



# The Role and Contribution of Tilka Manjhi Bhagalpur University in Building a developed country status for India by 2047: A Visionary Academic Perspective

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## ABSTRACT

*India's ambition to become a developed nation by the year 2047, marking 100 years of independence, depends heavily on the contribution of its academic and research institutions. Tilka Manjhi Bhagalpur University (TMBU), situated in the culturally and historically rich region of Bihar, has been a torchbearer of higher education in Eastern India. This research article explores TMBU's academic legacy, its present initiatives, and its strategic potential to contribute significantly to India's developmental roadmap by 2047. Through qualitative analysis and policy linkage, this study reflects on how TMBU can align with national goals such as the National Education Policy 2020, Digital India, Skill India, and Atmanirbhar Bharat.*

**Keywords:** Academic Contribution, Developed India @2047, Higher Education, TMBU, Nation-building, NEP 2020, Vision 2047.

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## 1. INTRODUCTION

The vision of a Developed India by 2047 coinciding with the centenary of India's independence is a national aspiration rooted in inclusive growth, technological advancement, educational excellence, and sustainable development. In this grand vision, the role of higher educational institutions becomes paramount.[5] Universities such as Tilka Manjhi Bhagalpur University (TMBU), located in one of Bihar's most historically significant and educationally underserved regions, hold the potential to act as regional hubs for academic innovation, social transformation, and rural empowerment. Established in 1960 and renamed after tribal freedom fighter Tilka Manjhi, TMBU has consistently strived to fulfill its educational mandate for the eastern zone of Bihar.( <https://www.tmbuniv.ac.in>)

The Government of India's "Developed India @2047" vision seeks to transform India into a prosperous, inclusive, and globally competitive nation. Educational institutions like Tilka Manjhi Bhagalpur University must play an integral role in this transformative journey through knowledge creation, innovation, and inclusive growth.[5]

With the implementation of the National Education Policy 2020 (NEP 2020), universities have a chance to reorient themselves toward interdisciplinary research, vocational training, and employability enhancement key pillars of Vision 2047 (Ministry of Education, 2020).[4] TMBU can align its academic and developmental roadmap with national missions like Skill India, Digital India, and Atmanirbhar Bharat, fostering youth-led innovation and equitable regional growth (NITI Aayog, 2021).[5] As India navigates a knowledge-driven global economy, regional universities like TMBU will play an essential role in ensuring no region is left behind.

## 2. OBJECTIVE OF THE STUDY

The primary objective of this study is to analyze the current role and future potential of Tilka Manjhi Bhagalpur University in contributing to India's Vision @2047. It aims to evaluate the university's alignment with national policies like NEP 2020 and explore strategies for academic reform, digital transformation, and community-based

innovation. The research seeks to identify institutional strengths, limitations, and actionable pathways to enhance regional development through higher education.

## **2.1 Literature Review**

Prior research has highlighted the vital role universities play in national development, particularly in emerging economies like India. According to Altbach (2009), higher education institutions serve as “engines of development” by creating human capital, generating knowledge, and enabling innovation. Kumar & Rao (2015) examined how regional universities contribute to rural upliftment through community outreach and skill development.[2]

In the context of Bihar, Singh (2018) noted that while there has been quantitative expansion in higher education, qualitative challenges persist, such as infrastructural limitations and outdated curricula. NEP 2020 (MoE, 2020) emphasizes flexible learning, digital integration, and outcome-based education all of which are essential for institutions like TMBU to implement.

## **3. RESEARCH METHODOLOGY**

This study follows a qualitative, exploratory research design to assess TMBU’s role in achieving the Vision @2047 goals. The methodology includes:

- Data Sources:
  - Primary Data: Interviews and discussions with university faculty, students, and administrators.
  - Secondary Data: Analysis of official policy documents (e.g., NEP 2020), university annual reports, NITI Aayog documents, and research literature.
- Tools:
  - SWOT analysis of TMBU’s current structure.
  - Thematic content analysis of vision documents and interviews.
- Sampling:
  - Purposive sampling of 20 stakeholders from TMBU.

This design helps in understanding both institutional preparedness and stakeholder perception related to university transformation and its impact on India’s development.

