	24-05-2021
3	J. M. College, P. O. Bhurkunda Bazar, Dist. Ramgarh, Patratu – 829106 (First Cycle)	Vinoba (UN)Bhave	2.02	B	18-01-2021
4	Jamshedpur Co-operative College, Jamshedpur – 831001 (First Cycle)	Kolhan (UN)	2.36	B	24-05-2021
5	Manrakhan Mahto B.Ed. College, Ranchi – 835217 (First Cycle)	Ranchi (PU)	2.36	B	18-02-2021
6	Raja Shiva Prasad College, Jharia, Dhanbad – 828111 (Second Cycle)	Ranchi (PU)	2.59	B	18-01-2021
7	Ramgarh College, Ramgarh – 829122 2(Second Cycle)	Vinoba Bhave (UN)	2.01	B	14-11-2020
8	S. S. L. N. T. Mahila Mahavidyalaya, Dhanbad – 826001 (First Cycle)	Binod Bihari Mahto(UN) Koyalanchal	2.3	B	14-11-2020
9	A. S. College, Satsang Chowk, Deoghar 814112. (First Cycle)	Sidu Kanhu Murmu	2.51	B+	29-10-2022
10	Aditya Narayan College, Dumka – 814101 (First Cycle)	Sidu Kanhu (Govt)Murmu	2.58	B+	21-02-2022

11	Al-Iqra Teacher's Training College, Dhanbad – 828109 (First Cycle)	Binod Bihari Mahto Koyalanchal(PU)	2.49	B	04-11-2021
12	Baharagora College, Baharagora, East Singhbhum – 832101 (First Cycle)	Kolhan (Un)	2.06	B	29-10-2022
13	Baldeo Sahu College, Lohardaga – 835302 (First Cycle)	Ranchi (UN)	1.87	C	29-10-2022
14	Bethesda Women Teacher's Training B.Ed. College, Ranchi 834001 (First Cycle)	Ranchi (UN)	2.67	B+	08-06-2022
15	Bhagwat Jha Azad College, Kundahit, Jamtara – 815359 (First Cycle)	Siddhhu Kanhu(UN)	1.62	C	27-03-2022
16	Bindeshwari Dubey Awasiya Mahavidyalaya, Pichhri, Bermo, Phusro – 829144 (First Cycle)	Binod Bihari Mahto Koyalancharl (LO)	2.02	B	11-09-2022
17	Binod Bihari Mahato College, Baliapur, Dhanbad – 828201 (First Cycle)	Binod Bihari Mahato (PA) Koyalanchal	1.57	C	27-03-2022
18	Bokaro Mahila College, Sector III/E, Bokaro Steel City – 827003 .(First Cycle)	Binod Bihari Mahato (LOC)Koyalancha l	2.13	B	29-10-2022
19	Bokaro Steel City College, Bokaro Steel City – 827006 (First Cycle)	Binod Bihari Mahato (UN)Koyalanchal	2.32	B	15-09-2021
20	Chas College, Bokaro Steel City – 827013(First Cycle)	Binod Bihari Mahato (UN)Koyalanchal	2.01	B	04-11-2021
21	Chatra College, Chatra – 825401 (First Cycle)	Vinoba Bhave (UN)	2.6	B+	22-01-2022
22	Chotanagpur College, Ramgarh – 829117 (First Cycle)	Vinoba Bhave (UN)	1.87	C	04-11-2021
23	Dinesh College of Education (B.Ed.),	Nilamber-Pitamber (PU)	2.51	B+	11-09-2022

	Farathiya, Hoor, Garhwa – 822114 (First Cycle)				
24	Doranda College, Ranchi – 834002 (Second Cycle)	Ranchi, (UN)	2.55	B+	04-11-2021
25	Dr. S. Radhakrishnan Teachers' Training College, Sukarigarha, Ramgarh – 825101 (First Cycle)	Vinoba Bhave(PU)	2.55	B+	29-10-2022
26	Ghatsila College, Powrah, Ghatsila, East Singhbhum – 832303 (First Cycle)	Kolhan (Govt)	3.07	A	29-10-2022
27	Godda College, Godda – 814133 (First Cycle)	Sidu Kanhu Murmu (UN)	2.16	B	11-09-2022
28	Gopinath Singh Mahila Mahavidyalaya, Kalyanpur, Garhwa822114 (First Cycle)	Nilamber-Pitamber (PU)	2.09	B	22-01-2022
29	Jagannath Jain College, Jhumri Tilaiya 825409 (Second Cycle)	Vinoba Bhave (UN)	2.1	B	15-09-2021
30	Jagannath Nagar College, Sector III, Dhurwa, Ranchi – 834004 (First Cycle)	Ranchi (UN)	2.09	B	29-10-2022
31	Jamshedpur Women's College, Bistupur, Jamshedpur – 831001 (Third Cycle)	Kolhan (Govt)	3.06	A	29-10-2022
32	Jamshedpur Workers' College, Mango, Jamshedpur – 831012 (Second Cycle)	Kolhan (UN)	2.33	B	22-01-2022
33	Jawahar Lal Nehru College, Chakradharpur,– 833102 (First Cycle)	Kolhan (UN)	1.86	C	29-10-2022
34	Jharkhand College, Ghutwali, Dumri – 825106 (First Cycle)	Vinoba (Loc)Bhave	2.56	B+	29-10-2022
35	Jubilee College, Bhurkunda, Ramgarh – 829135 (First Cycle)	Vinoba (PA)Bhave	1.89	C	21-02-2022

