

SWOC **ANALYSIS** **2022-23**



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INTRODUCTION

A SWOC analysis provides a comprehensive understanding of the internal and external factors that can impact the college's performance and effectiveness. By replacing the traditional "threats" with "challenges," we aim to foster a proactive and solution-oriented approach to addressing potential obstacles and maximizing the college's potential for growth and success.

SWOC analysis serves as a valuable tool for any educational institution, including Karim City College, as it allows us to assess the current state of affairs, identify areas that need improvement, capitalize on the college's strengths, and explore new opportunities for development. By analyzing the internal strengths and weaknesses, we can leverage the college's positive attributes and address any areas that may require attention or improvement. Simultaneously, by examining external opportunities and challenges, we can adapt and respond effectively to the dynamic educational landscape.

The SWOC analysis will provide a holistic view of Karim City College's internal resources, faculty expertise, infrastructure, curriculum, and student body, as well as the external factors such as market trends, competition, technological advancements, and socio-economic factors that impact the college's operations. By understanding these factors, the college can make informed decisions, set strategic goals, and implement appropriate measures to enhance its overall performance and reputation.

Through this SWOC analysis, we aim to identify the college's unique strengths that set it apart from other institutions, highlight potential areas for improvement and growth, explore opportunities for collaboration and expansion, and address the challenges that may hinder the college's progress. By taking a proactive approach and focusing on challenges rather than threats, we can foster a culture of resilience, adaptability, and continuous improvement within Karim City College.

In conclusion, the SWOC analysis will provide valuable insights and recommendations to Karim City College, enabling the institution to make informed decisions, capitalize on its strengths, address weaknesses, seize opportunities, and overcome challenges. By embracing this analysis, the college can position itself as a leading educational institution, committed to excellence, innovation, and the holistic development of its students.



SWOC Analysis is a strategic planning tool that stands for Strengths, Weaknesses, Opportunities, and Challenges. It is a framework used to assess the internal and external factors that affect an organization or institution, such as a college, in order to make informed decisions and develop effective strategies.

Let's break down each component of SWOC analysis:

1. **Strengths:** These are the positive attributes and resources that the college possesses. Strengths can include things like a strong faculty, excellent infrastructure, a diverse student body, a reputable brand, or successful programs. By identifying and leveraging these strengths, the college can capitalize on its advantages and build upon its successes.
2. **Weaknesses:** These are the areas where the college may have limitations or areas for improvement. Weaknesses can include factors such as outdated facilities, limited funding, a lack of certain programs or courses, or low student retention rates. By recognizing these weaknesses, the college can work towards addressing them and turning them into strengths.
3. **Opportunities:** These are external factors or circumstances that can benefit the college. Opportunities can arise from changes in the market, advancements in technology, collaborations with other institutions or organizations, or emerging trends in education. By identifying and seizing these opportunities, the college can stay ahead of the curve and enhance its offerings.
4. **Challenges:** In the SWOC analysis, challenges replace the traditional "threats" component. These are external factors that may hinder the college's progress or pose obstacles to its success. Challenges can include increased competition, changing regulations, economic fluctuations, or shifting demographics. By recognizing these challenges, the college can develop strategies to mitigate their impact and overcome them.

By conducting a SWOC analysis, Karim City College can gain a comprehensive understanding of its internal strengths and weaknesses, as well as the external opportunities and challenges it faces. This analysis provides a foundation for strategic decision-making, goal-setting, and the development of action plans to enhance the college's performance, reputation, and overall effectiveness.

Ultimately, the SWOC analysis empowers the college to capitalize on its strengths, address weaknesses, seize opportunities, and overcome challenges, thus positioning itself for continued growth and success in the ever-evolving educational landscape.



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

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 800 students studying in different departments were included as samples. Among the sample 400 were male and 400 females.

The fourth stratum was the alumni group. A total number of 50 alumni were interviewed.



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 800 students consisting of 400 boys and 400 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.



STUDENTS



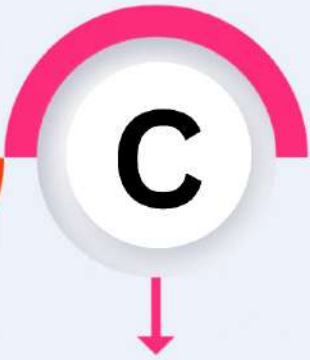
STRENGTHS



WEAKNESSES



OPPORTUNITIES



CHALLENGES

Regular classes in the college campus

The college is in the prime location

Highly experienced and qualified teachers

Virtual and e classroom

Digital and updated library

Common room for both boys and girls

Wi-Fi free campus

NCC department in the college

Extracurricular activities like SPARK, Art & DRAMA

Xerox facility for student disciplined of the college

Fee concession for the needy students

Women cell

Anti raging campus

Career guidance cell

Gym for both boys and girls

Air condition auditorium

Frequently exam center hamper the teaching

Frequent evaluation center disturbs the class and teaching

High fees as compared to other colleges

Not proper campus selection for general students

Online admission, examination and registration form (abnormal situation during these times)

Quality of the canteen

Playground not available

Old fan and benches

Lack of parking place for students

Less avenues for higher education

Introduction:

To run add on courses by college

To run language classes to generate revenue

To get an autonomous status for own college

To run other vocational courses

To run preparation class for civil services and other government jobs.

Making common rooms air conditioned

To start new PG courses

A tough competition with other private colleges and universities

Shifting of college to another good and prime place

NAAC and RUSA accreditation is a challenge for college

To establish a good communication with university and its PG departments

Online admission by the university

Privatization of higher education

Privatization of college

Less admission in college courses

Integrated courses in all streams



Our team of experts conducted interviews with 800 students from Karim City College to gather data for a comprehensive SWOC analysis. The purpose of these interviews was to gain insights into the strengths, weaknesses, opportunities, and challenges faced by the college from the perspective of its student body. This report presents the key findings from these interviews.

Strengths:

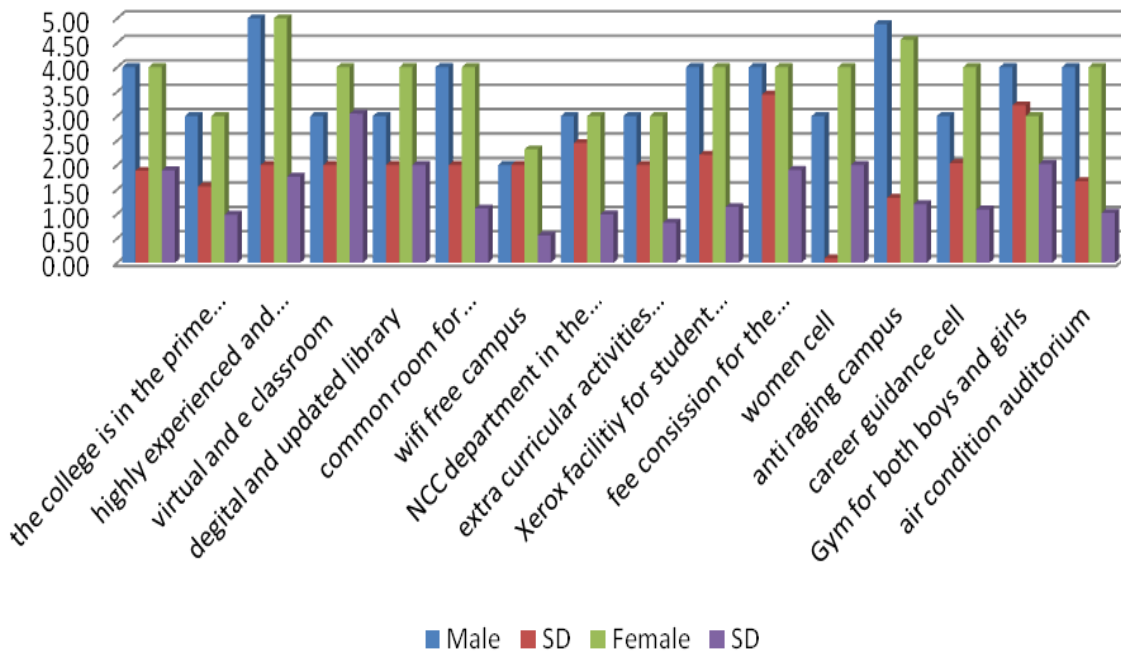
Strength as perceived by students

Table No 1: presenting the mean, SD of male (N=400) and female (N=400) total students (N=800) on Strength for college.

Sl.NO	Factors	Male	SD	Female	SD
1	Regular classes in the college campus	4.00	1.88	4.00	1.89
2	The college is in the prime location	3.00	1.56	3.00	0.98
3	Highly experienced and qualified teachers	5.00	2.00	5.00	1.76
4	Virtual and e classroom	3.00	2.00	4.00	3.05
5	Digital and updated library	3.00	2.00	4.00	2.00
6	Common room for both boys and girls	4.00	2.00	4.00	1.11
7	Wi-Fi free campus	2.00	2.00	2.32	0.56
8	NCC department in the college	3.00	2.45	3.00	0.99
9	Extracurricular activities like SPARK, Art & DRAMA	3.00	2.00	3.00	0.82
10	Xerox facility for student disciplined of the college	4.00	2.21	4.00	1.14
11	Fee concession for the needy students	4.00	3.44	4.00	1.90
12	Women cell	3.00	0.09	4.00	2.00
13	Anti raging campus	4.88	1.33	4.56	1.20
14	Career guidance cell	3.00	2.04	4.00	1.09
15	Gym for both boys and girls	4.00	3.22	3.00	2.02
16	Air condition auditorium	4.00	1.67	4.00	1.02



Strength Perceived by the students



1. Regular classes in the college campus : A significant number of students praised the expertise and dedication of the college's faculty members in conducting regular classes in the campus.. They appreciated their knowledge, teaching methods, and willingness to provide guidance and support. Consistent engagement and commitment from educators greatly contribute to a vibrant learning environment.

