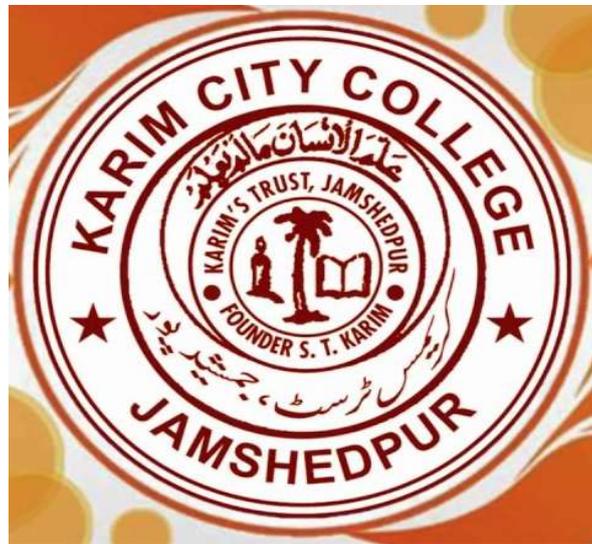


SWOC Analysis

By

SWOC Analysis team



2017-2018

Karim City College

Jamshedpur

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ABOUT THE COLLEGE

Karim City college was Established in 1961 by our Founder Father Late Syed Tafazzul Karim with a view to impart education to the weaker section of the society specially Muslims minority, Karim City College has now become a premier educational institution of eastern India.

After the sad demise of our founder his son Late S.M. Shafiq patronised the institution with his leading from the front attitude. His death in 1992 created a void which was successfully and graciously filled by our present trustee Mr. Syed Ashfaq Karim whose modern and progressive approach is taking the college to greater heights.

Located in the heart of the city of Tatas, the College possesses a student friendly infrastructure, education centre activities and knowledge oriented ambience. A good number of students are enrolled at present pursuing their studies in five faculties and 22 departments, run and managed by Karim's Trust, Jamshedpur and permanently affiliated to Kolhan University, Chaibasa. Karim City College is known for its discipline, quality services and dedication. Under the empirical approach of our present trustee the College surged ahead in infrastructure facilities with the development of our new campus at Mango. Academic excellence is a pursuit for us and we are constant in our pilgrimage. The College had CPE status under 11th plan of UGC. It has been re accredited by NAAC in 2012.

Focus

We as an Institution focus on our students who provide us a reason for our existence. All our efforts are directed towards inculcating a constant yearning for learning.

Vision & Mission

Karim City College (A Muslim Minority Institution run and managed by Karim's Trust, Jamshedpur) is the dream fulfillment of our visionary founder late Syed Tafazzul Karim, who established this College with Pre-University Courses in 1961 with a MISSION to impart quality education and to provide better opportunities of higher education to the weaker sections of the society particularly to the Muslim minority. He visualized to make an institution of national repute committed to create best facilities for quality higher education with specialized knowledge and skills; work relentlessly towards upgrading this college into a full-fledged University in the times to come.

The modern world and its challenges demand a constant renewal, a fresher realization and a process of change in different arena and higher education is no exception. We, at Karim City College, visualize to provide quality education to our students. We are positive to adopt the process of change and feel the need of innovations and improvisations.

To achieve these we are determined to acquire the best in education industry and to equip ourselves to the maximum for the benefit of our students.

Dreams are many and it is our endeavor to take the things in stride. We are marching ahead in our quest for excellence and in pursuit of horizon which culminates into infinity.

Introduction

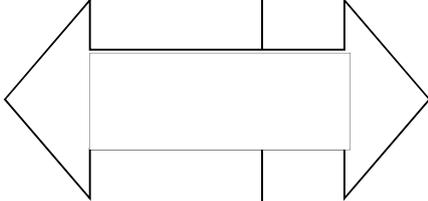
In today's world, with the advent of privatization, competition, growth and advancement, whole world has become global village. This globalization of whole education system has brought tremendous pressure in the educational institutions. Therefore it is necessary to introspect at the earliest and find out strength, weakness, opportunities and challenges of every organization for the survival of their existence.

The SWOC analysis is the urgent need of the hours. It serves basis purpose of the establishment of any institution. It reminds us constantly about strength, weakness, opportunities and challenges. Institutions are facing emerging and new challenges in all facets.

The history of the **SWOT** analysis technique is credited by Albert Humphrey, who led a research project at Stanford University in the 1960s and 1970s using data from many top companies. The goal was to identify why corporate planning failed. SWOT analysis is a vital strategy applied in an effort to realize Strengths, Opportunities, Weaknesses and Threats of either an organization or individual.

The ultimate aim of the SWOC strategy is to enable an organization to discover its strong and weak points, thus enabling it to survive both the internal and external forces. The four areas strength, weakness, opportunities and challenges are presented in the table below:

SWOC Table

<p>Strength</p>  <p>Strength is the internal factor which is the area of advantage of Educational Institution.</p>	<p>Weakness</p> <p>Weakness is the internal factors the area which is to be improved.</p>
<p>Opportunity</p> <p>Opportunity is the external factor that may contribute to Educational institution and can built up your strength.</p>	<p>Challenges</p>  <p>A challenge is potential problems or risks cause by external factors that educational organization may face.</p>

Strengths

Strength is considered as a positive internal characteristic of an organization, whether intangible or tangible. It is that attribute that is within the control of the organization.

Weaknesses

Weaknesses are described as an organization's internal attributes which are negative in nature which is to be improved. It may require understanding the vital elements that would be lacking in comparison to its competitors.

Opportunities

External and attractive elements which give hints on expected prosperity of an effective organization are its opportunities. These positive elements can be detected by way of identifying the attractive factors that an organization can benefit from in competitive scenario.

Challenges

Challenges are external factors that an organization has no control over, which have the negative ability of putting the organization or its strategic plans at risk of failure. The only benefit that threats offer an organization is the fact that success can be realized by responding to challenges with effective problem-solving and planning.

Objectives

The objectives of the present SWOC analysis are as follows:

- To examine the **Strength** as perceived by college teachers non teaching staffs, alumni and students.
- To examine the **Weakness** as perceived by college teachers non teaching staffs, alumni and students.
- To examine the **Opportunities** as perceived by college teachers non teaching staffs, alumni and students.
- To examine the **Challenges** as perceived by college teachers non teaching staffs, alumni and students.

Methodology

A. Sample

In this SWOC analysis three strata sample were included. One strata was teaching staff, second was non- teaching staff and third strata was the students.

A total of 72 sample working in different departments of Arts, Science, Commerce, B.ed, IT, Mass Communication, C.A were included.

Among all the teachers 47 were male and 25 were female. 38 were permanent and 34 were temporary.

A total number of 30 Non-teaching staffs (librarian, accounts, lab technician, lab in charge etc) were included as a sample.

The third stratum was the students group. A total number of 1000 students studying in different departments were included as samples. Among the sample 500 were male and 500 females.

B. Tools Used

- **Rating scale for teachers:** A SWOC scale was constructed by the researchers after the pilot study. The scale was consisted of 26 items and has four dimensions namely STRENGTH, WEAKNESS, OPPORTUNITIES and CHALLENGE. Each dimension has following numbers of items Strength-06, Weakness-07, Opportunities-04 and Challenges-08. All the items ranging from the quantum of strongly agree, agree, neutral, disagree, and strongly disagree.
- **Rating scale for Non Teaching Staffs:** A SWOC scale was constructed by the researchers after the pilot study. The scale was consisted of 24 items and has four dimensions namely STRENGTH, WEAKNESS, OPPORTUNITIES and CHALLENGE. Each dimension has following numbers of items Strength-06, Weakness-08, Opportunities-02 and Challenges-08. All the items ranging from the quantum of strongly agree, agree, neutral, disagree, and strongly disagree.
- **Rating Scale for students:** A SWOC scale was constructed by the researchers after the pilot study. The scale was consisted of 39 items and has four dimensions namely STRENGTH, WEAKNESS, OPPORTUNITIES and CHALLENGE. Each dimension has following numbers of items Strength 15, Weakness 06, Opportunities 08 and Challenges 10. All the items ranging from the quantum of strongly agree, agree, neutral, disagree, and strongly disagree.
- **Interview schedule for Alumni:** A interview schedule was prepared for taking interview of alumni, Karim City College. It was consist of structured questions regarding the strength, weakness, opportunity and challenges of the colleges.

C. Procedure

The data was collected in two stages; in the first stage a pilot study was conducted to identify the Strength, Weakness, Opportunity and Challenges factor for college. On the basis of pilot study 32 factors were identified as factors of Strength, Weakness, Opportunity and Challenges for teachers and non teaching staffs. 39 factors were identified in another pilot study conducted on students related to Strength, Weakness, Opportunities and Challenges.

In the second stage the teaching and non-teaching staffs were assembled in different halls. The all factors were organized in the form of questionnaire and distributed among the sample. After establishing rapport with them the purpose of SWOC was explained. They were convinced that their responses would be kept confidential and not to be disclose to anyone. They were instructed NOT to leave any item of the questionnaire and to give their valuable responses without any fear and bias for the betterment of the colleges.

The sample of 1000 students consisting of 500 boys and 500 girls were assembled in ten rooms and SWOC questionnaire were administered on them. After establishing rapport with them the purpose of SWOC was explained. They were convinced that their responses would be kept confidential and not to be disclose to anyone. They were instructed NOT to leave any item of the questionnaire and to give their valuable responses without any fear and bias for the betterment of the colleges.