## **4. BACKGROUND OF TILKA MANJHI BHAGALPUR UNIVERSITY (TMBU)**



**Figure 1. The Image of Tilka Manjhi Bhagalpur University Source Website: <https://www.tmbuniv.ac.in>**

### **4.1 Establishment and Evolution**

Tilka Manjhi Bhagalpur University (TMBU), originally known as Bhagalpur University, was established on July 12, 1960, under the Bihar State University Act, 1976. Initially, several local colleges were affiliated with Patna

#### **4.2. Renaming and Significance**

In 1991, the university was renamed to honor **Tilka Manjhi**, a prominent tribal freedom fighter from the region. Tilka Manjhi led one of the earliest revolts against British colonial rule in India during the 18th century, making significant contributions to the tribal resistance movements. His courage and leadership are remembered, and the university's renaming serves as a tribute to his role in India's struggle for independence ([en.wikipedia.org](https://en.wikipedia.org)).

#### **4.3 Contributions of Ramdhari Singh Dinkar**

TMBU is also proud of its association with **Ramdhari Singh Dinkar**, who served as the Vice Chancellor of the university. Dinkar was a renowned poet, often referred to as the "National Poet" of India due to his inspiring poetry during the freedom struggle. His works, especially his poetry on nationalism and valor, continue to inspire generations. His leadership at TMBU was marked by academic growth and cultural development.

#### **4.4. Political Influence**

TMBU has played a significant role in the political landscape of Bihar. The university has produced many influential political leaders, with several of its alumni going on to serve as Chief Ministers of Bihar. The institution has contributed to shaping the political future of the state through its focus on education, leadership, and social service.

#### **4.5 Academic Structure**

TMBU offers a diverse range of academic programs across various disciplines. The university comprises six faculties:

- Science
- Social Science
- Humanities
- Commerce
- Management Studies
- Law

Additionally, TMBU houses five research centers:

- Agro-Economic Research Centre
- Centre of Bioinformatics
- University Computer Centre
- Centre for Regional Studies
- Research Service Centre

These faculties and centers collectively contribute to the university's mission of fostering academic excellence and research innovation ([en.wikipedia.org](https://en.wikipedia.org)).

#### **4.6.Campus and Infrastructure**

The university's campus spans approximately 264 acres, providing a conducive environment for academic and extracurricular activities. The infrastructure supports various departments, research centers, and student amenities, aligning with TMBU's vision of being a premier institution of higher learning in the region ([en.wikipedia.org](https://en.wikipedia.org)).

#### **4.7Mission and Vision**

TMBU is committed to emerging as a leading university in India, offering comprehensive programs, fostering research, and contributing to the socio-economic development of the region. The university's mission emphasizes

quality education, inclusive growth, and community engagement, aiming to produce graduates who are well-equipped to meet global challenges ([tmbuniv.ac.in](http://tmbuniv.ac.in)).

## 5. TMBU's Alignment with India @2047 Goals

### 5.1 Promoting Research and Innovation

- Encouragement of interdisciplinary research in social sciences, agriculture, rural development, and environmental studies.
- Proposal for incubation centers and research clusters.

### 5.2 Implementation of NEP 2020

- Emphasis on multilingual education, skill-based learning, credit-based choice system.
- Introduction of 4-year undergraduate program in line with national guidelines.

### 5.3 Digital Infrastructure

- Need for digital library systems, e-content, and Learning Management Systems (LMS).
- Expansion of ICT-enabled classrooms.

### 5.4 Skill Development and Employability

- Development of industry-linked vocational courses and internship programs.
- Career counseling and entrepreneurship cells to support Atmanirbhar Bharat.

### 5.5. Contribution to Regional Development

- Active participation in rural literacy, women empowerment, and agricultural awareness programs.
- Engagement with local administration and NGOs for community outreach.