2. The college is in prime location: Many students consider prime location of the college as a perk. Prime location of the college provides easy accessibility, opportunities for networking, and often a vibrant surrounding community that can enrich the overall college experience for students.

3. Highly experienced and qualified teachers:

Many students acknowledged the well-maintained facilities, modern classrooms, well-equipped laboratories, and access to resources like libraries and computer labs. The college's infrastructure was considered a strength that enhanced the overall learning experience.

4. Virtual and e classroom: Several students expressed their satisfaction with the availability of virtual and e-classrooms. It provides several benefits to college students. They provide



flexibility in scheduling, accessibility to resources from anywhere, opportunities for personalized learning, the ability to revisit lectures or materials, and often foster more interactive and engaging learning environments through various multimedia tools and platform.

5. Digital and updated library: A digital and updated library in college receives praise from students for its convenience, granting access to a vast array of resources from scholarly articles to e-books, enhancing research capabilities, promoting collaborative learning through shared materials, and offering 24/7 accessibility from anywhere with an internet connection.

6. Common room for both boys and girls: Separate common rooms for boys and girls in colleges can receive positive feedback from students as they provide a sense of comfort, privacy, and a dedicated space for socializing, studying, or engaging in activities without concerns about privacy or distractions, allowing for a more relaxed and focused environment.

7. WIFI free campus: Students appreciated a Wi-Fi free campus as it encourages in-person interactions, fosters focus on offline activities such as discussions, clubs, and group studies, reduces dependency on devices, and promotes a healthier balance between online and offline activities, contributing to a more engaging and connected campus experience.

8. NCC Department in the college: The NCC (National Cadet Corps) department in college is much appreciated by students for offering opportunities to student's develop their leadership skills, instilling discipline, fostering a sense of patriotism, providing physical fitness training, offering adventure activities, and creating a platform for social service and community engagement, all of which contribute to holistic personal development.

9. Extracurricular activities like SPArC, Arts and Drama: Students valued free extracurricular activities like art and drama in college through the platform of SPArC [Society for promotion of Art and Culture] because they offer creative outlets, stress relief, opportunities for self-expression, skill development beyond academics, fostering teamwork and collaboration, and contributing to a well-rounded educational experience that goes beyond textbooks and lectures. These platforms in college offers avenues for career exploration or hobbies that can contribute to their overall growth and success.

10. Xerox facility for students disciplined of the college: Several students expressed their satisfaction with the availability of Xerox facilities in colleges offering several benefits to them. They provide convenient access to photocopying services for course materials, notes, and assignments. It helps in creating study resources, sharing materials among peers, and ensures students have physical copies of essential documents, aiding their academic endeavors and preparations for exams and projects.



11. Fee concession for the needy students: Many students expressed appreciation for fee concessions for needy students in college as it ensures access to education regardless of financial constraints. It enables deserving students to pursue higher education, reduces their financial burden, promotes inclusivity, and ensures equal opportunities for all, ultimately supporting their academic success and future prospects.

12. Women cell: The presence of a Women's Cell in a college is incredibly reassuring for students. Students are recognizing and valuing this presence. The cell is effectively supporting and empowering women on campus. It indicates that the institution prioritizes the well-being and safety of its female students, fostering an environment of support and empowerment.

13. Anti ragging campus: Appreciation for an anti-ragging campus by students is a significant testament to the college's commitment to providing a safe and inclusive environment. It's heartening to know that students feel secure and respected, fostering a positive atmosphere for everyone's academic and personal growth.

14. Career guidance cell: Positive feedback about the career guidance cell suggests that students find it beneficial and valuable. It's a great sign that the cell is effectively assisting students in navigating their career paths and providing support for their professional development. It provides personalized advice, helps students explore various career paths, assists in identifying strengths and interests, offers resources for internships and job opportunities, and supports in creating effective resumes or portfolios. Overall, it equips students with the tools needed to make informed decisions about their future careers.

15. Gym for both boys and girls: Students are appreciating gym facilities being accessible to both boys and girls in college. This inclusivity promotes a healthy lifestyle and equal opportunities for fitness and well-being among all students, fostering a more balanced and supportive campus environment. Presence of gym encourage students to prioritize their physical well-being alongside their academic pursuits.

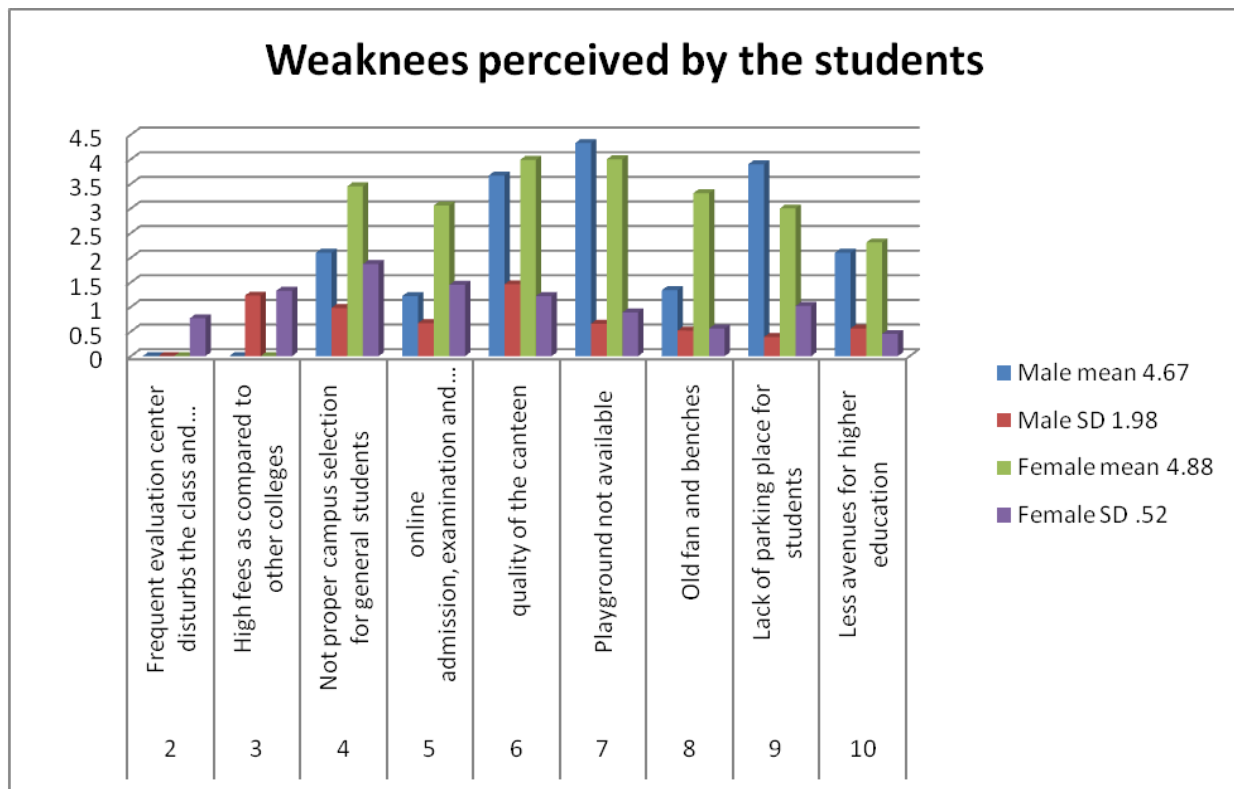
16. Air-conditioned auditorium: Satisfaction with an air-conditioned auditorium in college indicates a positive experience for students during events, lectures, or gatherings. It ensures a comfortable environment regardless of external weather conditions, fostering an atmosphere conducive to learning, performances, and various activities.



Weaknesses:

Table No 2: presenting the mean, SD of male (N=400) and female (N=400) total students (N=800) on Weakness for college.

Serial no.	Factors	Male		Female	
		mean	SD	mean	SD
1	Frequently exam center hampers the teaching	4.67	1.98	4.88	.52
2	Frequent evaluation center disturbs the class and teaching	2.39	.91	2.20	0.77
3	High fees as compared to other colleges	3.87	1.23	3.56	1.33
4	Not proper campus selection for general students	2.1	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	Quality of the canteen	3.67	1.46	3.99	1.22
7	Playground not available	4.33	0.66	4	0.89
8	Old fan and benches	1.34	0.52	3.31	0.56
9	Lack of parking place for students	3.9	0.39	3	1.02
10	Less avenues for higher education	2.1	0.56	2.31	0.45





1. Frequent exam center by the Kolhan University hampers the teaching: Some students mentioned that frequent use of colleges as exam centers by the university disrupt regular teaching schedules and impact the continuity of classes. It creates logistical challenges, require space adjustments, and sometimes disrupt the learning environment.

2. Frequent evaluation center by the Kolhan University disturbs the class and teaching: Students feel dissatisfied when frequent evaluation centers disturb the learning environment. Their concerns about disruptions to classes and the overall learning experience are valid and often shared among peers. It creates distractions, alter schedules, and sometimes impact the quality of teaching and learning experiences. Colleges should consider balancing the need for evaluation with maintaining a conducive learning atmosphere.