36	K. B. Women's College, Hazaribag 825301 (First Cycle)	Vinoba Bhave (UN)	2.81	B++	15-09-2021
37	K. S. G. M. College, Nirsa, Dhanbad 828205 (First Cycle)	Binod Bihari Mahato (UN)Koyalanchal	2.31	B	29-10-2022
38	Karam Chand Bhagat College, Bero, Ranchi – 835202 (First Cycle)	Ranchi (UN)	2.11	B	01-05-2022
39	Kartik Oraon College, Gumla – 835207 (Second Cycle)	Ranchi)PA)	1.85	C	11-09-2022
40	Katras College, Dhanbad – 828114	Binod Bihari Mahato (UN)Koyalanchal	2.39	B	29-10-2022
41	Krishna Ballav College, Jarangdih, Bermo – 829113 (First Cycle)	Binod Bihari Mahato Koyalanchal (Govt)	2.22	B	29-10-2022
42	Kumar Kalidas Memorial College, Belia Danga, Pakar – 816107 (First Cycle)	Sidu Kanhu Murmu (UN)	2.12	B	29-10-2022
43	Kumaresh International B.Ed. College, Rajwadih, Medininagar, Daltonganj, Palamu – 822118 (First Cycle)	Nilamber-Pitamber (PU)	2.1	B	27-03-2022
44	Lal Bahadur Shastri Memorial College, Karandih, Jamshedpur – 831002 (First Cycle)	Kolhan (UN)	1.9	C	29-10-2022
45	Langta Baba College, Babagram, Mizaganj, Giridih – 815315 (First Cycle)	Vinoba (UN)Bhave	2.19	B	29-10-2022
46	Maa Vindhyavashini College of Education, Karamtand, Surjapura, Padma, Hazaribagh – 825411 (First Cycle)	Vinoba Bhave (PU)	2.28	B	18-07-2022

47	Madhupur College, Patherchapti, Madhupur 815353.(First Cycle)	Sidu Kanhu Murmu (UN)	2.03	B	29-10-2022
48	Mahila College, Chaibasa – 833201 (Second Cycle)	Kolhan,(UN)	2.14	B	21-02-2022
49	Markham College of Commerce, Hazaribag 825301 (First Cycle)	Vinoba Bhave (UN)	2.32	B	21-02-2022
50	Mayurakshi Gramin College, Ranishwar, Dumka – 814148 (First Cycle)	Sidu Kanhu Murmu (LOC)	2.24	B	27-03-2022
51	P. T. P. S. College, Patratu, Ramgarh – 829119 (First Cycle)	Vinoba Bhave (UN)	1.81	C	21-02-2022
52	Parasnath Mahavidyalaya, Nimiyaghat, Giridih – 825167 (First Cycle)	Vinoba Bhave (UN)	2.13	B	29-10-2022
53	RTC College of Education, Buti, Ranchi 834009(First Cycle)	Ranchi)PU)	2.33	B	29-10-2022
54	Rajeev Gandhi Memorial Teachers' Training College, Digwadih, Patherdih, Dhanbad – 828119.(First Cycle)	Binod Bihari Mahto Koyalancharl (LOC(	2.37	B	29-10-2022
55	Ram Narayan Yadav Memorial College, Barhi, Hazaribag – 825405 (First Cycle)	Vinoba Bhave (UN)	2.41	B	29-10-2022
56	Rama Devi Bajla Mahila Mahavidyalaya, Deoghar – 814112 (First Cycle)	Sidu Kanhu Murmu (UN)	2.28	B	01-05-2022
57	Ran Vijay Smarak Mahavidyalaya, Chas, Bokaro Steel City 827012 (First Cycle)	Binod Bihari Mahto Koyalancharl (Loc)	2.44	B	21-02-2022
58	Ranchi Women's College, Ranchi 834001 (Second Cycle)	Ranchi (UN)	2.76	B++	11-09-2022