RESULTS

Section-1

Strength as perceived by teaching staffs

Strength dimension of the college has six factors namely infrastructure for work, the present salary, interdepartmental communication, intra departmental communication, commitment of the faculty members and recognition given by the colleges. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

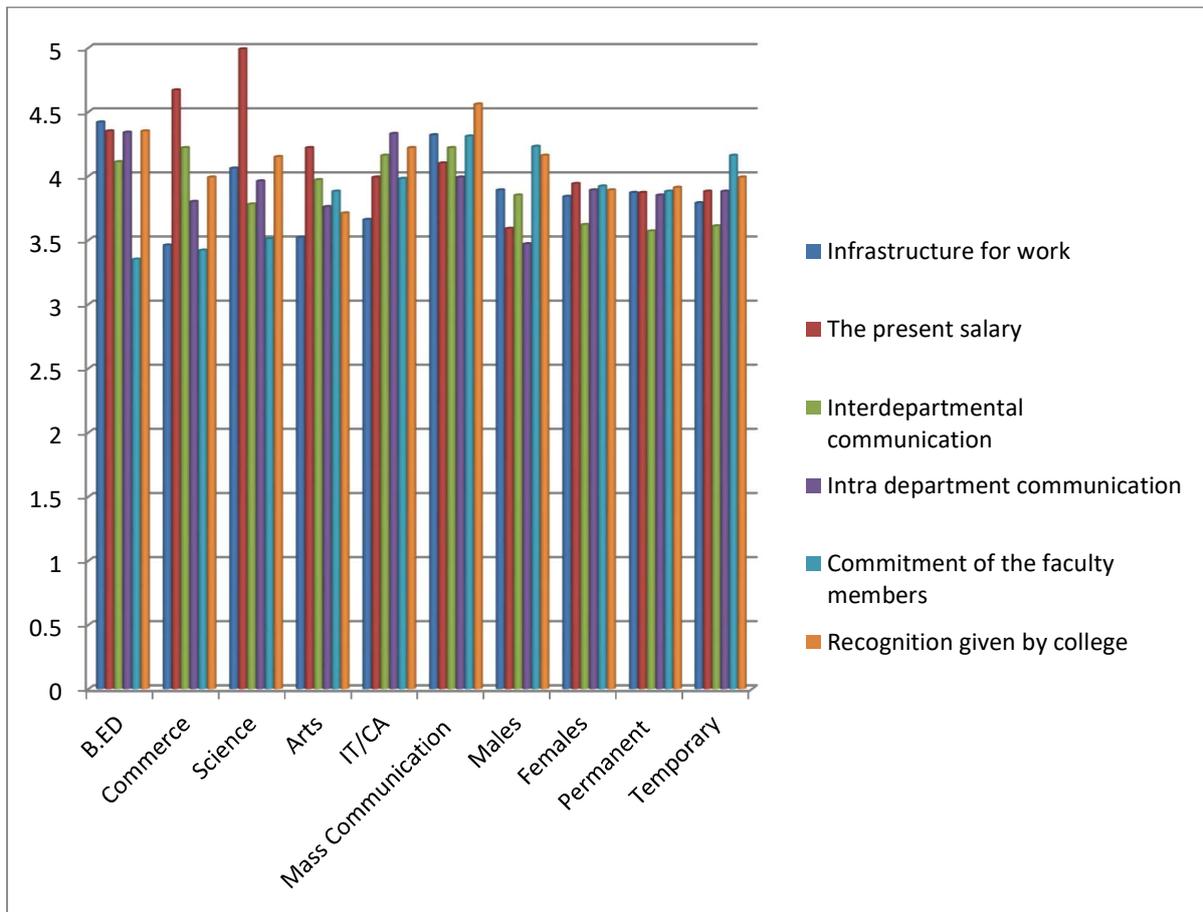
Table 1.1: Showing the mean of different groups and subgroups of teaching staffs on different factors of strength of the college.

Groups/ Factors	Infrastructure for work	The present salary	Interdepartmental communication	Intra department communication	Commitment of the faculty members	Recognition given by college
B.ED	4.42	4.35	4.11	4.34	3.35	4.35
Commerce	3.46	4.67	4.22	3.8	3.42	3.99
Science	4.06	4.99	3.78	3.96	3.51	4.15
Arts	3.52	4.22	3.97	3.76	3.88	3.71
IT & CA	3.66	3.99	4.16	4.33	3.98	4.22
Mass Communication	4.32	4.1	4.22	3.99	4.31	4.56
Males	3.89	3.59	3.85	3.47	4.23	4.16
Females	3.84	3.94	3.62	3.89	3.92	3.89
Permanent	3.87	3.87	3.57	3.85	3.88	3.91
Temporary	3.79	3.88	3.61	3.88	4.16	3.99

The strengths are as follows:

1. Infrastructure for work
2. The present salary
3. Inter department communication
4. Intra department communication
5. Commitment of the faculty members and
6. Recognition given by college

Graph 1.1: Presenting the mean of different groups and subgroups of teaching staffs on different factors of Challenges of the college.



The above table 1.1 presents the mean of all teaching staff groups on strength dimensions. It is clear from the table that all the teaching groups namely B.Ed, Commerce, Science, Arts, IT/CA, Mass Communication, Males, Female, Permanent and temporary perceived factor 1 **“Infrastructure for work ”** as an important factor of strength for college.

Factor 2 **“The present Salary”** has also emerged as a powerful factor of strength of college. It is clear from the above table that all the groups namely B.Ed, Commerce, Science, Arts, IT/CA, Mass Communication, Males, Female, Permanent and temporary perceived factor 2 **“Infrastructure for work ”** as an important factor of strength for college.

Third factor **“Interdepartmental communication”** has emerged as a strong strength of college and it is perceived by all groups of teaching staffs. All the groups of teaching staffs namely B.Ed, Commerce, Science, Arts, IT/CA, Mass Communication, Males, Female, Permanent and temporary perceived factor 3 **“Interdepartmental communication”** as an important factor of strength for college and it is clear from their mean scores.

“Intra department communication” fourth dimension of strength has also emerged as a strong strength of the college among teaching staffs. All groups namely B.Ed, Commerce, Science, Arts, IT/CA, Mass Communication, Males, Female, Permanent and temporary rated it as favorable.

The fifth factor of strength of college “Commitment of the faculty members” has also perceived as a strong strength of the college by teaching staff. All groups namely B.Ed, Commerce, Science, Arts, IT/CA, Mass Communication, Males, Female, Permanent and temporary rated it as favorable.

The sixth factor of strength “Recognition given by the college” is perceived as an important strength of college by the teaching staff. All the groups of teaching staffs namely B.Ed, Commerce, Science, Arts, IT/CA, Mass Communication, Males, Female, Permanent and temporary perceived factor sixth **“Recognition given by the college”** as an important factor of strength for college and it is clear from their mean scores.

Weakness perceived by teaching staffs

Weakness dimension of the college has seven factors namely workload, quality of work done by faculty, resources insufficient for work, job stagnation, low motivation of faculties, achievements ignored by management, no freedom to take decision. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

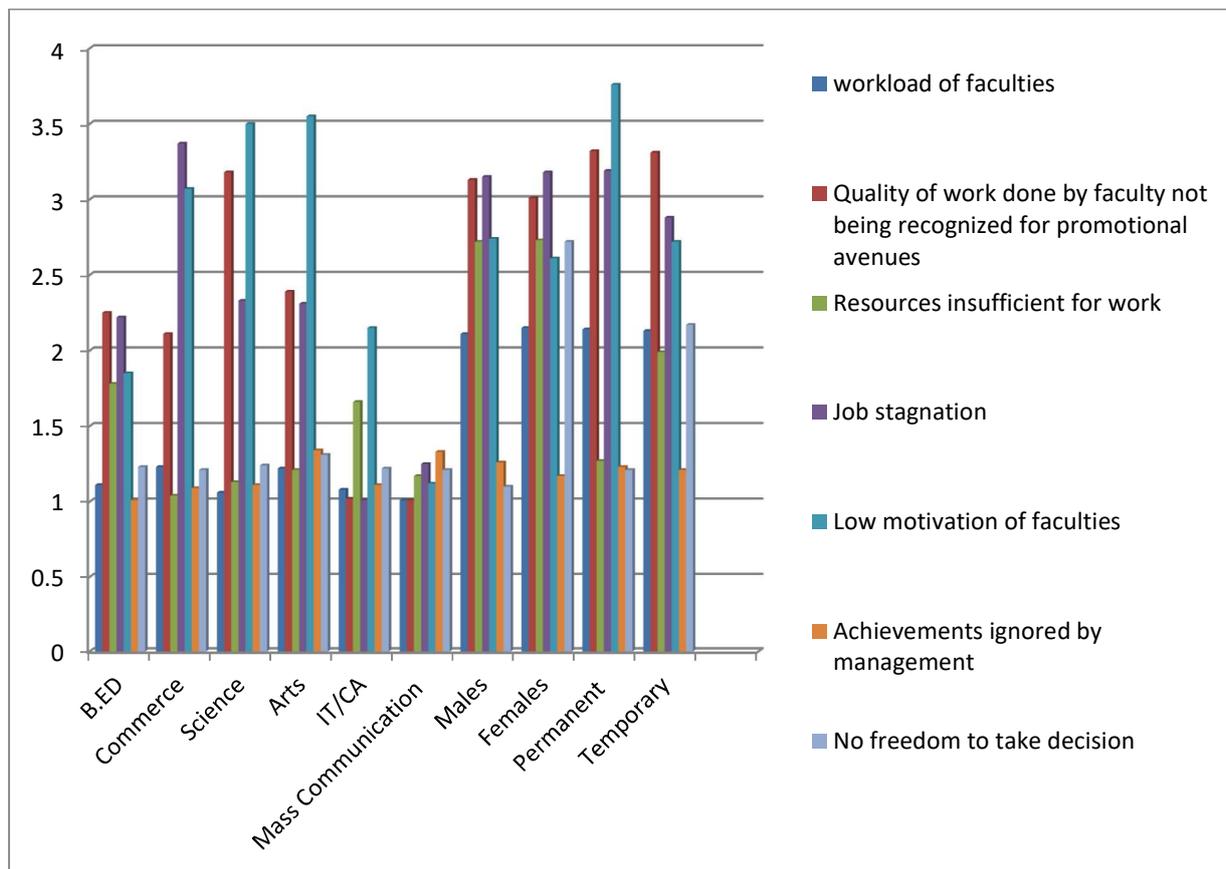
Table 1.2: Presenting the mean of different groups and subgroups of teaching staffs on different factors of weakness of the college.

	workload of faculties	Quality of work done by faculty not being recognized for promotional avenues	Resources insufficient for work	Job stagnation	Low motivation of faculties	Achievements ignored by management	No freedom to take decision
B.ED	1.11	2.25	1.78	2.22	1.85	1.01	1.23
Commerce	1.23	2.11	1.04	3.37	3.07	1.09	1.21
Science	1.06	3.18	1.13	2.33	3.50	1.11	1.24
Arts	1.22	2.39	1.21	2.31	3.55	1.34	1.31
IT & CA	1.08	1.02	1.66	1.01	2.15	1.11	1.22
Mass Communication	1.01	1.01	1.17	1.25	1.12	1.33	1.21
Males	2.11	3.13	2.72	3.15	2.74	1.26	1.10
Females	2.15	3.01	2.73	3.18	2.61	1.17	2.72
Permanent	2.14	3.32	1.27	3.19	3.76	1.23	1.21
Temporary	2.13	3.31	1.99	2.88	2.72	1.21	2.17

Factors are as follows:

1. workload of faculties
2. Quality of work done by faculty not being recognized for promotional avenues
3. Job stagnation
4. Low motivation of faculties
5. Achievements ignored by management
6. No freedom to take decision

Graph 1.2: Presenting the mean of different groups and subgroups of teaching staffs on different factors of Challenges of the college.



Each factor of weakness was rated on five point scale. The maximum score on each factor is five and minimum one.

As far as the weakness is concerned work over load, quality of the work of faculty for the college, insufficient resources for the work), job stagnation in present work, low motivation of faculties, achievements achieved by faculties are ignored by management and no freedom to take decision are some of the weakness identified. Job stagnation has emerged as an important weakness as perceived by teaching staffs of the college. Whereas, all the factors of weakness perceived below average by the teaching staffs.