3. Considerably higher fees as compared to other colleges: Comparing college fees with other institutions is a natural concern for students. The tuition cost at Karim City College is considerably higher to what other colleges offer. It's essential for colleges to ensure that the fees reflect the value of education and facilities provided, addressing student concerns about the cost versus the benefits they receive.

4. Not proper campus selection for general students: Students pursuing general courses feel that less initiative is taken for them in terms of campus placement opportunities. Often, colleges tend to focus more on specialized programs for placements. Encouraging broader career guidance and networking opportunities for students across different courses could help address this issue. Ensuring equitable access to placement services and career guidance for all students, regardless of their course, could help alleviate this concern. Providing diverse job opportunities and skill-building programs can also enhance their chances in the job market.

5. Online admission, examination and registration form (abnormal situation during these times) :

Some students face dissatisfaction during online form submission due to various reasons like technical glitches, unclear instructions, or difficulty navigating the system. It's essential for institutions to ensure user-friendly interfaces, clear guidelines, and adequate technical support to address these issues and improve the overall experience for students.

6. Quality of the canteen: Few students expressed their dissatisfaction with the standard of quality of the college canteen. Issues like variety, pricing, and less seating capacity significantly impact their experience. It impacts their overall experience negatively and can prompt them to seek alternative dining options off-campus. Addressing these concerns by improving menu options, maintaining hygiene standards, and seeking student feedback can enhance satisfaction with the canteen services.



7. Playground not available: The absence of a playground in college is challenging for students, especially for those involved in sports or seeking recreational activities. It limits their opportunities for physical exercise, relaxation, and extracurricular sports activities, impacting their overall well-being and holistic development.

8. Renovation of classrooms: Few students expressed dissatisfaction with college facilities, such as fans and benches. This affects their comfort and overall experience on campus. Upgrading these amenities can significantly enhance the learning environment and contribute to a more pleasant atmosphere for students. Gathering specific feedback about their needs and preferences can guide improvements in these areas. Air-conditioned classrooms are recommended.

9. Limited parking space for students: Some students voiced their concerns about the insufficient parking space available on campus. They expressed the need for additional parking areas to alleviate congestion, reduce stress related to finding parking, and improve overall convenience for those commuting to campus. It adds unnecessary stress and inconvenience. Colleges should consider expanding or optimizing parking facilities to alleviate this concern and improve the overall experience for students who commute.

10. Limited opportunities for advanced learning: Few students expressed dissatisfaction with limited avenues for higher education within the college. It restricts their opportunities for in their field of interest, potentially affecting their career prospects. Access to a diverse range of advanced courses or specialized programs can significantly impact their academic and career growth. Colleges should strive to offer diverse and comprehensive educational pathways to cater to the varied interests and ambitions of students.

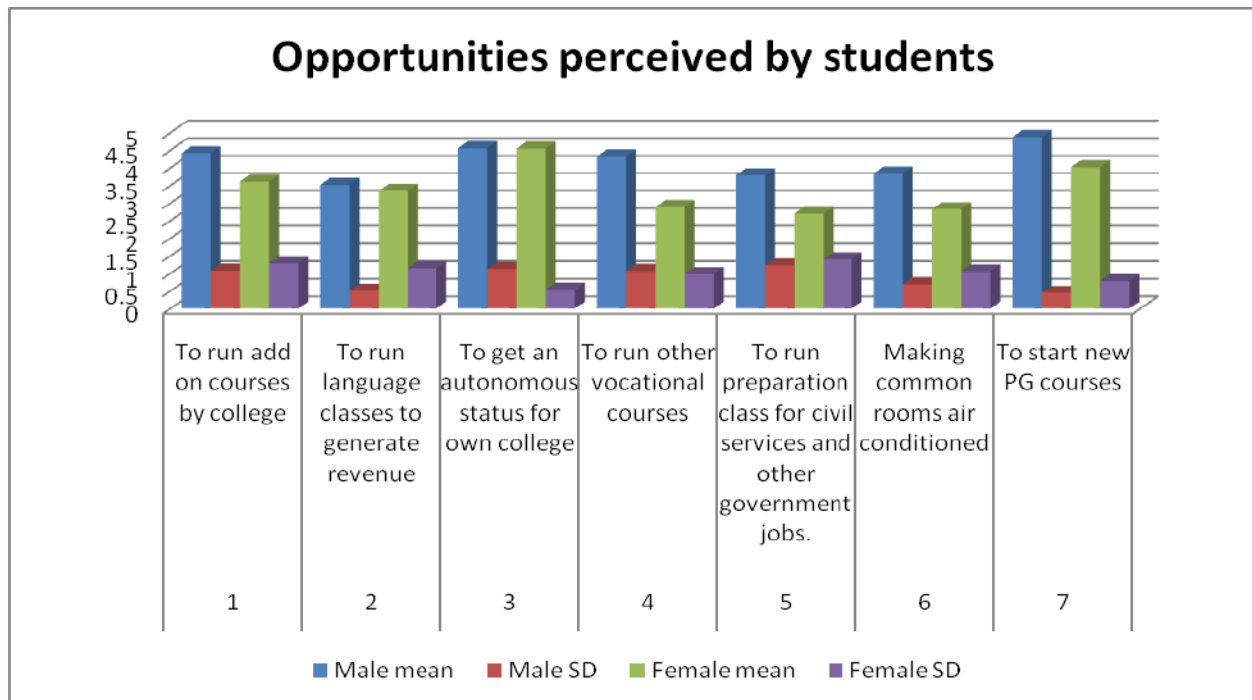


Opportunities:

Opportunities as perceived by students

Table No 1: presenting the mean, SD of male (N=400) and female (N=400) total students (N=800) on Weakness 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	4.56	1.13	4.55	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 other government jobs.	3.79	1.23	2.7	1.4
6	Making common rooms air conditioned	3.84	0.69	2.83	1.06
7	To start new PG courses	4.88	0.45	4.02	0.78





1. To run add on courses by college: Students expressed enthusiasm for Add-on courses. These courses can immensely benefit students by providing additional skills and knowledge beyond their regular curriculum. These courses can enhance their employability and offer a broader educational experience. Encouraging colleges to introduce such programs could significantly enrich students' learning journey.

2. To run language courses to generate revenue: Students expressed enthusiasm for the potential of running language courses in college. It can be incredibly beneficial for students in enhancing their skillset and opening up new opportunities. Colleges offering language courses can help students develop proficiency in various languages, which can be advantageous in both academic pursuits and future career prospects. Such courses can also foster a more diverse and inclusive learning environment.

3. To get an autonomous status for college: Students' enthusiasm for their college to attain autonomous status reflects a desire for more academic independence, innovative programs, and a dynamic learning environment. Autonomous status often signifies an institution's commitment to providing a more flexible and relevant education, catering better to students' needs and aspirations. This status can empower colleges to adapt quickly to changing educational needs and offer innovative programs tailored to students' requirements.

4. To run other vocational courses: Many students expressed interest in the introduction of additional vocational courses in college. It can greatly benefit students by offering practical skills and specialized knowledge relevant to various industries. These courses can enhance employability and provide a more well-rounded education, aligning with the demands of the job market. Expanding vocational offerings can be a valuable step in catering to diverse career aspirations.

5. To run preparatory classes for civil service examination and other government jobs: Students expressed a desire for starting preparatory classes for civil service examination and government jobs in college. It can be highly beneficial for students aspiring to enter the public sector. It equips them with the necessary knowledge and skills needed for competitive exams. Such initiatives from colleges can significantly support students in their pursuit of government employment and enhance their career prospects.

6. Making common room air conditioned: Many students expressed interest in having an air-conditioned common room as it can significantly enhance the comfort and overall experience for students. It provides a conducive space for relaxation, studying, and socializing, especially during extreme weather conditions. Addressing such comfort needs can contribute positively to the well-being and satisfaction of students on campus.



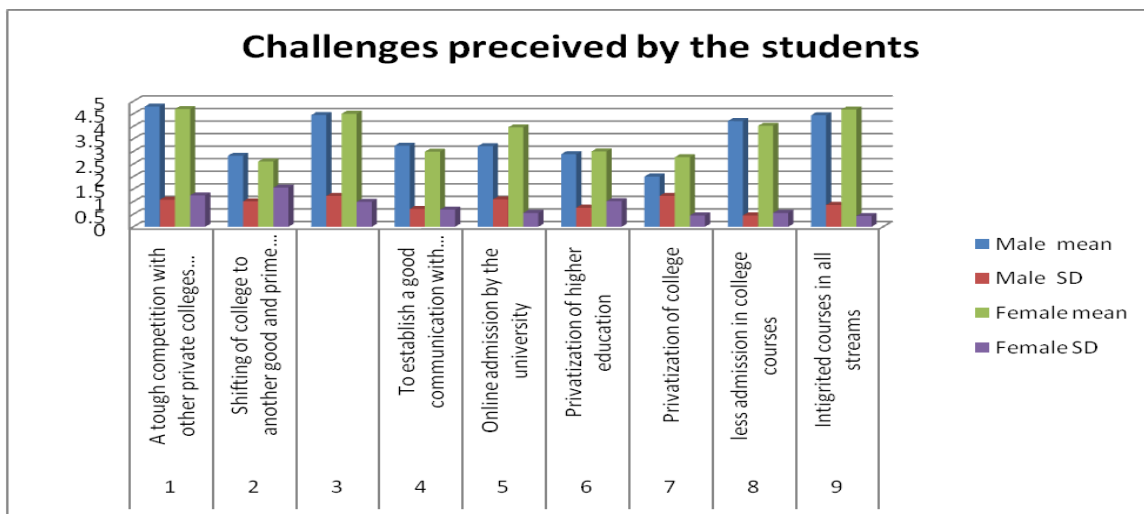
7. To start new PG courses: Students expressed a desire for increased PG courses in college. Introducing new postgraduate courses can broaden the educational offerings of the college, catering to diverse academic interests and career aspirations of students. It expands opportunities for higher education within the institution and contributes to the overall academic growth and advancement of students.