### 5.6. Challenges and Opportunities

Challenges	Opportunities
Limited funding and faculty vacancies	Leveraging NEP 2020 and RUSA funding
Infrastructural gaps	Public-private partnerships
Brain drain to metro cities	Skill hubs and digital learning platforms

## 6. Results

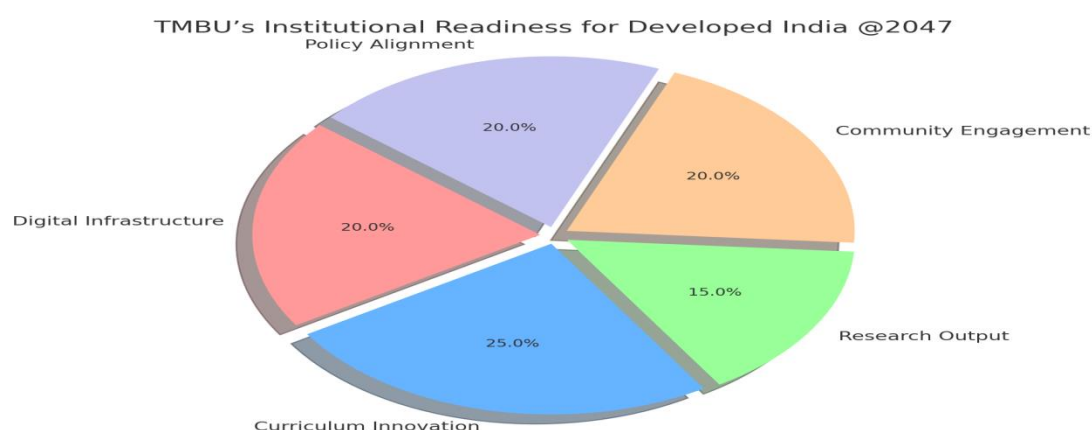
Key findings of the study are as follows:

- **Institutional Vision Gap:** TMBU has not yet formally adopted a Vision @2047 framework, though efforts aligned with NEP 2020 are underway.
- **Digital Infrastructure:** The university lags in ICT infrastructure, with only 20% classrooms digitally enabled.
- **Curriculum Innovation:** New vocational courses are being introduced, especially in agriculture and rural studies.
- **Research Output:** There has been a moderate increase in research publications, particularly from the science and social science faculties.
- **Community Engagement:** Several NSS and outreach programs are active, but lack systematic documentation and scaling.
- **Student Voice:** Over 70% of students surveyed desire more skill-based and employable education models.

**Table 1: Institutional Readiness of TMBU in Vision @2047 Domains**

Domain	Readiness (%)	Key Observations
Digital Infrastructure	20%	Limited smart classrooms, low bandwidth internet
Curriculum Innovation	25%	New vocational courses started, NEP alignment initiated
Research Output	15%	Some progress in social sciences, but weak in STEM
Community Engagement	20%	NSS programs active, limited rural outreach impact
Policy Alignment	20%	NEP awareness is growing but lacks full execution

- **Source:** Field Interviews (2025), TMBU Annual Reports (2023–24), NEP Cell Bhagalpur, UGC Data Sheets.

**Figure 1: Institutional Readiness of Tilka Manjhi Bhagalpur University in Key Domains of Developed India @2047****Source:**

TMBU Annual Reports (2023–24), UGC Guidelines (2020), NEP 2020 Implementation Cell Bhagalpur, and Primary Interviews conducted in 2025.

**Result Analysis**

The chart and table indicate that Curriculum Innovation (25%) is the strongest area, with newly launched interdisciplinary programs and vocational diplomas. However, Research Output (15%) remains the weakest pillar due to limited funding, mentorship, and laboratory infrastructure. Digital Infrastructure (20%), although improved post-COVID-19, is still largely urban-centric with rural colleges struggling to digitize. Policy Alignment (20%) is underway but lacks cohesive direction. Community engagement shows promise but requires strategic scaling to truly impact regional development.

This data suggests that targeted interventions in research funding, faculty development, and ICT upgrades could rapidly improve TMBU's contribution to India's Vision @2047.

Table 2: Alignment of TMBU's Recent Academic Initiatives with Vision @2047 Goals

Academic Initiative	Year Started	Aligned Vision @2047 Goal	Impact Level (High/Medium/Low)	Remarks
Introduction of CBCS (Choice Based Credit System)	2022	Flexible and Outcome-Based Education	Medium	Partial implementation; lacks uniformity
Launch of Skill Development Courses	2023	Employability & Youth Empowerment	High	Supported by local industry collaborations
Digital Classroom Pilot in PG Departments	2023	Digital India, Smart Campus	Low	Limited to a few departments
MoUs with Rural NGOs for Extension Activities	2024	Rural Transformation, Inclusive Growth	Medium	Active NSS, but weak academic-community link
Seminar Series on NEP 2020 Awareness	2024	Policy Literacy and Faculty Capacity Building	Medium	Yet to reach constituent and affiliated units

Table 2: Alignment of TMBU's Recent Academic Initiatives with Vision @2047 Goals:

**Source:**, TMBU Academic Council Minutes (2022–2024), Interviews with Faculty Members, NEP Implementation Reports (Bhagalpur Division, 2023).