Opportunities perceived by teachers

Weakness dimension of the college has four factors namely better performance, collaboration with other state or private universities, E-learning and virtual class rooms in college, to be a deemed university. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

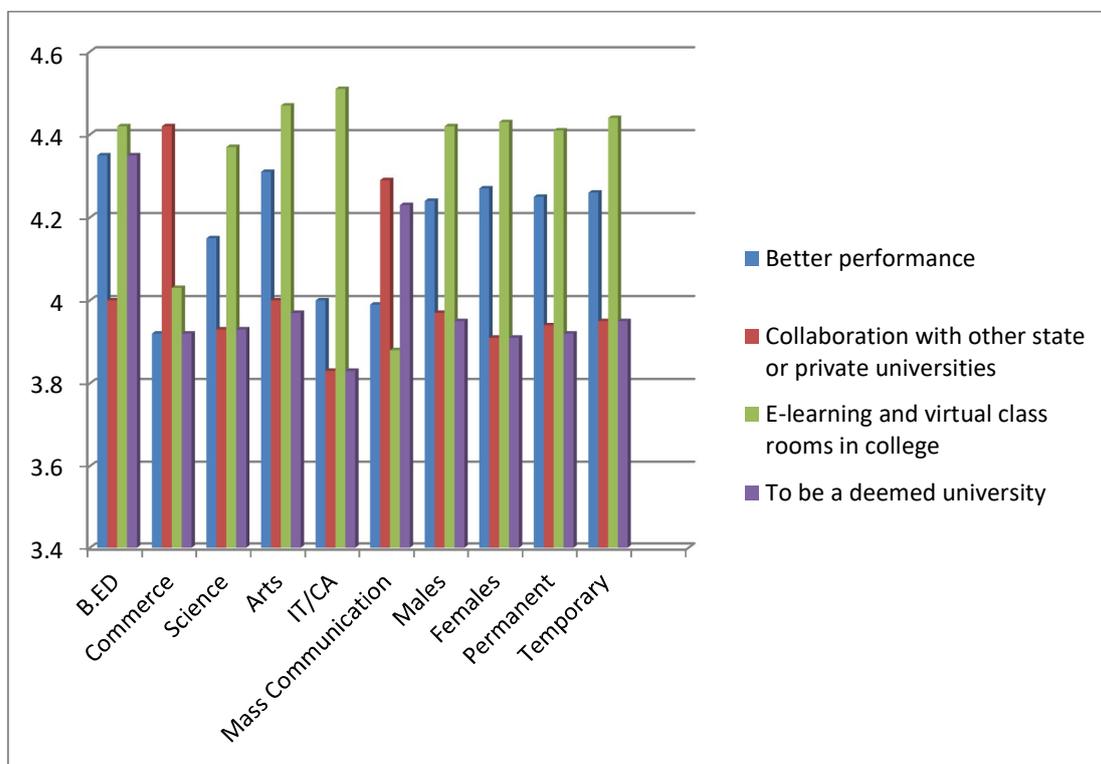
Table 1.3: Presenting the mean of different groups and subgroups of teaching staffs on different factors of opportunity of the college.

	Better performance	Collaboration with other state or private universities	E-learning and virtual class rooms in college	To be a deemed university
B.ED	4.35	4.00	4.42	4.35
Commerce	3.92	4.42	4.03	3.92
Science	4.15	3.93	4.37	3.93
Arts	4.31	4.00	4.47	3.97
IT & CA	4.00	3.83	4.51	3.83
Mass Communication	3.99	4.29	3.88	4.23
Males	4.24	3.97	4.42	3.95
Females	4.27	3.91	4.43	3.91
Permanent	4.25	3.94	4.41	3.92
Temporary	4.26	3.95	4.44	3.95

Factors of opportunity are as follows:

1. Better performance
2. Collaboration with other state or private universities
3. E-learning and virtual class rooms in college
4. To be a deemed university

Graph 1.3: Presenting the mean of different groups and subgroups of teaching staffs on different factors of Challenges of the college.



It is evident from the above table that **factor 1 “better performance”** is an opportunity for the college and it is perceived by all teaching staffs. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass Communication, Male, female, permanent and

temporary teaching staffs showed highly positive favor to this dimension and it is clear from their mean scores presented in the table.

Factor 2 “collaboration with other state or private universities” is also perceived as an opportunity for college by the teaching staffs. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass Communication, Male, female, permanent and temporary teaching staffs showed positive favor to this dimension and it is clear from their mean scores presented in the table.

Factor 3 “E-learning and virtual class room in college” is also perceived as an opportunity for college by teaching staff. All the groups viz; B.Ed, Arts, commerce, science, IT/CA, Mass Communication, males, female, temporary and permanent showed a strong liking to this dimension and it is clear from their mean scores.

Factor 4 “to be deemed university” is an opportunity for college according to teaching staffs. All the teaching group showed a strong liking to this dimension. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass Communication, Male, female, permanent and temporary teaching staffs showed positive favor to this dimension and it is clear from their mean scores presented in the table.

Challenges perceived by teaching staffs

Challenges dimension of the college has eight factors namely NAAC and RUSSA assessment of college, competition with other state and private universities, to get an autonomous status, to run add on courses, computerization of the departments, campus selection from college, work culture of the college and recruitment process. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

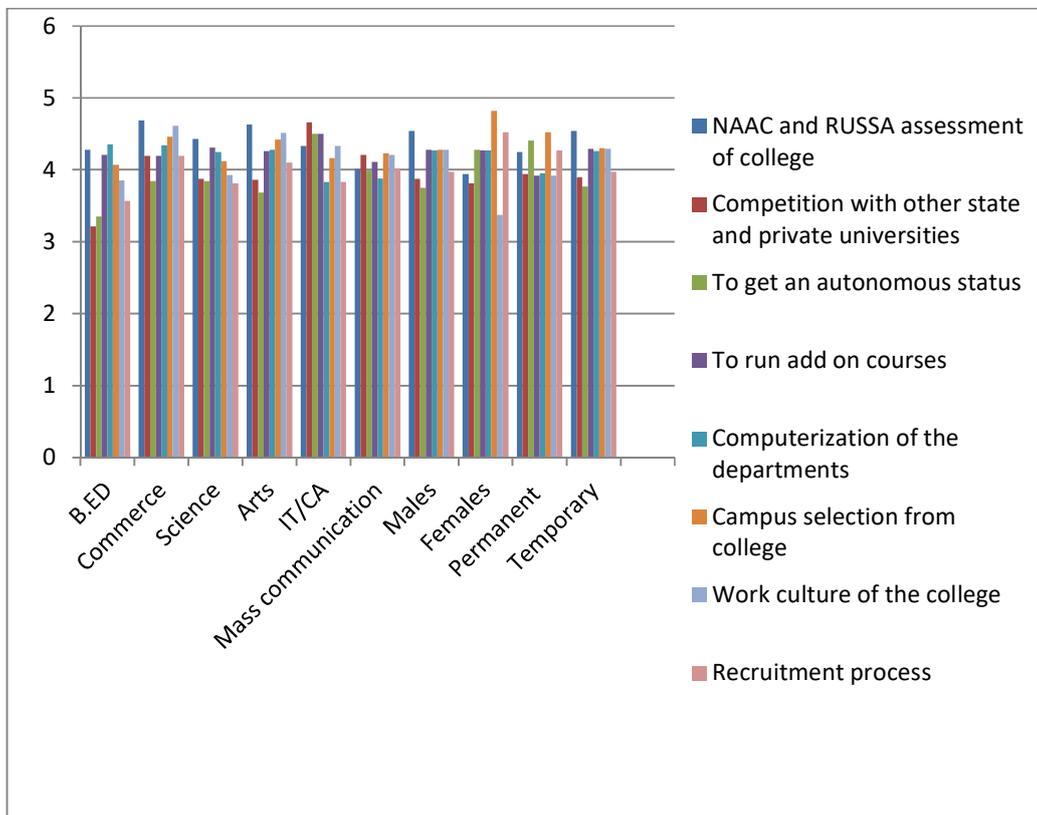
Table 1.4: Presenting the mean of different groups and subgroups of teaching staffs on different factors of Challenges of the college.

	NAAC and RUSSA assessment of college	Competition with other state and private universities	To get an autonomous status	To run add on courses	Computerization of the departments	Campus selection from college	Work culture of the college	Recruitment process
B.ED	4.28	3.21	3.35	4.21	4.35	4.07	3.85	3.57
Commerce	4.69	4.19	3.84	4.19	4.34	4.46	4.61	4.19
Science	4.43	3.87	3.84	4.31	4.25	4.12	3.93	3.81
Arts	4.63	3.86	3.68	4.26	4.28	4.42	4.51	4.1
IT & CA	4.33	4.66	4.5	4.5	3.83	4.16	4.33	3.83
Mass communication	4.01	4.21	3.99	4.11	3.88	4.23	4.21	4.02
Males	4.54	3.87	3.75	4.28	4.27	4.28	4.28	3.97
Females	3.94	3.81	4.28	4.27	4.27	4.82	3.37	4.52
Permanent	4.25	3.94	4.41	3.92	3.95	4.52	3.92	4.27
Temporary	4.54	3.9	3.77	4.29	4.26	4.3	4.29	3.97

Factors of challenges are as follows:

1. NAAC and RUSSA assessment of college
2. Competition with other state and private universities
3. To get an autonomous status
4. To run add on courses
5. Computerization of the departments
6. Campus selection from college
7. Work culture of the college
8. Recruitment process

Graph 1.4: Presenting the mean of different groups and subgroups of teaching staffs on different factors of Challenges of the college.



Among the all departments **factor 1 (NAAC and RUSA assessment of college)** emerged as a prominent factor of challenge. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass Communication, Male, female, permanent and temporary teaching staffs showed positive favor to this dimension and it is clear from their mean scores presented in the table.

Among the all departments factor 2 (competition with other state and private university) emerged as a prominent factor of challenge. All the groups rated them in favor. Means of the groups presented in the table signifies it.

On factor 3 (to get an autonomous status) following departments agreed that it is an important factor of challenges. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass

Communication, Male, female, permanent and temporary teaching staffs showed positive favor to this dimension and it is clear from their mean scores presented in the table.

Factor 4 (to run add-on coursers in the college) is perceived as an important factor of challenges by all the groups.

Factor 5 (computerization of the departments) has also emerged as an important factor of challenge for college. This factor is perceived by all the departments. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass Communication, Male, female, permanent and temporary teaching staffs rated them in favorable.

Factor 6 (campus selection from the college) has also emerged as an important challenging factor for the college and it is perceived by all the departments and sub groups.

Factor 7 (work culture of the college) has also emerged as an important challenging factor for the college. The mean on this factor are as follows: B.Ed (3.85), Commerce (4.61), science (3.93), Arts (4.50), IT (4.33), males (4.28), females (4.37), permanent (3.92), temporary (4.29).