Challenges:

Challenges as perceived by students

Table No 1: presenting the mean, SD of male (N=375) and female (N=225) total students (N=650) on Weakness for college.

Serial no.	Factors	Male		Female	
		mean	SD	mean	SD
1	A tough competition with other private colleges and universities	4.79	1.08	4.69	1.25
2	Shifting of college to another good and prime place	2.83	1.01	2.6	1.56
3	NAAC and RUSA accreditation is a challenge for college	4.45	1.23	4.5	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	1.02
7	Privatization of college	2	1.23	2.77	0.45
8	Less admission in college courses	4.21	0.45	4.02	0.55
9	Integrated courses in all streams	4.44	0.87	4.67	0.43





1. A tough competition with other college and universities: With the establishment of new universities in the region, Karim City College may face increased competition in attracting students and faculty. This challenge can be addressed by emphasizing the college's unique strengths and offerings, as well as continuously improving and adapting to meet the evolving needs of students.

2. Shifting of college to another good or prime place: Students identified the need for relocating the college to a more favorable or prime location away from industrial areas, like a steel plant, can have several advantages. It might offer a better environment conducive to learning, reduce pollution concerns, and potentially enhance the overall campus experience for students. However, such a decision involves various logistical, financial, and infrastructural considerations that need careful evaluation.

3. NAAC and RUSA accreditation is a challenge for college: A few students highlighted that obtaining NAAC and RUSA accreditation can pose significant challenges for colleges. It involves meeting stringent quality standards, ensuring comprehensive documentation, and undergoing rigorous evaluations. However, achieving these accreditations is crucial as they signify the institution's commitment to quality education and can enhance its credibility and funding opportunities.

4. To establish a good communication with university and its PG department: Some students felt that the college establishing robust communication channels between the college and the university, especially with its PG department, is crucial for students. This connection ensures a smooth flow of information regarding academic programs, opportunities, and any updates relevant to their higher education pursuits. Clear communication fosters a supportive and informed environment for students aiming for advanced studies within the university.

5. Online admission by the university: Students identified that online admissions by the university poses a challenge for colleges due to technical complexities, adaptation to new systems, and potential issues in streamlining the process. It may require additional resources and training for staff to ensure a seamless transition to online admission procedures. However, once established, online admissions can offer greater accessibility and convenience for students applying to the college.

6. Privatization of higher education: Privatization of higher education can present challenges for students, including increased tuition fees, potential financial barriers, and concerns about equity and access. It might also impact the overall quality of education and the emphasis on profit-driven motives over educational standards. Balancing the advantages and disadvantages of privatization while ensuring affordability and quality education is crucial for colleges and policymakers.



7. Privatization of college: Students perceived the privatization of colleges as challenging due to potential increases in tuition fees, which could create financial hurdles. Additionally, there might be concerns about changes in the college's approach, shifting priorities from education quality to profit-making motives. Ensuring that privatization doesn't compromise the accessibility and standard of education is crucial to address these concerns.

8. Less admission in college courses: Existing students perceive a decline in admissions to their courses as a challenge due to potential impacts on resources, program sustainability, and the overall learning environment. It could lead to concerns about reduced diversity and opportunities for interaction within the academic community. Implementing strategies to attract more students and sustain program quality could help alleviate these concerns.

9. Integrated courses in all streams: A few students highlighted the need for integrated courses across various streams as they offer a more holistic and comprehensive learning experience. These programs combine diverse subjects, providing a broader understanding and skill set, which can be advantageous in both academics and future careers. Integrated courses also encourage interdisciplinary thinking and innovation among students.

The interviews conducted with Karim City College students provided valuable insights into the strengths, weaknesses, opportunities, and challenges faced by the institution. The data collected indicates that the college has several strengths to build upon, such as the quality of faculty and campus infrastructure. However, there are areas for improvement, including expanding course offerings and enhancing career guidance services. The identified opportunities, such as industry collaborations and online learning platforms, can further enhance the college's offerings. Addressing challenges related to limited funding, the competitive job market, and technological advancements will require strategic planning and resource allocation. This report serves as a foundation for the college to develop action plans and make informed decisions to enhance its overall performance and meet the evolving needs of its students.



TEACHING STAFF



STRENGTHS

- Infrastructure for work
- The present salary
- Inter-department communication
- Intra department communication
- Commitment of the faculty members and
- Recognition given by the college
- Qualified and experienced faculty members
- Organizational culture

WEAKNESSES

- Workload of faculties
- The low motivation of temporary faculties
- Network issue in biometric
- Alarming trends in the admission process of students
- Lack of promotional avenue

OPPORTUNITIES

- Better performance
- Collaboration with other state or private universities
- E-learning and virtual class rooms in college
- To be a deemed university
- Opportunities for research work
- Good placement opportunities for students

CHALLENGES

- 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
- NEP 2020
- Recruitment process



Section-1

Strength as perceived by teaching staffs

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

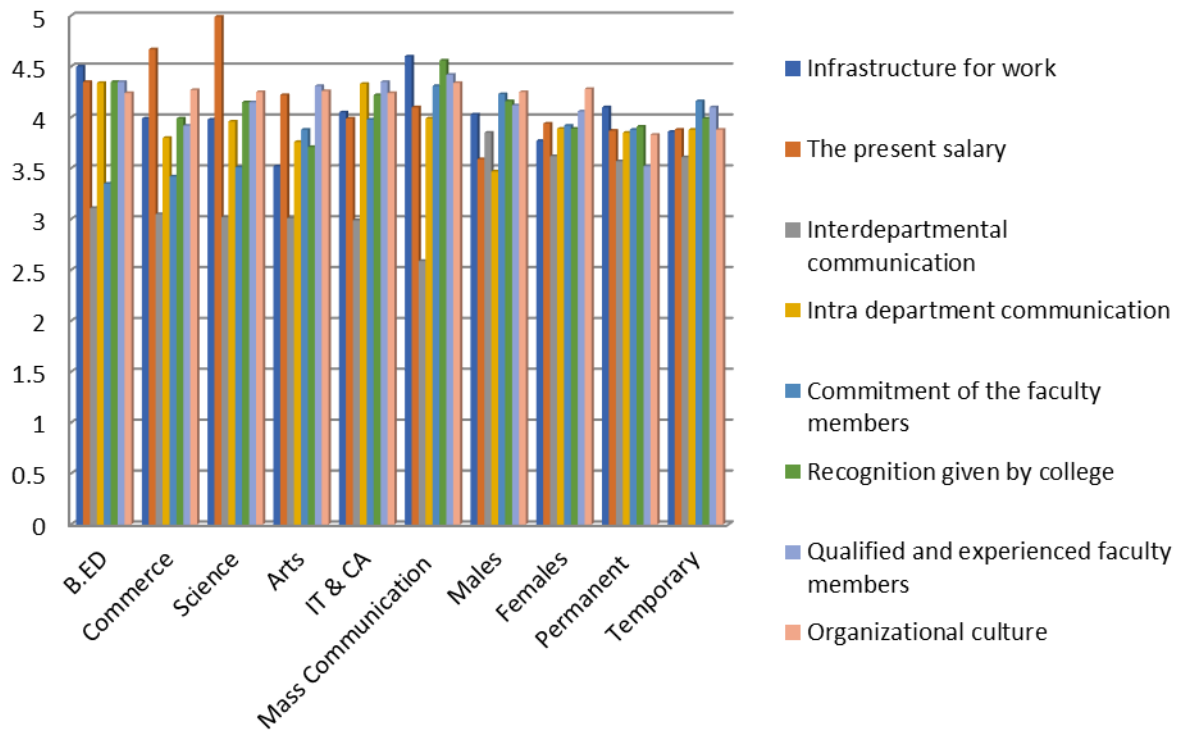
The strengths are as follows:

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 the college
7. Qualified and experienced faculty members
8. Organizational culture

Groups	Infrastruct ure for work	The present salary	Interdepar tmental communic ation	Intra department communicat ion	Commitment of the faculty members	Recogni tion given by college	Qualified and experienc ed faculty members	Organiz ational culture
B.ED	4.50	4.35	3.11	4.34	3.35	4.35	4.35	4.24
Commerce	3.99	4.67	3.05	3.8	3.42	3.99	3.92	4.27
Science	3.98	4.99	3.02	3.96	3.51	4.15	4.15	4.25
Arts	3.52	4.22	3.01	3.76	3.88	3.71	4.31	4.26
IT & CA	4.05	3.99	2.99	4.33	3.98	4.22	4.35	4.24
Mass Communica tion	4.60	4.1	2.59	3.99	4.31	4.56	4.42	4.34
Males	4.03	3.59	3.85	3.47	4.23	4.16	4.12	4.25
Females	3.77	3.94	3.62	3.89	3.92	3.89	4.06	4.28
Permanent	4.10	3.87	3.57	3.85	3.88	3.91	3.52	3.83
Temporary	3.86	3.88	3.61	3.88	4.16	3.99	4.10	3.88



Strength perceived by the teaching staff



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.