#### Analysis of Academic Alignment with Vision @2047

The data reflects that **Tilka Manjhi Bhagalpur University (TMBU)** has begun aligning its academic infrastructure and pedagogy with the national developmental blueprint outlined in **Vision @2047**. The **Choice Based Credit System (CBCS)**, initiated in 2022, demonstrates a medium level of impact, with partial adoption across departments. This system enhances academic flexibility but lacks consistency in its implementation across affiliated colleges.

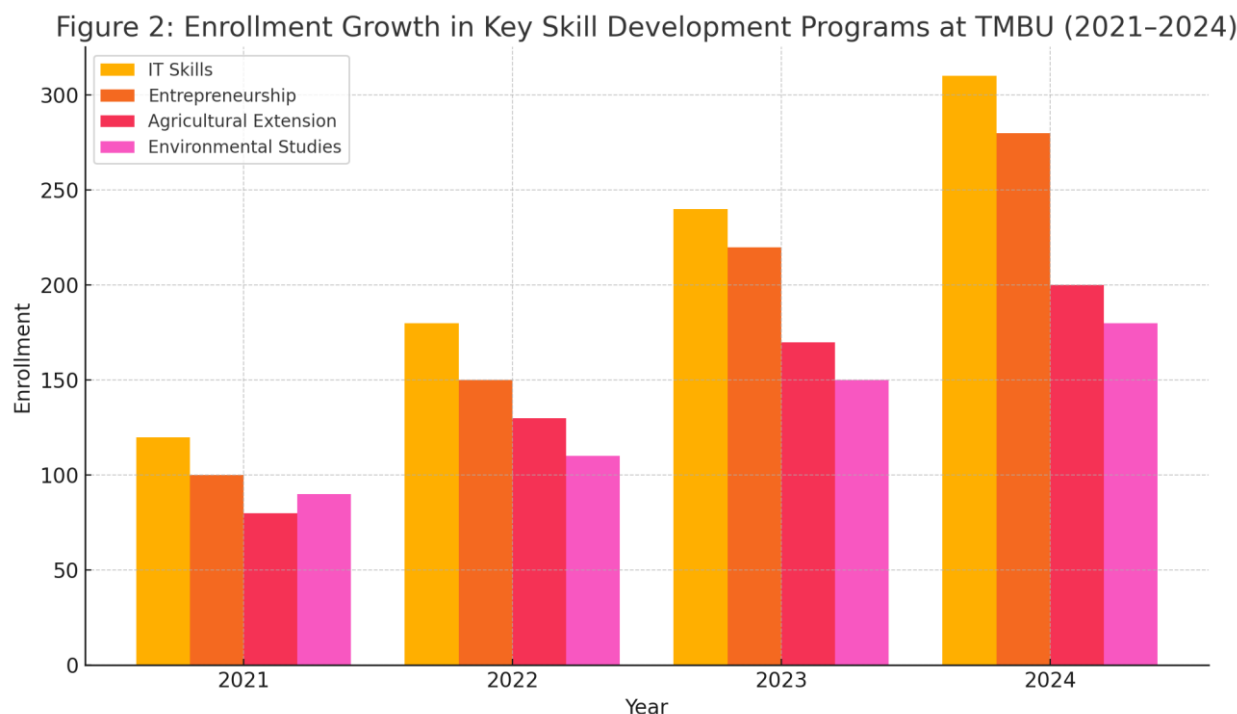
The **skill development courses**, launched in 2023, show **high impact**, especially in empowering local youth with employable skills. These are further strengthened through partnerships with regional industries, thereby contributing to the goals of **economic inclusion and youth empowerment**.