Factor 8 (Recruitment process) is also emerged as a challenge for the college. All the teaching staffs namely B.Ed, Science, Arts, IT/CA, Commerce, Mass Communication, Male, female, permanent and temporary teaching staffs showed positive favor to this dimension and it is clear from their mean scores presented in the table.

Discussion of the results and perception of colleges' SWOC of each department

Department of Mass Communication- Video Production

Strength

- **Experienced teaching faculty:** The faculty members of the department of mass communication have proper knowledge of the particular media field. They are experienced and impart knowledge to the students in a suitable way.
- **Well equipped studios :** The department is well equipped with all the latest digital cameras, lighting equipments, audio recorders and microphones. These are used by the students in their practical learning.
- **Editing studio:** The editing studio is well equipped with FCP system which is used in the film industry for editing films and video clips.
- **Workshops and Seminars :** Regular workshops and seminars are conducted by the department which includes : photography, video making, news paper designing, audio designing etc. Experts from different cities are called to address the students
- **First Vocational Course :** Mass Communication and Video Production has a privilege of being the first vocational course in Jharkhand since 1997.
- **Internships and Trainings:** The students of the department are regularly sent to different media houses for their internships and trainings.
- **Internal Exams:** The department conducts regular internal examination for its students.

Weakness

- **Lack of space :** The department doesn't have much space for outdoor shooting and field activities.
- **Quality of students :** The students are generally from the tribal belt of Jharkhand, who needs proper grooming and attention.
- **Geographical Location :** Due to lack of air connectivity the department is not getting recognition from the different mainstream media houses.

Opportunity

- **Collaboration with other universities:** The department is looking forward in collaborating itself with other foreign universities for exchange programmes.
- **Collaboration with media houses:** The department is looking forward to collaborate with the national media houses which will be fruitful for the students.

Challenges

- **Placements:** The great challenge today is to place their students in well media houses. The mainstream media houses should come to the campus for recruiting mass communication students.
- **Students from tribal belt:** Teaching students of the tribal belt is a challenge for the department as the socio economic status of the students is not so good.

Department of Information Technology

Strengths

1. It is a flagship department of our college with excellent infra-structure facilities.
2. The department admits keenly interested students ready to study computer science and find a suitable career in IT sector.
3. The department has well qualified, sincere and focused faculty to counsel the students.
4. The department has a very well established computer laboratory with high speed internet to cater to the hands on sessions.
5. Our members of faculty have organized and actively participated in the seminars and conferences. They have also presented papers in regional, national and international seminars.
6. Our faculties are also involved in the course work of research scholars of Kolhan University for their computer applications assignments.
7. Our students take up industrial projects and on job training in the various organizations in and around Jamshedpur.
8. Our students have performed excellently during University examinations of Kolhan University and have always produced 100% results. Some of them have also made us very proud by getting the top rank.
9. Every year more than 30% students get placed during the placement drives conducted by college. Others are encouraged to go for higher studies whereas few also take up self employment. Some of our students have gone abroad for higher studies.
10. We have arranged workshops with faculty from XLRI and NIT, Jamshedpur.

11. We are also involved with IIT, Bombay under an Initiative of National Mission on Education through ICT, MHRD, Govt. of India in organizing C and CPP training free of cost.

Opportunities

1. To collaborate more effectively with centers of higher learning.
2. To collaborate with industrial houses for better exposure and interaction.
3. To take up industrial visits to I.T companies outside Jharkhand.

Challenges

1. Communication factor among students as most of them come from non English background.
2. Courses of Study or syllabi needs to be tuned to make it more market oriented and industry ready.

Department of Computer Applications

Strengths

1. This department was established to venture into vocational teaching in tune with the policies and programs of the government.
2. The department admits keenly interested students ready to study computer science and find a suitable career in IT sector.
3. The department has well qualified, sincere and committed faculty to guide the students.
4. The department has a very well established computer facility which included high speed internet to cater to all he needs of the students.
5. Our members of faculty have actively participated in the seminars and conferences. They have also presented papers in regional, national and international seminars.
6. Our faculties are also involved in the course work of research scholars of Kolhan University, for their computer applications assignments.
7. Our students take up industrial projects and on job training in the various organizations in and around Jamshedpur.
8. We have arranged workshops with faculty from XLRI and NIT, Jamshedpur.
9. We are also involved with IIT, Bombay under an Initiative of National Mission on Education through ICT, MHRD, Govt. of India in organizing C and CPP training free of cost.

10. Our students have performed excellently during University examinations and have always produced 100% results. Some of them have also made us very proud by getting the top rank.
11. Every year more than 30% students get placed during the placement drives conducted by college. Others are encouraged to go for higher studies whereas few also take up self employment.

Opportunities

4. To collaborate more effectively with centers of higher learning.
5. To collaborate with industrial houses for better exposure and inaction.
6. To take up industrial visits to I.T companies outside Jharkhand.

Challenges

1. Communication factor among students as most of them come from non English background.
2. Courses of Study or syllabi needs to be tuned to make it more market oriented.

Department of B.Ed

Strengths

- 1) The faculty of education are academically motivated to bring out the best in their students, to which effect, they constantly keep themselves updated in their respective areas of specialization.
- 2) The students are motivated for their job avenues course.
- 3) The Department is highly active and routinely organises a large number of activities such as film shows, guest lectures, discussion sessions with alumnus, etc. in order to offer its students opportunities of broadening their perspective on Education
- 4) The Department also organizes extra classes on writing skills for students.
- 5). Well equipped library with updated journals, reference and text books.
- 6). Well equipped laboratory.

Weaknesses

. **Quality of students:** The students are generally from the tribal belt of Jharkhand, who needs proper grooming and attention

Opportunities

1) The use of the college website for academic interaction with students and for sharing of information and study material is perceived as a significant opportunity.

2) To run M.Ed course.

3) The use of social media platforms for communications with students and promotion of learning opportunities is also visualized as an opportunity.

4) The students of the department constitute an important bank of creative talent for various literary and cultural activities both within and outside the college.

Challenges

- Communication factor among students as most of them come from non English background.
- Courses of Study or syllabi needs to be tuned to make it more advanced and updated and job oriented .

Department of Zoology

Strength

- Department is well equipped with apparatus and chemicals.
- Top rankers of Kolhan University are from Zoology Department
- Full facility for MSc teaching also
- Among students highest percentage is of girl students. We give stress on the upliftment of women, poor and minority students.
- Laboratory is superior than other colleges of KU
- Teachers are well versed in their subjects.

Weakness

- More seats in home teaching are needed.

- PC teaching in the subject is required.

Challenge

- Vocation courses may be conducted.

Department of Botany

Strength

- Competent, creative and committed faculty members to undertake degree level classes.
- Well equipped departmental library.
- E-classroom.
- Faculty have participated in seminars and conferences

Weakness

- Poor academic base of students

Opportunities

- Positive and visionary management of college.
- Good environment for creative activities.

Challenges

- To increase number of students.
- Placement after course completion.
- To commence the PG department.

Department of Physics

Strength

1. The department is fully equipped with U.G and P.G practical and minor research projects work.
2. The department has well qualified and specialized faculties with well supported lab in-charges.
3. The department has internet facilities with E-classrooms.
4. The department has largest no of books in college library which covers the entire syllabus of UG, PG,UGC-CSIR,NET and GAIT examinations.
5. The faulty members have many research publications.
6. The daptment has routine work to organize seminar and teacher-parent meetings.
7. In the last ten years the department has excellent record of 97% successful result of B.Sc Physics Honours with more than 85% secured first class.
8. After completion of UG more than 60% opt for PG studies and about 20% students grab campus selection.

Opportunities

1. To start PG teaching in the department
2. Minor research project works by the faculty members.

Challenges

1. Job opportunities in electronics and tele communication department under Govt. Of India.
2. Job opportunities in Railways signaling system.

Department of Chemistry

Strength

- Departmental Laboratory is fully equipped with UG, PG practical and minor research project works.
- Department has well qualified and specialized faculties with laboratory assistants.
- Department is upgraded with modern scientific equipments like UV-spectrophotometer, Sauxhlet, Chromatographic kit, Mechanical shaker, Digital oven, Digital water bath, Vacuum distillation unit, Spactrophoto meter.

- Department has internet facility with e-class room.
- Department has largest number of books in college library cover in the syllabus of UG, PG, UGC-CSIR NET and GATE examinations.
- Department is equipped with soil and water testing facilities. Conducting a survey on quality of ground water analysis of Kopali village by our students.
- Faculty members have many research publications and two minor research projects funded by UGC was successfully completed.
- Department has routine work to organize seminar, industrial tour and NML laboratory visit.
- In last 5 years department has excellent record of 95% successful completion of B.Sc. Chemistry Hons. Degrees with more than 80% secure 1st class.
- After completion of UG more that 50% student's opt. for PG study and about 10% students grab campus selection.

Opportunities:

- To start PG teaching in the department.
- Minor research project works in the department by the faculty members.
- To start applied chemistry branches.
- Project work on natural products, soil testing and water analysis.

Challenges:

- Equipped the laboratory with modern analytical instruments like IR Spectrophotometer, high temperature Furnace to carry out organic synthesis works and catalysis research works.
- Provide job opportunities all our students to successfully complete the chemistry courses.

Department of Mathematics

Strength

- In 2012 , the Department established a Math-Lab.
- P. G. in Mathematics started in 2013.
- Department has well qualified and specialized faculties.
- The Department has subscribed Three International Journals.
 - (i) Indian Journal of Pure & Applied Mathematics.
 - (ii) IOSR Journal of Mathematics.
 - (iii) Proceedings Mathematical Science.
- Department has own Library with largest number of books.

- Department has 10 Computers with internet connectivity, 20 scientific calculators, Projector with Screen, printer, Maple Software.
- The Department has organised a Two-Day National Seminar in 2014 on the topic “Application of Integral Transform on Special Functions”.
- The faculty members are also engaged in research oriented programs.
- 15 papers of faculties have been published in International/National Journals.
- One of the faculty member has got his Ph. D. Degree awarded in 2016.
- The faculty members are also members of different bodies of Kolhan University, Chaibasa.
- In 2016, the University Topper in M.Sc. (Mathematics) was our student Kamlesh Yadav.
- In 2017 the University Topper in B.Sc. (Mathematics) was our student Arifa Kakhshan.

Opportunities & Challenges:

- Minor Research Project works in the Department by the faculties.
- Provide job Opportunity to all of our students in different sectors.
- To start research work after successful completion of P.G. degree.

Department of Urdu

Strength

1. Five competent faculty members to undertake classes .
2. Only PG teaching centre in Urdu at Jamshedpur level.
3. Well equipped central library facility as well as rich departmental library.
4. E-classrooms and seminar halls.