Factor 1 **“Infrastructure for Work ”** has emerged as an important factor of strength for the college. The campus has a very friendly and conducive atmosphere and a strong bond among the students, teachers and the administrative officials. A group of dedicated teachers work with selfless devotion.

Factor 2 **“The Present Salary”** has also emerged as a powerful factor of strength for the college. The permanent teaching staffs of the college are highly motivated with the salary they receive and it is reflected by their dedication.



Factor 3 **“Interdepartmental Communication”** has emerged as a strong strength for the college. The communication among the departments of the college is fluent and has no gaps and barriers.

Factor 4 **“Intra department communication”** has also emerged as a strong strength of the college among the teaching staffs. The teaching staffs within the departments have good bonding and they are highly cooperative to each other.

Factor 5 **“Commitment of the faculty members”** has also emerged as a strength for the college by the teaching staffs. The college has a well-qualified and dedicated faculty member. They are highly research oriented and promote it among the students as well.

Factor 6 **“Recognition given by the college”** is perceived as an important strength of college by the teaching staffs. The teachers are motivated by the college management for their achievements. Their research works are highly appreciated and they are continuously being encouraged to grow further in the academics by the management.

Factor 7 **“Qualified and experienced faculty members”** has also emerged as one of the strength of the college. The college has well-qualified and experienced faculty members and they act as the backbone for the institute. They are highly dedicated and keep updating their academic achievements in a regular basis.

Factor 8 **“Organizational Culture”** is also one of the strengths of the college. The teachers are appreciative towards the norms of the college. As far as the organizational culture of the college is concerned the values, feelings, perceptions and attitudes are very conducive which leads to an effective work culture.



Weakness perceived by teaching staff

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

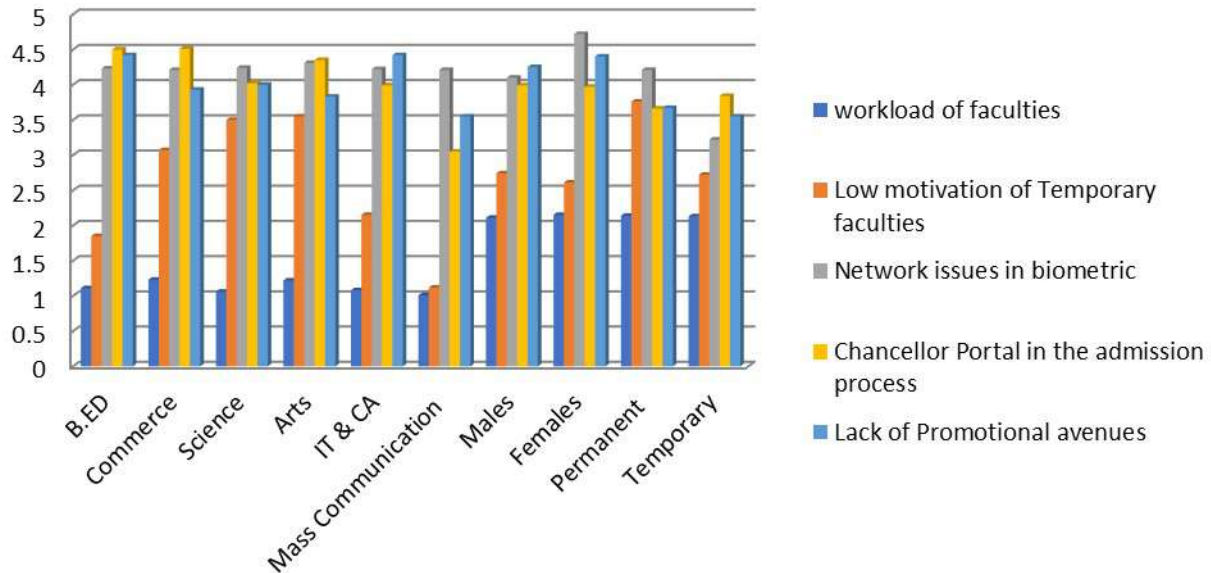
Groups	workload of faculties	Low motivation of Temporary faculties	Network issues in biometric	Chancellor Portal in the admission process	Lack of Promotional avenues
B.ED	1.11	1.85	4.23	4.50	4.42
Commerce	1.23	3.07	4.21	4.51	3.93
Science	1.06	3.50	4.24	4.02	4.00
Arts	1.22	3.55	4.31	4.35	3.83
IT & CA	1.08	2.15	4.22	3.99	4.42
Mass Communication	1.01	1.12	4.21	3.05	3.55
Males	2.11	2.74	4.10	3.99	4.25
Females	2.15	2.61	4.72	3.97	4.40
Permanent	2.14	3.76	4.21	3.66	3.67
Temporary	2.13	2.72	3.22	3.84	3.55

Factors are as follows:

1. Workload of faculties
2. Low motivation of temporary faculties
3. Network issue in biometric
4. Alarming trends in the admission process of the students
5. Lack of promotional avenue



Weakness perceived by Teaching staff



Factor 1 **“Workload of faculties”** in the P.G. departments is one of the weaknesses emerged by the faculty members in few departments of the college. Apart from their U.G. classes they are assigned for the classes of P.G. The staffs are dedicated but apart from the classes they also have the responsibilities of other platforms.

Factor 2 **“Low Motivation of Temporary Faculties”** also is considered as the weakness in the campus. The extra workload and responsibility without the further progress demotivate the faculties. This low motivation restricts the flow of work. Since, temporary teachers are getting low salary hence they are less satisfied with the job. Consequently, motivation level and job enthusiasm are below threshold.

Factor 3 **“Network issue in biometric”** is the matter of concern and is marked as another weakness of the college. The biometric machine usually becomes nonfunctional and the faculty members suffer in making their attendance timely.

Factor 4 **“Chancellor Portal in the admission process”** has emerged as an issue and weakness for the college. The delayed and ambiguous procedure is the biggest hindrance in the way of in time admission process. Consequently, continuous decline in the admission process is alarming and needs to be addressed as soon as possible.



Factor 5 “**Lack of promotional avenue**” has also emerged as the weakness of the college. The several faculties are waiting for their promotion. The process is too slow for it and as a result they are yet not promoted even after several years of working.

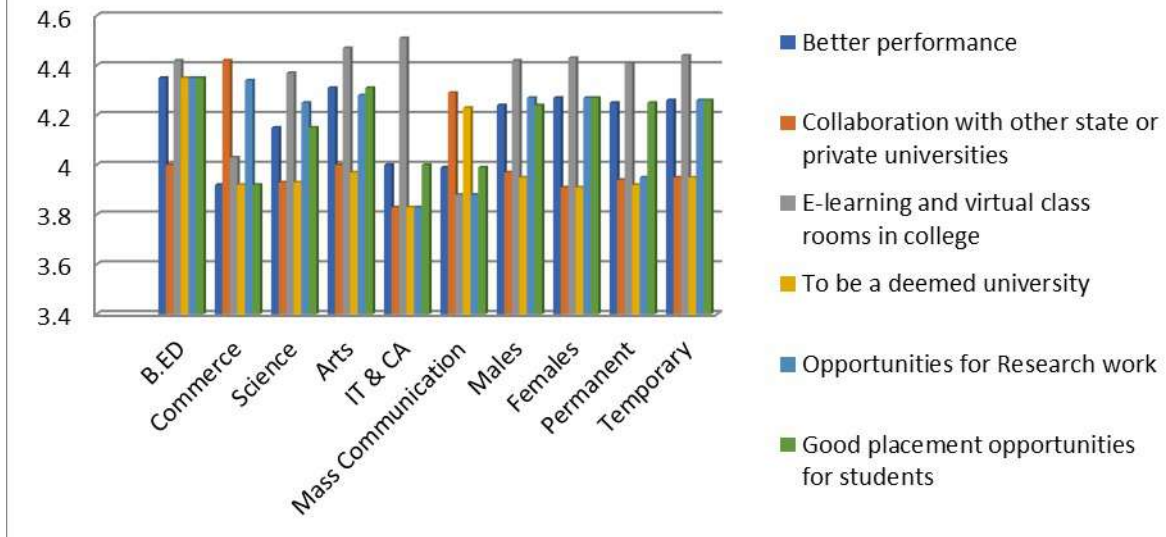
Opportunities Perceived by The Teachers

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

Groups	Better performance	Collaboration with other state or private universities	E-learning and virtual classrooms in college	To be a deemed university	Opportunities for Research work	Good placement opportunities for students
B.ED	4.35	4.00	4.42	4.35	4.35	4.35
Commerce	3.92	4.42	4.03	3.92	4.34	3.92
Science	4.15	3.93	4.37	3.93	4.25	4.15
Arts	4.31	4.00	4.47	3.97	4.28	4.31
IT & CA	4.00	3.83	4.51	3.83	3.83	4.00
Mass Communication	3.99	4.29	3.88	4.23	3.88	3.99
Males	4.24	3.97	4.42	3.95	4.27	4.24
Females	4.27	3.91	4.43	3.91	4.27	4.27
Permanent	4.25	3.94	4.41	3.92	3.95	4.25
Temporary	4.26	3.95	4.44	3.95	4.26	4.26



Opportunities perceived by Teaching Staff



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
5. Opportunities for research work
6. Good placement opportunities for students

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 groups positively portrayed their liking for 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 staffs. 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.

Factor 5 “Opportunities for research work” is also an opportunity for the college as per the teaching staffs. All the teaching group showed a strong liking to this dimension and it is clear from their mean scores presented in the table.