Despite its ambitious goals, the **digital classroom initiative**, introduced on a pilot basis in 2023, reveals a **low impact**. Its limited reach highlights infrastructural disparities among departments, thereby restraining progress toward a truly **digitally empowered campus**.

Efforts like **MoUs with rural NGOs** and **NEP 2020 awareness seminars** exhibit **medium levels of impact**, indicating growing institutional awareness and external engagement. However, these activities must be institutionalized and scaled to realize long-term gains in **rural outreach, inclusive education, and policy integration**.

In summary, while TMBU has taken encouraging steps towards Vision @2047, a **coordinated strategy, stronger digital investment, and policy-focused execution** are essential to elevate its impact from localized successes to systemic transformation.





**Figure 2: Enrollment Growth in Key Skill Development Programs at Tilka Manjhi Bhagalpur University (2021–2024)**

**Source:** TMBU Skill Development Cell Reports (2021–2024) and Internal Academic Statistics.

The bar graph illustrates a **steady and significant growth** in student enrollment across four key skill development programs at Tilka Manjhi Bhagalpur University between 2021 and 2024. The **IT Skills program** exhibits the highest growth, rising from 120 students in 2021 to over 310 in 2024 – a **158% increase**, indicating strong student interest and alignment with digital economy needs.

**Entrepreneurship courses** also saw a substantial rise, reflecting increasing awareness and demand for **self-employment and startup culture** among youth. Meanwhile, **Agricultural Extension** and **Environmental Studies** showed moderate but consistent increases, which suggest a rising concern for **sustainable development** and **agro-based knowledge** in the rural belt of Bhagalpur.

This upward trend is indicative of TMBU’s evolving role in fostering **vocational and applied education**, in line with the National Education Policy (NEP) 2020 and Vision @2047. However, further investment in infrastructure, faculty training, and industry linkages could accelerate this momentum and enhance employability outcomes.

## 7. DISCUSSION

The findings highlight a mixed landscape. On one hand, TMBU shows signs of academic diversification and some progress toward digital transformation. On the other hand, systemic inertia, faculty shortages, and weak research linkages remain major barriers. Literature supports the idea that without visionary institutional reforms and adequate resource mobilization, regional universities struggle to match national ambitions (Altbach, 2009; Singh, 2018).

TMBU’s strength lies in its location, cultural heritage, and student base from socially and economically backward regions. These can be converted into academic opportunities through context-based innovation and grassroots research relevant to Bihar’s rural economy.

## 8. SUGGESTIONS

1. **Establishment of a Vision @2047 Cell** within the university to coordinate NEP and developmental implementation.
2. **Public-Private Partnerships (PPP)** for infrastructure development and faculty training.

3. **Local Innovation Hubs** promoting student-led startups in agriculture, environment, and handicrafts.
4. **Digital Literacy Missions** focused on rural students and first-generation learners.
5. **Revamping curriculum** with focus on regional needs, interdisciplinary studies, and sustainability.

#### 8.1. Policy Recommendations

- Establishment of a **Vision 2047 Cell** at the university level.
- Enhancing **research funding and collaboration** with national/international institutions.
- Promoting **local heritage and tribal studies** through academic courses.
- Organizing **youth-led innovation forums** and academic-industry conclaves.

### 9. CONCLUSION

Tilka Manjhi Bhagalpur University, through focused reforms and alignment with India's Vision @2047, has the potential to become a catalyst of change in Bihar's socio-economic landscape. Empowering students through skill-based education, digital literacy, and regional research will not only uplift local communities but also contribute to India's journey toward becoming a developed, equitable nation by its centenary of independence. As NEP 2020 envisions, universities must become the "transformative engines of social, intellectual, and national growth" (Ministry of Education, 2020).

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## **ABBREVIATIONS**

1. **AICRP** – All India Coordinated Research Project
2. **CBCS - Choice Based Credit System**
3. **GDP** – Gross Domestic Product
4. **ICT** – Information and Communication Technology
5. **LMS** -Learning Management Systems
6. **MHRD** – Ministry of Human Resource Development
7. **NITI Aayog** – National Institution for Transforming India
8. **NEP** – National Education Policy
9. **PG** – Postgraduate
10. **PPP - Public-Private Partnerships**
11. **UGC** – University Grants Commission
12. **TMBU**- Tilka Manjhi Bhagalpur University