Weakness

1. Gradually decreasing number of students.
2. Poor academic base of students.

Opportunities

1. Favourable administration of College.
2. Good condition for research activities.

Challenges

1. To increase number of students at Graduate level.
2. To establish a free coaching centre for NET.

Department of Psychology

Strength

- Research projects : Two minor UGC research project
- 100 research papers published in National and International journals.
- 4 PhD holders produced and 4 submitted and 2 are enrolled
- PG courses
- 100% result in PG
- 90% result in UG
- Well equipped labs with modern cubicles
- Well qualified faculty
- Regular classes
- National seminars and workshops are organize

Weakness

- Vernacular medium students.
- Space scarcity

Opportunity

- Specialization in second year
- To start research work after successful completion of P.G. degree

Challenges

- Placement
- Covering vast syllabus in limited time
- Start some vocational courses like counseling and guidance and mental health
- To get registered with the Rehabilitation Council of India.
- Free NET coaching classes for PG students.

Department of Political Science

Strength

1. High qualified innovative and sincere faculty to counsel undergraduate students.
2. Many students have joined post graduation studies in college and universities department of Kolhan university.
3. Updated and recent books in the library for reference.
4. Faculty have participated in seminars and conferences.
5. Dr. M.A Makhi H.O.D has authored several books

Opportunities

1. To start PG teaching in Political science.
2. Counseling students to prepare for competitive exams for JPSC/UPSC.

Challenges

9. To motivate students for more attendance and learning interest.

Department of Bangla

Strength

- Competent, creative and committed faculty members to undertake degree level classes.
- Well equipped departmental library.
- E-classroom and seminar hall.
- Faculty have participated in seminars and conferences

Weakness

- Poor academic base of students

Opportunities

- Positive and visionary management of college.

- Good environment for creative activities.

Challenges

- To increase number of students.
- Placement
- To commence the PG department.

Department of Commerce

Strength

1. The commerce faculty has a lively competent, learned, dedicated teachers to impart quality education in commerce discipline. A total of 8 (eight) capable, proficient and experienced teachers are delivering their services in commerce faculty.
2. Out of the total eight faculty members four of them having Ph.D. degree and other four members are also pursuing Ph.D.
3. Integration of teaching and research is the specialty of Commerce Faculty. Two faculty members are recognized as resource person for Ph.D. research scholar course work by the Kolhan University, Chaibasa.
4. The faculty organized two national seminars. The details are as below.
5. **Two (02)** UGC sponsored Minor Research Project has completed and final report submitted by the faculty members. Further **one (01)** Minor Research Project is going on in current session. The details of the MRP projects are as below:
6. The faculty members are also involved in supervising the Ph.D. scholars, details of which are as follows :
7. Faculty members are also actively involves in research and publication. All faculty members made paper presentations at national and international conferences of repute.
8. Following Books are published by the faculty members

9. Apart from teaching work our faculty members are also cater their services in administration and other regular activities of the college.

- a. Dr. Aftab Alam Ansari - Commerce Faculty In Charge and Coordinator of Vocational Courses.
- b. Dr Md. Moazzam Nazri - Member of the Committee for Upgrading the Employee Service Book of the College.
- c. Dr. G.Vijayalakshmi - Coordinator Placement Cell.
- d. Dr Sk Anwar Ali - NSS Program Officer of the College and Common Room In Charge (Boys and Girls)

10. As far as academic results are concerned, the academic results of commerce faculty is best in Kolhan University, Chaibasa. The trend in success rate is high in comparison to other colleges. Our first batch of PG students occupied merit positions in the M.Com exam of Kolhan university.

11. Student development programs have been initiated in the Commerce faculty to improve knowledge and competitiveness among the students, here the purpose is to make them future ready. To enhance their skill the faculty organized various workshop for students.

12. The commerce faculty believes that the students, teachers and guardians all three factor should come together to enhance the higher education to quality education for the betterment of society. Keeping this view, the Commerce faculty organizes Parent-Teacher meeting every year to get the constructive and valuable opinion from parents and guardians to maintain the cordial academic environment in the faculty.

13. The faculty ensures that the students acquire a holistic approach which when coupled with inner merit, will transform them into citizens with vision, a deep sense of ethics and socially responsible.

14. All faculty members were actively involved in academic and personal counseling of students to foster a sense of individuality and personal development. Students are also provided career counseling with the association of career planning and guidance center of the college. Time to time students are made aware about professional courses related to commerce discipline.

Weakness

- Strength of the faculty members are low in association to student's strength.
- Due to the economic background of students and the paucity of time available to them, we face hurdle to motivating them for value added courses.

- Paucity of resources for the teachers for research work.

Opportunities

- Location wise advantages for strengthening academia-industry linkages.
- Exploring possibility of collaborative research with research institutions.
- Faculty member's strength and enterprising nature is a strong opportunity.
- The faculty is looking for the commencement of BBA and MBA in near future.

Challenges

- Keeping pace with the rapid changes in higher education.
- Sustaining quality along with access in higher education.
- Providing resources for all marginalized students.
- Diverse student community.

Department of English

Strengths

- 1) The teachers of the department are academically motivated to bring out the best in their students, to which effect, they constantly keep themselves updated in their respective areas of specialization.
- 2) The students of the department are equally motivated and register enthusiastic presence and participation in all the activities of the department. The department has also constituted a Core Team of sincere and dedicated students volunteers who assist in the administrative functioning of the department.
- 3) The Department is highly active and routinely organises a large number of activities such as film shows, guest lectures, poetry and prose reading sessions, centenary celebrations of writers and their works, discussion sessions with alumnus, etc. in order to offer its students opportunities of broadening their perspective on literature.
- 4) The Department also organizes extra classes on writing skills for students of Part 1 in order to train them in the art of writing academic answers for university examinations.

Weaknesses

- 1) The Department suffers from the non-availability of good reference books for its students.
- 2) Lack of parental interest and concern in the learning and education of students also constitutes a handicap.
- 3) The fact that most of our students come from the economically under-privileged sections of society, makes it difficult for them to spend money on books of the subjects.
- 4) The vernacular background of the majority of our students is also an obstacle that necessitates the imparting of bilingual, sometimes multilingual instruction in the classroom.

Opportunities

- 1) The use of the college website for academic interaction with students and for sharing of information and study material is perceived as a significant opportunity.
- 2) The use of the ICT resources of the college also constitutes an important opportunity for the department.
- 3) The use of social media platforms for communications with students and promotion of learning opportunities is also visualized as an opportunity.
- 4) The students of the department constitute an important bank of creative talent for various literary and cultural activities both within and outside the college.

Challenges

- 1) The job mindset of students and their evaluation of academic learning in vocational terms constitute a significant challenge.
- 2) The large number of students opting for the subject, particularly in the MIL Compulsory Language Course is also a huge challenge.
- 3) Enabling students to distinguish between sound and unsound e-resources and discouraging unethical acts of plagiarism remains a challenge.
- 4) Motivating students for higher education and excellence in the subject, also constitutes a challenge.

Department of Philosophy

Strength

- Department has large number of text reference books in the college library.
- Faculty members have many publications.
- Good teacher-students relationship
- Student centered teaching
- Encouragement for the participation in extracurricular activities.

Weakness

- Lack of student's attraction to the subject due to misconception about the subject.
- Syllabus is not accordance to the demand of job perspective.
- Opportunities
- Research work
- Coaching for Preparation for competitive exams

Challenges

- Lack of motivation and counseling
- Lack of awareness about the subject
- Lack of student's interest in the subject.

Department of Hindi

Strength

- Competent, creative and committed faculty members to undertake degree level classes.
- Well equipped departmental library.
- E-classroom and seminar hall.

Weakness

- Poor academic base of students

Opportunities

- Positive and visionary management of college.

- Good environment for creative activities.

Challenges

- To increase number of students
- To commence the PG department.

Department of Geography

Strength

- Well equipped department
- Observatory of department
- Conducts seminars / lecturers every month
- Department organize guest lecturers time to time.
- Conducts exhibitions at departmental level.
- Educational tour for applied relationship between man and environment.
- Local tour and environmental awareness.
- Time to time survey camps in different area of district to spread awareness.
- A very good result of students every year.
- Weather forecasting awareness program.

Weakness

- More post required for the department.
- Requirement of lab technician.

Opportunity

- To establish remote sensing lab in department.
- To start travel and tourism department.

Challenges

- Collaboration with other department for the development of society.
- To generate indigenous resources creating swart regions.

Department of Economics

Strength

- Competent faculty members to undertake classes.
- Well equipped central library facility as well as as rich departmental library.
- E-classrooms and seminar halls.

Weakness

- Gradually decreasing number of students.
- Poor academic base of students.

Opportunities

- Good condition for research activities.

Challenges

- To increase number of students.
- To establish a free coaching centre for NET.

Section-2

Strength perceived by non teaching

Strength dimension of the college has six factors namely infrastructure for work, the present salary, interdepartmental communication, commitment of the Non-teaching members, recognition given by the college and healthy environment. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

Table 2.1: Presenting the mean of Non-teaching staffs on different factors of Strength of the college.

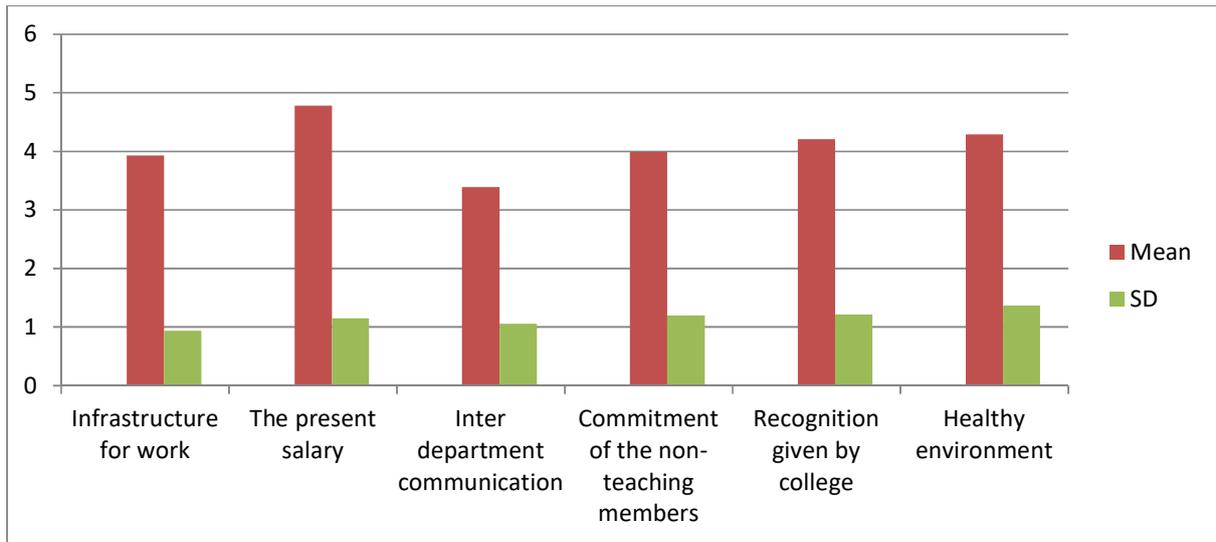
Dimensions	Infrastructure for work	The present salary	Inter department communication	Commitment of the non-teaching members	Recognition given by college	Healthy environment
Mean	3.93	4.78	3.39	3.99	4.21	4.29
SD	0.94	1.15	1.06	1.20	1.22	1.37

Factors of strength (Non-Teaching Staffs) are as follows:

1. Infrastructure for work
2. The present salary
3. Inter department communication
4. Commitment of the non-teaching members
5. Recognition given by college and
6. Healthy environment

Table 1 presents the mean scores of non teaching staffs on different factors of strength. The table reveals that infrastructure for work, the present salary, interdepartmental communication, commitment of the non-teaching members, recognition given by college and healthy environment are emerged as prominent factor of strength of college. These all factors were rated favorably by all non-teaching members.