Factor 6 “Good placement opportunities for students” is an opportunity for college according to 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 favour to this dimension and it is clear from their mean scores presented in the table.

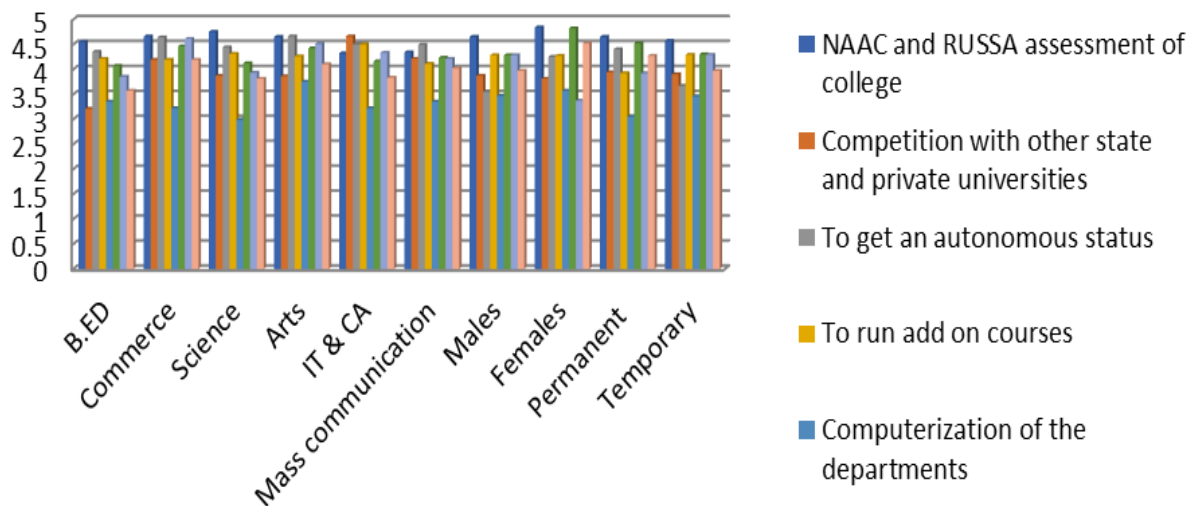


Challenges perceived by teaching staffs

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

Groups	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	NEP 2020	Recruitment process
B.ED	4.55	3.21	4.35	4.21	3.35	4.07	3.85	3.57
Commerce	4.66	4.19	4.64	4.19	3.22	4.46	4.61	4.19
Science	4.75	3.87	4.44	4.31	2.99	4.12	3.93	3.81
Arts	4.65	3.86	4.66	4.26	3.75	4.42	4.51	4.1
IT & CA	4.32	4.66	4.5	4.5	3.22	4.16	4.33	3.83
Mass communication	4.34	4.21	4.49	4.11	3.35	4.23	4.21	4.02
Males	4.65	3.87	3.55	4.28	3.47	4.28	4.28	3.97
Females	4.84	3.81	4.25	4.27	3.57	4.82	3.37	4.52
Permanent	4.65	3.94	4.40	3.92	3.05	4.52	3.92	4.27
Temporary	4.57	3.9	3.67	4.29	3.46	4.3	4.29	3.97

Challenges perceived by Teaching Staff





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. NEP 2020
8. Recruitment process

Among all the departments of the college **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 courses 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.



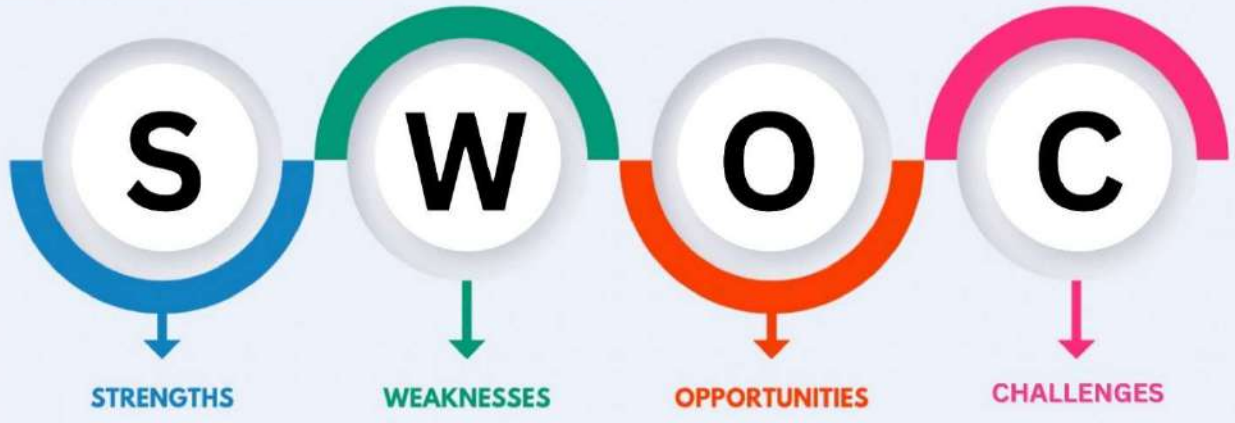
Factor 6 (campus selection from the college) has also emerged as an important challenging factor for the college and it is perceived by all the departments and subgroups.

Factor 7 (work culture of the college) has also emerged as an important challenging factor for the college according to the college staff. It is clear from their mean scores presented in the table.

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.



NON-TEACHING STAFF



Infrastructure for work.

The present salary

Inter department communication

Commitment of the non-teaching members

Recognition given by college

Healthy environment/organizational culture

Less opportunities for promotions

More resources needed

More skill training program needed

Biometrics issues

Admission through chancellor portal

Less participation in decision making

Health insurance of the non-teaching staff

Lack of co-ordination among non-teaching staffs

Better performance/exploring more avenues

To be a deemed university or autonomous status

Infrastructure Development

Community Outreach Programs

Strengthening Alumni Engagement

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

Admission through chancellor portal

Recruitment process

Resource constraint

Workload management



Introduction

This report presents the findings of a SWOC analysis conducted among the non-teaching staff of Karim City College. The purpose of this analysis was to identify the strengths, weaknesses, opportunities, and challenges faced by the college from the perspective of its non-teaching staff members. The data collected from these staff members provides valuable insights into various aspects of the college's operations and administration.

Strengths:

Table 1: **Presenting the mean and SD of the Strengths perceived by the Non-Teaching Staffs.**

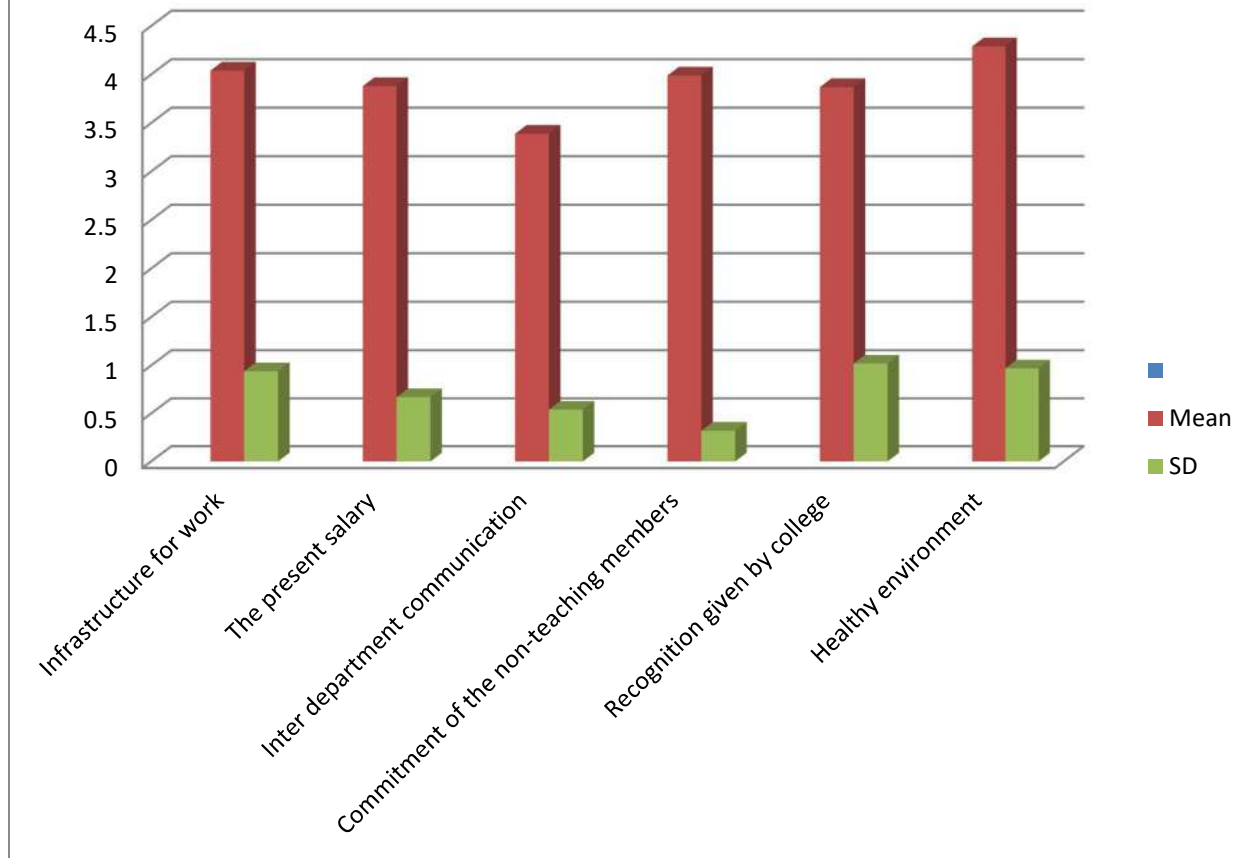
Dimensions	Infrastructure for work	The present salary	Inter department communication	Commitment of the non-teaching members	Recognition given by college	Healthy environment
Mean	4.04	3.88	3.39	3.99	3.87	4.29
SD	0.94	0.67	0.54	0.32	1.02	0.97

Following factors are perceived as the strength of the college by non-teaching staffs.