59	S. B. S. S. P. S. J. College, Pathargama, Godda – 814147 (First Cycle)	Sidu Kanhu Murmu (PA)	2.01	B	01-12-2021
60	Sahibganj College, Sahibganj – 816109 (First Cycle) Re-visit	Siddhhu Kanhu (UN)	2.42	B	29-10-2022
61	Santal Pargana College, Sonuadangal, Dumka – 814101 (First Cycle)	Siddhhu Kanhu	2.25	B	21-02-2022
62	Santal Pargana Mahila Mahavidyalaya, Dumka – 814101 .(First Cycle)	Siddhhu Kanhu (UN)	2.28	B	29-10-2022
63	Silli College, Tutki Nawadih, Silli,– 835102.(First Cycle)	Ranchi (UN)	2.01	B	29-10-2022
64	Sindri College, Sindri, Dhanbad 828122 (First Cycle)	Binod Bihari Mahto (GOVT) Koyalancharl	2.02	B	29-10-2022
65	Singhbhum College, Chandil – 832401 (First Cycle)	Kolhan (UN)	2.14	B	29-10-2022
66	Sri R. K. Mahila College, New Barganda, Giridih – 815301 (First Cycle)	Vinoba (UN)Bhave	2.02	B	11-09-2022
67	St. Columba's College, Hazaribag 825302 (First Cycle)	Vinoba Bhave (UN)	2.85	B++	22-01-2022
68	Surat Pandey Degree College, Sahijana, Garhwa – 822114 (First Cycle)	Nilamber-Pitamber (LOC)	1.51	C	15-12-2021
69	Swami Sahajanand College, Chas, Bokaro Steel City – 827013 (First Cycle)	Binod Bihari Mahto (UN)	2.12	B	29-10-2022
70	Tata College, Chaibasa – 833202 .(First Cycle)	Kolhan (UN)	2.57	B+	29-10-2022
71	The Graduate School College for Women, Jamshedpur – 831001 (Second Cycle)	Kolhan (UN)	2.39	B	08-06-2022

72	Visthapit Mahavidyalaya, Balidih, Bokaro Steel City – 827014 (First Cycle)	Binod Bihari Mahto (UN)	2.03	B	27-03-2022
73	Yodh Singh Namdhari Mahila Mahavidyalaya, Daltonganj – 822101 (Second Cycle)	Nilamber-Pitamber (UN)	2.04	B	27-03-2022
74	Yogda Satsanga Mahavidyalaya, Jagannathpur, Dhurwa, 834004 .(First Cycle)	Ranchi (PA)	2.89	B++	29-10-2022
75	Bhadrakali College, Itkhori, Chatra – 825408.(First Cycle)	Vinoba Bhave (UN)	1.58	C	26-11-2022
76	Bharat Sewak Samaj Mahila Mahavidyalaya, Dhanbad – 826001.(First Cycle)	Binod Bihari Mahto Koyalancharl (UN)	1.71	C	26-11-2022
77	Bokaro Steel Mines College, Bhawnathpur, Daltonganj, Garwha – 822112.(First Cycle)	Nilamber-Pitamber (PA)	1.66	C	26-11-2022
78	Janjatiya Sandhya (Degree) Mahavidyalaya, Mihijam, Jamtara – 815354 (First Cycle)	Siddhhu Kanhu (UN)	1.89	C	26-11-2022
79	Mahila Mahavidyalaya, Kargil Chowk, Bhagalpur Road, Godda – 814133.(First Cycle)	Siddhhu Kanhu (LOC)	2.03	B	26-11-2022
80	Ram Narayan Memorial College, Hunterganj, Chatra – 825403.(First Cycle)	Vinoba Bhave (LOC)	2.02	B	26-11-2022
81	Kashi Sahu College , Kharsawan, Seraikella - 833219 (First Cycle)	Kolhan (UN)	1.55	C	25-09-2023
82	Karim City College ,Post Sakchi,Jamshedpur - 831001 (Third Cycle)	Kolhan (PA)	2.60	B+	25-09-2023
83	Vananchal College of Science, Farathiya-	Nilamber-Pitamber (UN)	2.09	B	29-11-2023

	Hoor ,Garhwa - 822114 (First Cycle)				
84	Mrs. KMPM Vocational College,, Bistupur, Jamshedpur , 831001 (First Cycle)	Kolhan (UN)	1.97	C	07-02-2024
85	Suriya College, Suriya 825320 (First Cycle)	Vinoba Bhave (UN)	1.96	C	03-03-2024
86	St. Xavier's College,P.O. Mahuadanr,,Mahuadanr , 822119 (First Cycle)	Nilamber-Pitamber (PU)	2.31	B	31-03-2024
87	Suraj Singh Memorial College,Kanke Road, Ranchi - 834008, (First Cycle)	Ranchi (UN)	1.84	C	30-04-2024
88	Majdur Kisan College, Dandar Kala, At- Karar, P.O- Panki, Palamu , 822122 (First Cycle)	Nilamber-Pitamber (UN)	1.53	C	19-05-2024
89	Ram Lakhan Singh Yadav College Kokar, Ranchi , 834001 (First Cycle)	Ranchi (UN)	1.86	C	19-05-2024
90	A. B. M. College, Jamshedpur, Golmuri, Near St. Joseph Church, Jamshedpur-831003 (First Cycle)	Kolhan (UN)	2.19	B	14-07-2024
91	XITE Gamharia , Behind Tata Complex Colony, Gamharia-832108, (First Cycle)	Kolhan (PU)	2.03	B	08-09-2024
92	Mandar College, Mandar, Sosai, 835214 (First Cycle)	Ranchi (UN)	1.9	C	01-11-2023

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