Graph 2.1: Presenting the mean of Non-teaching staffs on different factors of Strength of the college.



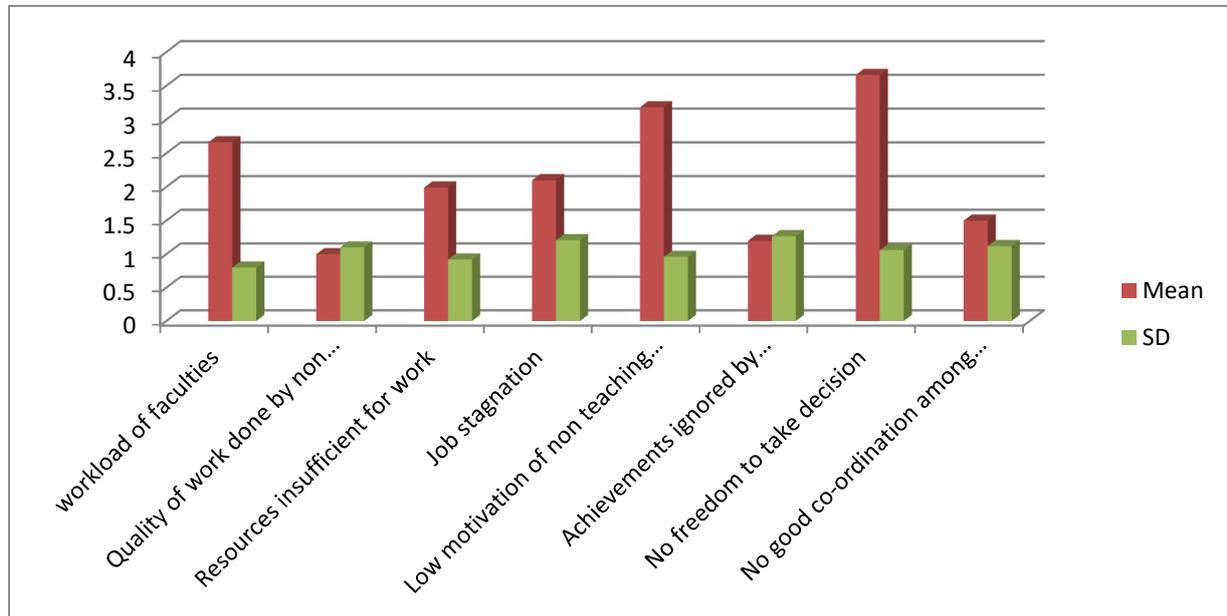
Weakness perceived by non teaching staffs

Weakness dimension of the college has eight factors namely workload of faculties, quality of work done by non-teaching staffs, resources insufficient for work, job stagnation, low motivation of non-teaching staffs, achievements ignored by management, no freedom to take decision and no good co-ordination among teaching staffs. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

Table 2.2: Presenting the mean of Non-teaching staffs on different factors of Weakness of the college.

Dimensions	workload of faculties	Quality of work done by non teaching staffs	Resources insufficient for work	Job stagnation	Low motivation of non teaching staffs	Achievements ignored by management	No freedom to take decision	No good co-ordination among non teaching staffs
Mean	1.66	1.09	1.99	2.11	2.18	1.20	2.16	1.50
SD	0.80	1.10	0.92	1.21	0.96	1.27	1.06	1.12

Graph 2.2: Presenting the mean of Non-teaching staffs on different factors of Weakness of the college



As far as the weakness is concerned work over load, Quality of the work done by non teaching staffs, insufficient resources for the work, Job stagnation in present work, low motivation of non teaching staffs, achievements achieved by non teaching staffs are ignored by management, no freedom to take decision and no good co ordination among non teaching staffs are some of the weakness identified. no freedom to take decision has emerged as an important weakness as perceived by teaching staffs of the college. Whereas, all the factors of weakness perceived below average by the teaching staffs

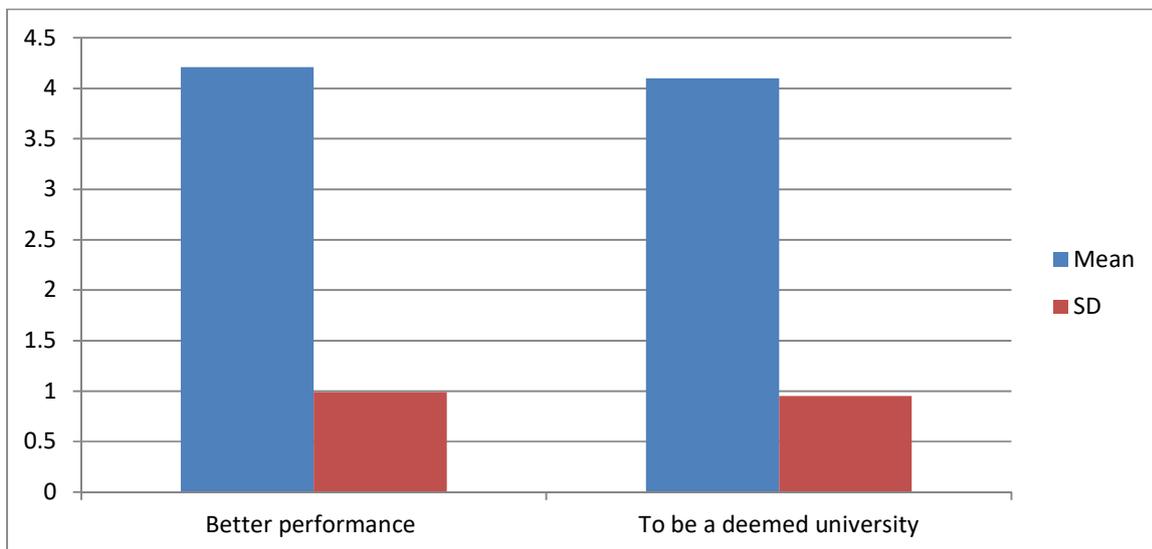
Opportunity perceived by non teaching

Opportunity dimension of the college has two factors namely Better performance and to be a deemed university. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

Table 2.3: Presenting the mean of Non-teaching staffs on different factors of Opportunity of the college.

Dimensions	Better performance	To be a deemed university
Mean	4.21	4.10
SD	0.99	0.95

Graph 2.3: Presenting the mean of Non-teaching staffs on different factors of Opportunity of the college.



First important opportunity for college is better performance of college in coming future is perceived by non teaching staffs and the Second important factor of opportunity which was perceived by non teaching staffs is to be a deemed university.

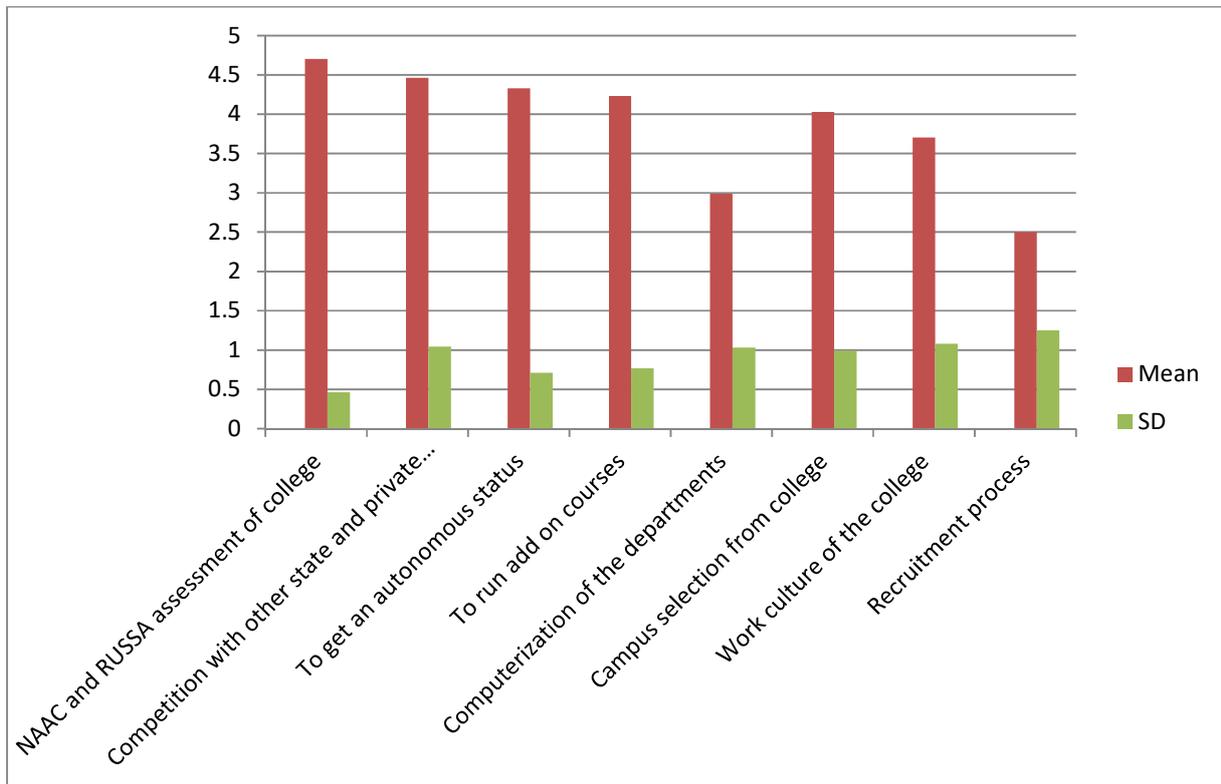
Challenges perceived by non teaching staffs

Challenges dimension of the college has eight factors namely NAAC and RUSA assessment of college, competition with other state and private universities, to get an autonomous status, to run add-on courses, computerization of the departments, and campus selection from college, work culture of college and recruitment process. Each factor was rated on five dimension scale ranging from 1 to 5. 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. Thus score on each factor will not exceed 5 and minimum score on each factor will be 1.

Table 2.4: Presenting the mean of Non-teaching staffs on different factors of Challenges of the college.