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



Strength Perceived by Non-Teaching Staffs



The above table 1 presents the different factors of strength perceived by the non-teaching staff of the college. The mean clearly depicts following factors of strength:

1. **Infrastructure for work** provided by the college is one of the good strength of the college perceived by the non-teaching staff.
2. **The present salary given to the staff** is also recognized as strength of the college and most of the non-teaching staff agreed to this factor as strength of the college. They also agreed that even in the Pandemic the college paid the salary to each staff as the regular schedule.
3. **The commitment of the teaching staff** towards students and college responsibilities is the second most important strength of the college according to the non-teaching staffs. They believed that all the teaching staff are well experienced and qualified and have a kind and professional attitude towards the students, non-teaching staffs and their colleagues.



4. **Recognition given by the college** to the staffs is also strength of the college. This recognition works as reinforcement for all the staffs. The table also revealed that inter department communication is also a good strength of the college. The communication between the different departments and faculties is good and supportive.
5. **The organizational culture** of the college is very supportive and congenial. All the working staffs are from different cultural background and ethnicity but all are working harmoniously, peacefully and having good and strong bounding with each other.

Beside the above factors during the interview a good leadership, Teamwork and Collaboration, Commitment to Student Support, Adaptability to Change, Strong Work Ethic, Knowledge of College Policies and Procedures also perceived as strength of the college according to the non-teaching staffs.

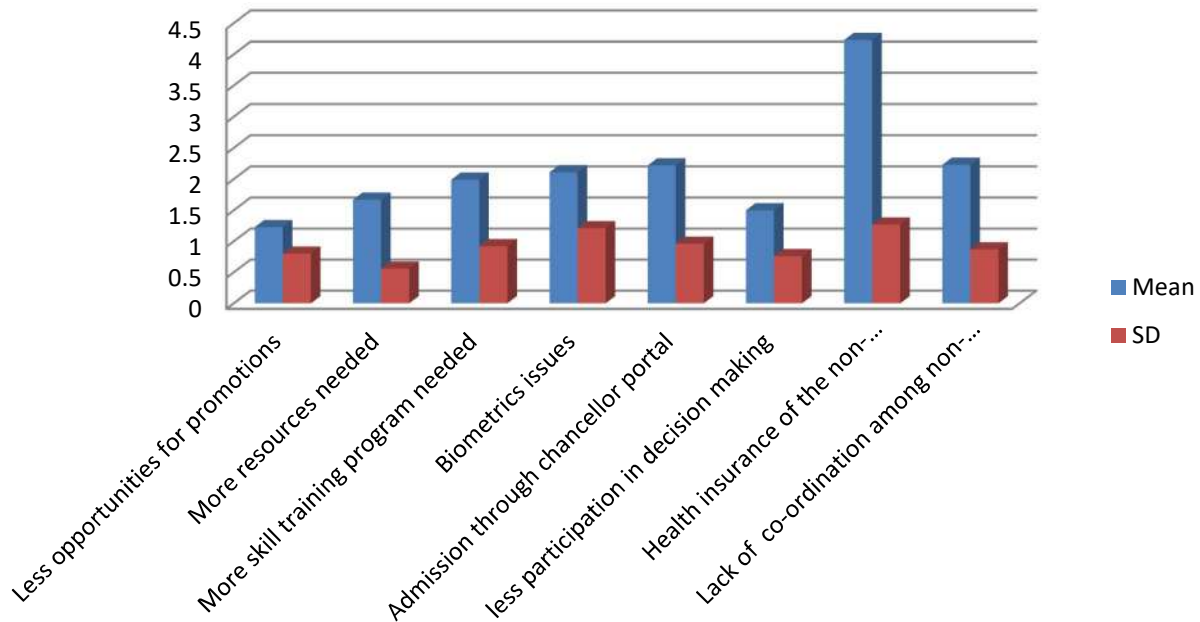
Weaknesses: perceived by the Non-Teaching Staffs of the College

Table 2: Presenting the mean and SD of the Weakness perceived by the Non-Teaching Staffs.

Factors	Less opportunities for promotions	More resources needed	More skill training program needed	Biometric issues	Admission through chancellor portal	less participation in decision making	Health insurance of the non-teaching staff	Lack of coordination among non-teaching staffs
Mean	1.23	1.67	1.99	2.11	2.22	1.5	4.23	2.23
SD	0.8	0.56	0.92	1.21	0.96	0.76	1.27	0.87



Weakness perceived by Non-teaching staff



Factor of weakness perceived by non-teaching staffs are:

1. Less opportunities for promotions
2. More resources needed
3. More skill training program needed
4. Biometrics issues
5. Admission through chancellor portal
6. less participation in decision making
7. Health insurance of the non-teaching staff
8. Lack of co-ordination among non-teaching staffs

1. **Less opportunities for promotions:** Non-teaching staff considered their job as job stagnated. They perceived that there is less opportunity for promotions as compared to university non-teaching staff.
2. **More resources needed:** Quality of work done by non-teaching staffs is also recognized as on the weakness. Due to role overload and resource inadequacy they reported that they are not performing to their optimum level.
3. **More skill training program needed:** Although non-teaching staffs are well trained in computer and information technology even then some of the senior staffs' experiences need for training and some advances courses in data analysis.



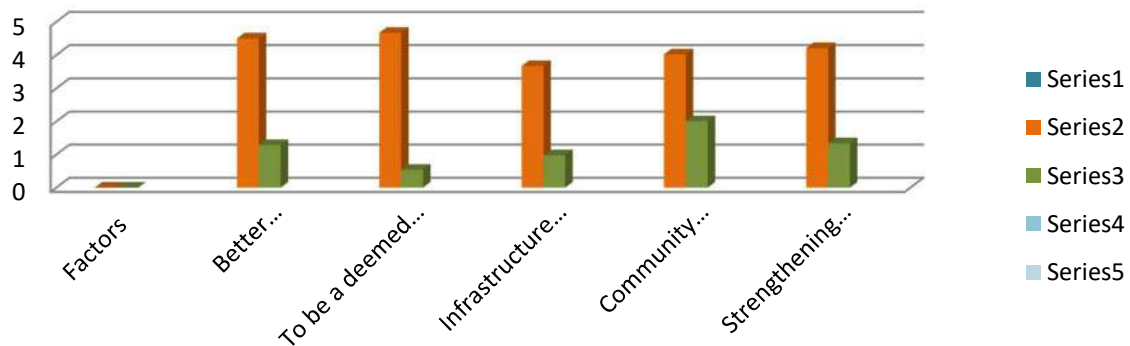
4. **Biometrics issues:** Non-teaching staff are frequently experiences problem related to biometric attendance due to server or network issues.
5. **Admission through chancellor portal:** Admission through chancellor portal seems to be ambiguous as perceived by non-teaching staff. Such issues have affected admission process adversely.
6. **Health insurance issue:** During the interview with the non-teaching staffs it was revealed that lack of health insurance playing instrumental role in job dissatisfaction.
7. **Less participation in decision making:** Some non-teaching staffs also reported there is less participation in decisions making consequently emerged as weakness.
8. **Lack of co-ordination among non-teaching staffs:** It was also revealed that lack of proper co-ordination among non-teaching staff affecting job performance and organizational effectiveness.

Opportunities: Perceived by Non-Teaching staffs

Table 3: Presenting the mean and SD of the Opportunities perceived by the Non-Teaching Staffs.

Factors	Better performance	To be a deemed university or autonomous status	Infrastructure Development	Community Outreach Programs	Strengthening Alumni Engagement
Mean	4.5	4.67	3.67	4.02	4.21
SD	1.29	0.54	0.98	2.01	1.34

Opportunities for Colelge Perceived by the Non-teaching staffs





The Opportunities perceived by the Non-Teaching Staffs.

1. Better performance/exploring more avenues
2. To be a deemed university or autonomous status
3. Infrastructure Development
4. Community Outreach Programs
5. Strengthening Alumni Engagement

1. The above table revealed that following factors as opportunity for the college:

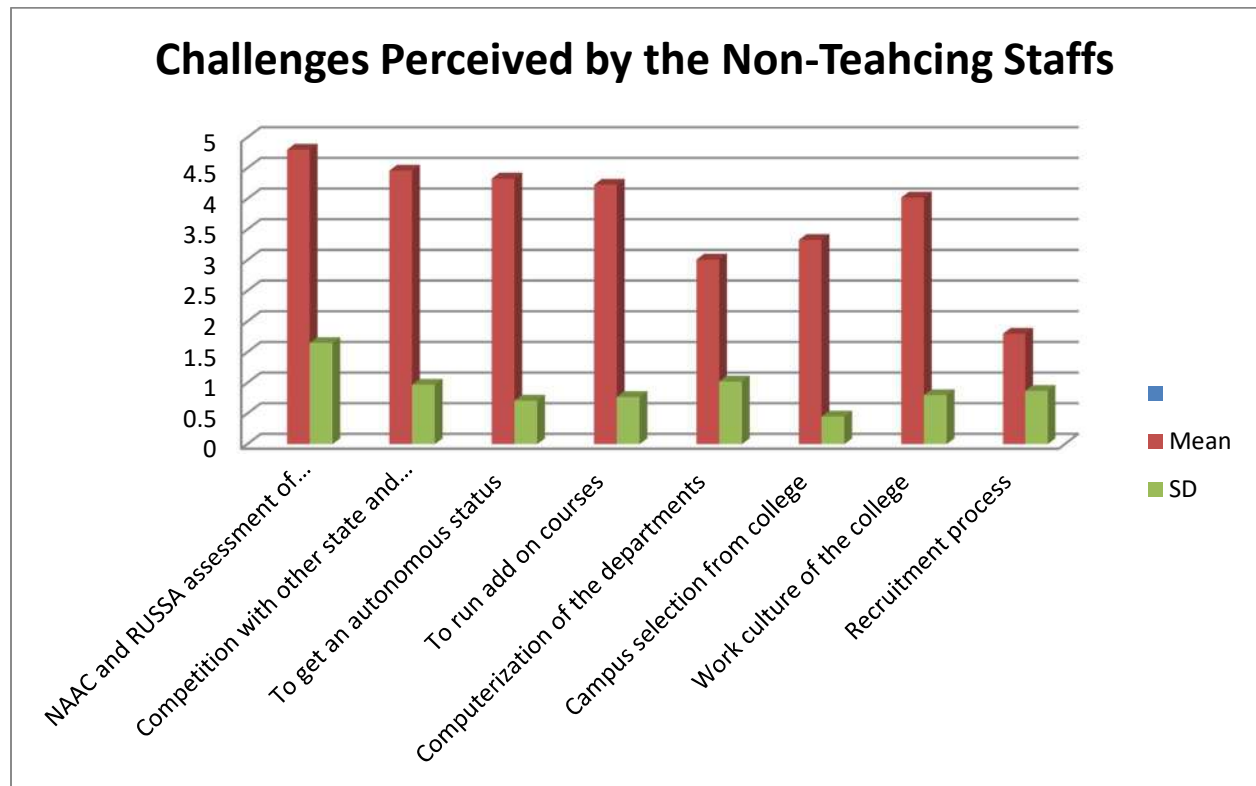
1. **Better performance/exploring more avenues:** It is also one of the most important factor emerged in terms of opportunity. College can explore and do MOU's with other organizations to give consultancy services. Non-teaching staff members highlighted the potential for collaborations with industry partners to enhance students' employability and internship opportunities. Strengthening ties with local businesses and organizations can provide valuable practical experiences for students.
2. **To be a deemed university:** Over the year's non-teaching staff's experienced different possibilities for establishment of esteemed institution in the form of university. It was reported by non-teaching staff that the college is not getting good opportunities to explore avenues for getting to be deemed university. Although, the college is having good resources and potentialities for getting autonomous status or to be deemed university.
3. **Infrastructure Development:** Non-teaching staff members expressed the need for infrastructure development, including modern classrooms, well-equipped laboratories, and upgraded facilities. Investing in infrastructure can enhance the learning environment and attract more students.
4. **Community Outreach Programs:** The non-teaching staff identified an opportunity to expand community outreach programs. Engaging with the local community through initiatives like workshops, seminars, and social service projects can enhance the college's reputation and foster positive relationships.
5. **Strengthening Alumni Engagement:** The non-teaching staff recognized an opportunity to strengthen alumni engagement programs. Building a strong alumni network can create mentorship opportunities, fundraising avenues, and industry connections that benefit both current students and the college.



Challenges: Perceived by the Non-Teaching Staffs of the college

Table 4: Presenting the mean and SD of the Challenges perceived by the Non-Teaching Staffs.

Dimen sions	NAAC and RUSSA assessm ent of college	Compe tition with other state and private univer sities	To get an auton omous status	To run add on cours es	Comp uteriza tion of the depart ments	Campus selectio n from college	Admis sion throug h chance llor portal	Recruit ment process	Reso urce const raint	Workload managem ent
Mean	4.8	4.46	4.33	4.23	3.01	3.33	3.9	1.8	3.89	4.21
SD	1.65	0.97	0.71	0.77	1.02	0.45	0.8	0.87	1.22	1.65



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. Admission through chancellor portal
8. Recruitment process
9. Resource constraint
10. Workload management

1. **NAAC and RUSSA assessment of college:** over the years NAAC /RUSSA assessment of the college has emerged a big challenge because getting A grade is essential for the survival of institution.
2. **Increasing Competition:** Non-teaching staff members acknowledged the challenge of increasing competition from other colleges and educational institutions. Conducting market research, implementing effective marketing strategies, and continuously enhancing the college's offerings can help stay competitive.
3. **To get an autonomous status:** According to the responses given by non-teaching staffs to get an autonomous status for college is a significant challenge and college should have to plan to achieve it. This status will bring a good recognition for college.
4. **To run add on courses:** Table further revealed that to run add on courses in the college is also one of a good challenge because now the competition with the other private universities has increased and our college need to change its strategies.
5. **Computerization of the departments:** This factor is also emerged as a challenge for the college. With the advent of Advancement in science and technology, This has become essential for academic development.
6. **Campus selection from college:** Non-teaching staffs also agreed to this factor that calling companies and organizations for selection of students from college campus is a challenge although the campus recruitment team is working hard but it should be done more strategically.
7. **Admission through chancellor portal:** this is one of the most prominent factor perceived as challenge by the non-teaching staffs all of them agreed that the decreasing number of admission in college is due to this portal because many of the students are unable to get the information about admission and many of them are not having resources.
8. **Recruitment process:** recruitment of the staff both teaching and non-teaching in college is also a challenge and its needed to solve urgently because this will leads to problem in smooth functioning.
9. **Workload Management:** Non-teaching staff members identified workload management as a significant challenge. They expressed concerns about heavy workloads, especially



during peak periods, and emphasized the need for effective delegation, prioritization, and resource allocation to address this challenge.

- 10. Resource Constraints:** Some staff members highlighted resource constraints, such as limited budget allocations, outdated equipment, or insufficient staffing levels. They believed that addressing these constraints would improve their ability to perform their roles effectively and contribute to the college's success.

Evolving Technological Landscape: Non-teaching staff members recognized the challenge of keeping up with the rapidly evolving technological landscape. Regular training programs and investments in technology infrastructure can help staff members adapt to new tools and platforms. (MOOCS development)

Changing Regulatory Requirements: The non-teaching staff identified the challenge of keeping up with changing regulatory requirements in the education sector. Regularly monitoring and updating policies and procedures can ensure compliance and reduce the risk of penalties or legal issues. (NEP 2020 and Biometrics)

The SWOC analysis among the non-teaching staff of Karim City College provided valuable insights into the strengths, weaknesses, opportunities, and challenges faced by the institution from an administrative perspective. The dedicated and experienced staff, along with their emphasis on teamwork and collaboration, health organizational culture and recognition given by the college, were identified as strengths. However, challenges related to NAAC and RUSA assessment, competition with other private universities communication channels and training opportunities were recognized as areas for improvement. The opportunities identified included technology integration and process improvement, while weakness included hostel for boys and girls, playground issue and job stagnation and resource constraints. Addressing these challenges and capitalizing on the opportunities will require strategic planning, effective communication, and investment in training and resources. This report serves as a foundation for the college to develop action plans and make informed decisions to enhance administrative operations, support staff members' professional growth, and ultimately contribute to the overall success of Karim City College.



ALUMINI



Dedicated and experienced teaching staffs

Annual alumni meet

Efficient administrative processes

Good infrastructure

Regular classes

Regular workshops and seminars

Well-equipped laboratories

Regular extracurricular activities

Good result

Internal examinations

Discipline and decorum

Clean campus

More classrooms are needed for classes

Hostel facilities

Playground issue

Class suspension

Limited professional developmental opportunities

Parking space for the students is an issue for the students because many students park their bikes outside the campus

Internship and Training

Scholarships

NCC

NSS

Rotaract

Collaboration with the companies for internship for students is an opportunity

Providing consultation to other organizations and generating revenue is an opportunity

Collaboration with other university

Major research project

Placement for all students



Section-4

SWOC as perceived by Alumni

A structured interview was conducted in which questions related to strengths, weaknesses, opportunities, and challenges of college were asked and on the basis of the responses findings are as follows:

Strength

- **Dedicated and experienced teaching staffs:** The alumni students of the college perceive that the faculty members of the college are well-qualified and experienced.
- **Efficient administrative processes:**
- **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 a regular basis which is productive for its students.
- **Well-equipped laboratories:** The laboratories of the college is well equipped with all instruments, cameras, computers, chemicals etc. and keep 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 results of its students.
- **Internal examinations:** The College conducts regular internal examinations for the assessment of its students.
- **Discipline and decorum:** The alumni 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

- **More classrooms are needed for classes:** A little space crunch is a problem for the college as perceived by the pass out students.
- **Hostel facilities:** The College doesn't have its own hostel and its one of the weakest factor.
- **Playground issue:** The playground issue is recognized as a weakness among the alumni.
- **Class suspension** as a result of frequent examination center.
- **Limited professional developmental opportunities.**
- **Parking space for the students is an issue for the students because many students park their bikes outside the campus.**

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.
- **Collaboration with the companies for internship for students is an opportunity.**
- **Providing consultation to other organizations and generating revenue is an opportunity.**

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.