Dimensions	NAAC and RUSA assessment of college	Competition with other state and private universities	To get an autonomous status	To run add on courses	Computerization of the departments	Campus selection from college	Work culture of the college	Recruitment process
Mean	4.70	4.46	4.33	4.23	2.99	3.03	3.70	2.5
SD	0.46	1.04	0.71	0.77	1.03	0.99	1.08	1.25

Graph 2.4: Presenting the mean of Non-teaching staffs on different factors of Opportunity of the college.



According to the non teaching staff of the college following factors are perceived as challenges of college:

1. NAAC and RUSA are the most prominent and important challenges for college and college should work hard for it.
2. Second factor of challenges for college is competition of college with other private universities and colleges.
3. To get an autonomous status for college is third important factor of challenge and college has to work hard to achieve it.
4. Fourth important challenge according to non teaching staffs of college is running add on courses.
5. Computerization of all the departments is fifth important factor of challenge for college and college has to work on it as soon as possible.

6. Campus selection from the college is also a challenge perceived by non teaching staffs.
7. Work culture of the college is seventh important challenge for college according to non teaching staffs.
8. Recruitment process is also perceived as a factor of challenge and it is perceived as eighth challenging factor for college by non teaching staffs.

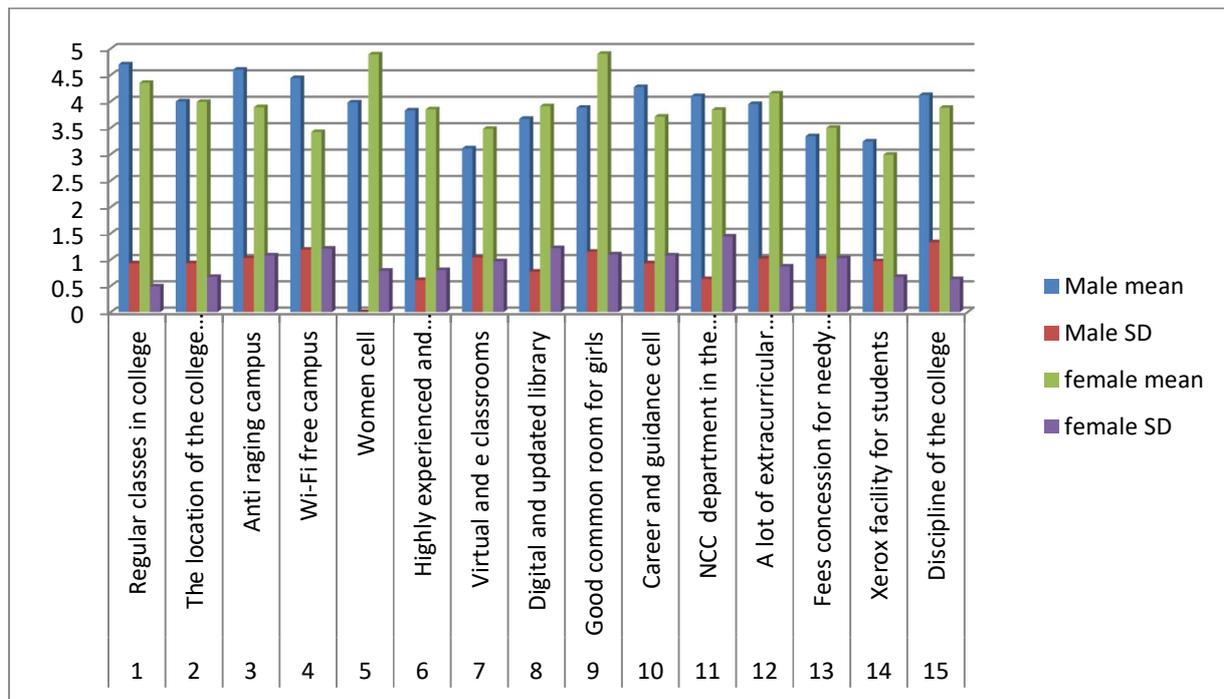
Section-3

Strength as perceived by students

Table No 3.1: presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on Strength for college.

Serial no.	factors	Male		female	
		mean	SD	mean	SD
1	Regular classes in college	4.70	0.93	4.35	0.49
2	The location of the college in prime place	4.00	0.93	3.99	0.67
3	Anti raging campus	4.6	1.03	3.89	1.08
4	Wi-Fi free campus	4.44	1.19	3.42	1.21
5	Women cell	3.98	1.2.72	4.89	0.79
6	Highly experienced and qualified teachers	3.83	0.61	3.85	0.80
7	Virtual and e classrooms	3.11	1.04	3.48	0.97
8	Digital and updated library	3.67	0.77	3.91	1.22
9	Good common room for girls	3.88	1.15	4.90	1.10
10	Career and guidance cell	4.27	0.93	3.71	1.08
11	NCC department in the college	4.10	0.63	3.84	1.44
12	A lot of extracurricular activities done by college for example SPARC, ART and DRAMA etc.	3.95	1.02	4.15	0.87
13	Fees concession for needy students is a strength which makes the college image good.	3.34	1.02	3.50	1.03
14	Xerox facility for students	3.24	0.97	2.99	0.67
15	Discipline of the college	4.12	1.33	3.88	0.63

Graph 3.1: presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on Strength for college.



The above table reveals strength perceived by students consisting boys and girls. There are thirteen items or factors were included in the questionnaire based on pilot study administered on them. The finding revealed that both genders perceived the factor of strength in different ways.

Both boys and girls perceived “highly experienced and qualified teachers” as the most important strength of the college.

Another factor which emerged as next important factor of strength was “regular classes” in the college campus as perceived by boys where as the girls’ perceived important strength “the location of the college”.

Besides this, some of the other important strength of the college as perceived by both genders are Anti raging campus, Wi-Fi free campus, Women cell, Virtual and e classrooms, Digital and updated library, Good common room for girls, Career and guidance cell, NCC department in the

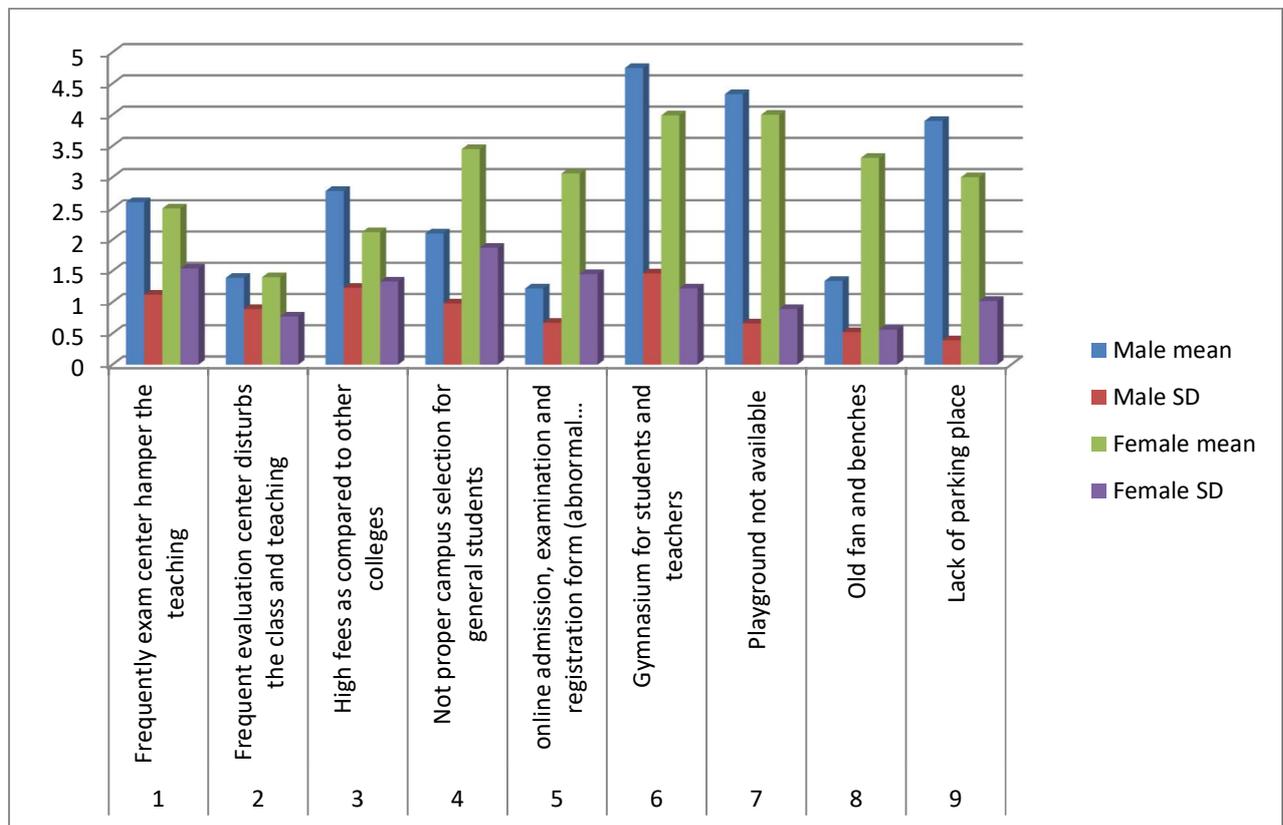
college, A lot of extracurricular activities done by college for example SPARC, ART and DRAMA etc., Fees concession for needy students, Xerox facility for students and discipline emerged as strengths which makes the college image good.

Weakness as perceived by students

Table No 3.2: presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on Weakness for college.

Serial no.	factors	Male		Female	
		mean	SD	mean	SD
1	Frequently exam center hamper the teaching	2.60	1.12	2.50	1.54
2	Frequent evaluation center disturbs the class and teaching	1.39	0.89	1.40	0.77
3	High fees as compared to other colleges	2.78	1.23	2.12	1.33
4	Not proper campus selection for general students	2.10	0.98	3.45	1.87
5	online admission, examination and registration form (abnormal situation during these times)	1.22	0.67	3.06	1.45
6	Gymnasium for students and teachers	4.75	1.46	3.99	1.22
7	Playground not available	4.33	0.66	4.00	0.89
8	Old fan and benches	1.34	0.52	3.31	0.56
9	Lack of parking place	3.90	0.39	3.00	1.02

Graph 3.2: presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on Strength for college.



Above table shows the mean and SD on the dimension of weakness for college perceived by male and female students.

The above table shows the mean, and SD of weakness perceived by boys & girls. Both group perceived that factor “frequent exam center”, and “high college fees as compared to other college” as the main weakness of college. on the other hand boys perceived “Gymnasium for students” as important weakness. They ranked in average scores.

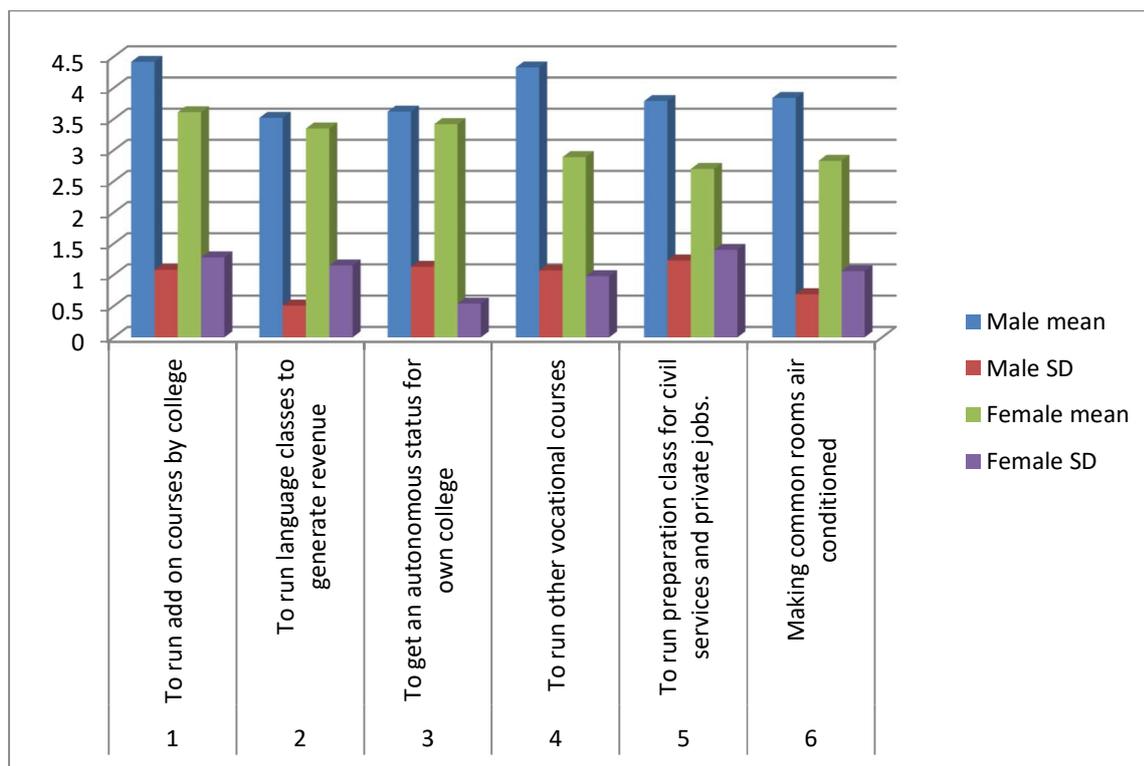
As far as the other factors related to the weakness as perceived by the college students consisting both boys and girls are “difficulty in filling online examination and registration form”, “frequent evaluation center” disturbing teaching and learning process “not proper campus selection for general courses”, “gymnasium not available for students and teachers”, “play ground not available”, “old fans and tables benches”, “lacking of parking place”, “common room for boys” respectively.

Opportunities as perceived by students

Table No 3.3: Presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on opportunities for college.

Serial no.	factors	Male		Female	
		mean	SD	mean	SD
1	To run add on courses by college	4.42	1.08	3.61	1.28
2	To run language classes to generate revenue	3.52	0.51	3.35	1.15
3	To get an autonomous status for own college	3.62	1.13	3.42	0.54
4	To run other vocational courses	4.33	1.07	2.89	0.98
5	To run preparation class for civil services and private jobs.	3.79	1.23	2.70	1.40
6	Making common rooms air conditioned	3.84	0.69	2.83	1.06

Graph 3.3: Presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on opportunities for college.



Both group rated the factor of opportunity in different ways. In the case of male they perceived factor 1 “To run add on courses by college ”as prominent factor, 2nd 4 “To run languages courses”, 3rd factor “Making common rooms air conditioned”, 4th factor “Gymnasium for students and teachers”, 5th “To run preparation class for civil services and private jobs”, 6th factor “To run language classes to generate revenue” and 7th factor “To get an autonomous status for own college ”as factor of opportunity.

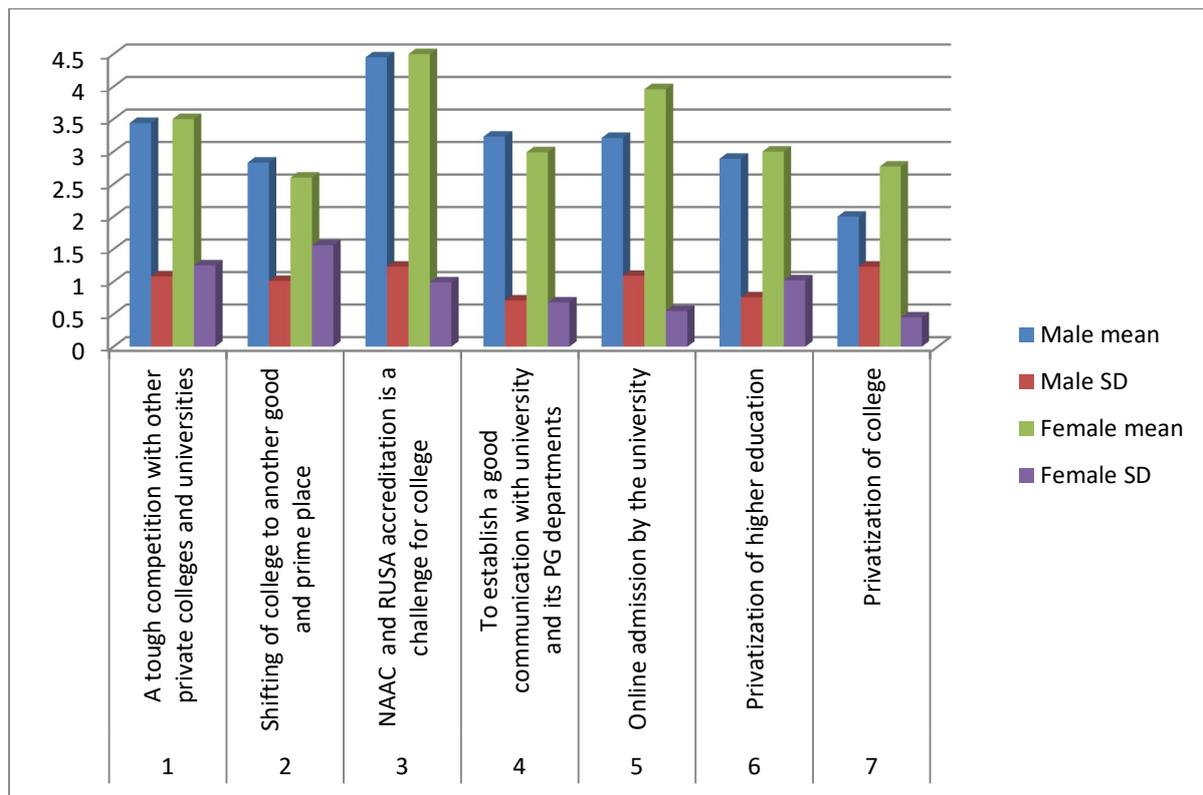
Whereas In the case of girls they perceived factor” To run add on courses by college “ as no 1 prominent factor, second leading factor of opportunity is “To get an autonomous status for own college”, third factor “To run language classes to generate revenue”, 4th “To run other vocational courses” and factor 6 “Making common rooms air conditioned “ respectively as the important factor of opportunity.

Challenges as perceived by students

Table No 3.4: presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on challenges for college.

Serial no.	factors	Male		Female	
		mean	SD	mean	SD
1	A tough competition with other private colleges and universities	3.44	1.08	3.50	1.25
2	Shifting of college to another good and prime place	2.83	1.01	2.60	1.56
3	NAAC and RUSA accreditation is a challenge for college	4.45	1.23	4.50	0.99
4	To establish a good communication with university and its PG departments	3.23	0.71	2.99	0.68
5	Online admission by the university	3.21	1.09	3.96	0.55
6	Privatization of higher education	2.89	0.76	3.00	1.02
7	Privatization of college	2.00	1.23	2.77	0.45

Graph 3.4: presenting the mean, SD of male (N=500) and female (N=500) total students (N=1000) on challenges for college.



The above table presents the mean, and SD on different factors of challengers: both the group perceived the factors of challenge in different ways the “NAAC and RUSA accreditation” emerged as important challenge as perceived by boys whereas girls perceived most vital factor “a tough competition with other private colleges and universities” as challenge, followed by “online admission system by university”, “privatization of higher education” as important factor of challenge.

Section-4

SWOC as perceived by Alumni

A structured interview was conducted in which questions related to strength, weakness, opportunity, and challenges of college were asked and on the basis of the responses finding are as follows:

Strength

- **Well qualified teachers:** The alumni students of the college perceive that the faculty members of the college are well qualified and experienced.
- **Annual alumni meet:** Various department of the college conducts annual alumni meet for the students.
- **Good infrastructure:** The students perceived that the college has good infrastructure.
- **Regular classes:** The major strength as said by the alumni students was that the college is regular in conducting classes.
- **Regular workshops and seminars:** The departments organize workshops and seminars on regular basis which is productive for its students.
- **Well equipped laboratories :** The laboratories of the college is well equipped with all instruments, camers, computers, chemicals etc and keeps upgrading them time to time.
- **Regular extracurricular activities:** The College conducts regular extracurricular activities like singing, drama, debate, dance, painting etc under Sparc which is society of promotion of art and culture.
- **Good result:** The college has always done excellently well with the result of its students.
- **Internal examinations:** The College conducts regular internal examination for the assessment of its students.
- **Discipline and decorum:** The alumni's believe that the college is well known in Jharkhand for its decorum and discipline.
- **Clean campus:** The campus is neat and clean. Time to time the sweepers and peons keep a check on the cleanliness.

Weakness

- **Scarcity of space:** A little space crunch is a problem for the college as perceived by the pass out students.
- **Hostel facilities and Gymkhana :** The college doesn't have its own hostel and gymkhana also which is its weak point

- **Small playground** : The playground is small as compared to the number of students.
- **Class suspension** as a result of frequent examination centre.

Opportunity

- **Internship and Training:** The college send its students to various organizations for their internships and trainings.
- **Scholarships:** The students benefit from certain scholarship provided by the college.
- **NCC:** The interested students benefit from the NCC wing of the college. Weekly classes and training sessions are held in college.
- **NSS :** The NSS wing is active in supporting social causes, they organize camps in villages and the interested students enroll in the NSS wing in large numbers.
- **Rotract :** The rotract club of the college is perceived to be a great opportunity factor by the alumni students.
- **UGC projects**

Challenges

- **Collaboration with other university:** Collaborating itself with other foreign universities for exchange programmes is a great challenge for the college.
- **Major research project:** Funding and proposing major research project is a challenge for the students as well as the faculty members.
- **Placement for all students:** The great challenge today is to place their students in well industries and organizations.